

Mission Possible: Assessing Graduate and Professional Programs

AALHE Conference – June 3, 2014 - 8:15-10:15am, Alvarado H, Hotel Albuquerque, Albuquerque, NM

Timothy S. Brophy, Ph.D., Professor and Director, Institutional Assessment

Email: tbrophy@aa.ufl.edu - Phone: 352-273-4476

University of Florida Office of the Provost - 235 Tigert Hall - Gainesville, Florida, 32611-3175

Additional materials can be found at the University of Florida Institutional Assessment website, <http://assessment.aa.ufl.edu>.

About the University of Florida (UF)

- Research intensive, comprehensive university; AAU-member institution
- Approximately 33,000 undergraduate and about 15,000 graduate students
- 127 undergraduate, 288 graduate and professional, and 134 certificate programs; 33 administrative units (16 colleges, 11 VP units, 4 SVP units, Libraries, and the Graduate School)

Planning for Assessment of Graduate and Professional Programs

- *Academic Assessment Plans* provide a common framework assessment planning, including
 - how the faculty assess and measure student achievement of the SLOs,
 - collect the data that results from those assessments, and
 - describe the process for how the data from these assessments are used to enhance student learning and modify programs
- Academic Assessment Plans serve a number of purposes
 - They provide faculty a focal point for the discussion of the assessment of student learning in the degree programs
 - The planning discussions provide an opportunity to revisit the curriculum and its relationship to the SLOs
 - The Academic Assessment Plan provides a consistent reference resource when faculty and leadership change
- The components of graduate and professional academic assessment plans are (template in Figure 4):
 - Mission Statement
 - Student Learning Outcomes and Assessment Measures
 - Research
 - Assessment Timeline
 - Assessment Cycle
 - Measurement Tools
 - Assessment Oversight
- Process management
 - Submission – approval forms (for new and revised plans) are submitted via online approval system
 - Online Approvals system – see Figure 2
- Plan review
 - Plans are submitted by a certain date – see Figure 3 for the Planning and Reporting calendar
 - Reviewed by the Director of Institutional Assessment using the rubric shown in Figure 1

Data Collection and Reporting for Graduate and Professional programs

- Plan updates and Data Collection – annually – See Figure 3 for the UF calendar
- Data entry guides for reporting SLO and Program Goal data – see Figure 5
- Example: PhD in English – Figures 7 and 8, 2011-12 Data Analysis Report; Figure 9, 2012-13 Academic Assessment Plan; Figure 10 – 2012-13 Data Analysis Report
- Figure 11 – additional statements from various graduate data reports

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://assessment.gg.ufl.edu/>.

Program:

Year:

Component	Criteria	Comments
Mission Statement	Mission statement is articulated clearly.	
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.	
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.	
	SLOs focus on demonstration of student learning.	
	SLOs are measurable.	
	Measures are appropriate for the SLO.	
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.	
Assessment Timeline	The Assessment Timeline indicates the times in the program where the SLOs are assessed and measured.	
	The Assessment Timeline identifies the assessments used for each SLO.	
Assessment Cycle	The assessment cycle is clear.	
	All student learning outcomes are measured.	
	Data is collected at least once in the cycle.	
	The cycle includes a date or time period for data analysis and interpretation.	
	The cycle includes a date for planning improvement actions based on the data analysis.	
	The cycle includes a date for dissemination of results to the appropriate stakeholders.	
Measurement Tools	Measurement tools are described clearly and concisely.	
	Measures are appropriate for the SLOs.	
	Methods and procedures reflect an appropriate balance of direct and indirect methods.	
	The report presents at least one example of a grading rubric.	
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified	

Figure 2. The Academic Assessment Planning Approval and Management Process

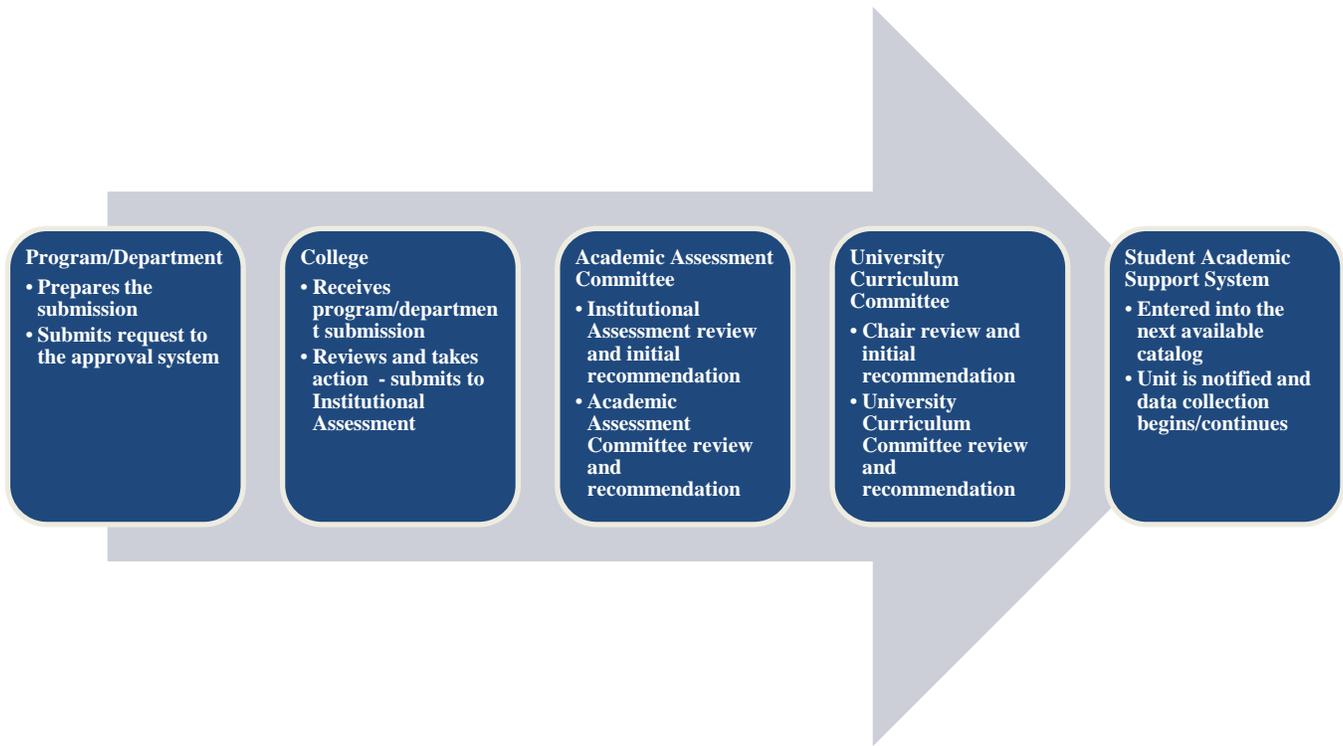


Figure 3. Planning and Reporting Calendar for All Assessment Units

Combined Reporting and Planning Calendar for All Units through 2017-18

Academic Assessment/Institutional Effectiveness Data Reports		Academic Assessment Plans		Institutional Effectiveness Plans	
<i>Academic year</i>	<i>Due date</i>	<i>Academic year</i>	<i>Due date*</i>	<i>Academic year</i>	<i>Due date*</i>
		2014-15	April 4, 2014	2014-15	June 13, 2014
2013-14	October 10, 2014	2015-16	February 27, 2015	2015-16	June 12, 2015
2014-15	October 9, 2015	2016-17	February 26, 2016	2016-17	June 10, 2016
2015-16	October 14, 2016	2017-18	February 24, 2017	2017-18	June 9, 2017

Figure 4. Academic Assessment Plan Template for Graduate Programs

*Academic Assessment Plan for <ENTER> Level and Degree Name
College Name*

Instructions: Use this template to prepare your Academic Assessment Plan. Refer to the instructions found at <http://assessment.aa.ufl.edu/gaap>.

1. **Mission**
2. **Student Learning Outcomes and Assessment Measures**
3. **Research** - Your narrative goes here.

4. **Assessment Timeline.** Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program _____ College _____

Assessment	Assessment 1	Assessment 2	Assessment 3	Enter more as needed
SLOs				
Knowledge				
#1				
#2				
Skills				
#3				
#4				
Professional Behavior				
#5				
#6				

5. **Assessment Cycle.** Use this Assessment Cycle template for your plan. Add or delete rows as needed.

Assessment Cycle for:
 Program _____ College _____

Analysis and Interpretation: _____
 Program Modifications: Completed by _____
 Dissemination: Completed by _____

Year	13-14	14-15	15-16	16-17	17-18	18-19
SLOs						
Content Knowledge						
#1						
#2						
Skills						
#3						
#4						
Professional Behavior						
#5						
#6						

Measurement Tools

Here, describe the measurement tools (exams, projects, etc.) you use to assess the SLOs, and include at least one example.

Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number

Figure 5. Data Entry Guides for Faculty

Data Entry Guide for Reporting SLO Data

Assessment Method:

- List the assignment, exam, project, etc.
- If this is a sample, describe the sampling procedure used

Results:

- Enter the criterion for success. The “criterion for success” is the minimum percentage of students who pass the assessment that you consider to be acceptable for your program. *If the criterion is less than 70%, provide a rationale.*
- State: “X number of students passed the assessment out of a total of Y students, for a percentage of Z%”.
- State: This meets/does not meet the criterion for success.
- Attach the data you shared with your faculty (student names redacted). NOTE: Please have raw data available in case it is requested.

Use of Results:

- State who reviewed the results.
- Refer to the results that were reviewed.
- State actions taken in past tense. For example:
 - “Based on our review, we decided to...”
 - “We modified our SLO #1 because the data indicated that...”
 - “We changed the course content for ABCXXXX effective fall 20XX because the data revealed that...”

Data Entry Guide for Reporting Academic Program Goals Data

Assessment Method:

- State the measurement method

Results:

- Briefly state your results
- Include or attach the data you collected in summary form

Use of Results:

- State who reviewed the results.
- Refer to the results that were reviewed.
- State actions taken in past tense. For example:
 - “Based on our review, we decided to...”
 - “Our results led us to modify our goal to...”
 - “We developed a new measure for this long term goal based on our review...”

2012-13 Graduate Program Data Reporting Analysis Results

- 76% were returned for revisions due to failure to follow our guidelines
- The most requested revision was the Use of Results field. Specifically, programs did not state who reviewed the results.
- Programs were most likely cited for Program Goal Use of Results statements.
- Many programs were cited for not stating results and use of results in the past tense

Figure 7. English PhD - 2011-12 - Program Goals				
Number	Goal	Evaluation Method	Results	Use of Results
2011-12 PG 1	Train students concentrating in our many specialized disciplines for employment success after graduation.	Tracking of graduates; increased advising for job market; use of departmental exit interview.	In the period Fall 2011-Summer 2012, we graduated 11 PhDs, with several more expected in Fall 12--this is comparable to last year's reporting period during which 12 PhDs graduated. These graduation rates continue the very positive trends toward quicker graduation dates we have witnessed in the last few years. Of this group, 5 people have been placed renewable lectureships and visiting professorships and 3 in post-docs. Our 3-year tenure-track placement rate remains above the national average: based on figures reported to the graduate school, 95% of our 99 PhD graduates in the period from Summer 2005 to Summer 2011 remain in academia, 54% in tenure track positions. It remains to be seen how current economic problems will affect this placement rate. We continue to publicize placements and graduation data on our website, and have successfully begun to build communication bridges with alumni in this way. We also have had outstanding alumni participation in our graduate-organized national conferences, keeping connections open to past students in other ways as well.	The Graduate Coordinator has created a chart of completion rates and placements for all students admitted to the PhD since 1990. The Graduate School has also begun to track information for Ph.D placement from Summer 2005-Summer 2012 and we have already submitted that information in full.
2011-12 PG 2	Increase international opportunities for graduate students.	Tracking of graduate student aid.	Several students received funds to present their work at national conferences and/or to conduct archival research.	Funds remain available for archival research overseas; in addition, we have given priority to advanced students when ranking applicants for the extremely limited college and departmental travel funds. The return of travel support to the department has allowed us to now fund many of the ABD students seeking funds to travel for conference presentations. Additional funds would further enable other graduate students to receive funds to support conference presentations.
2011-12 PG 3	Assess the overall quality, culture and functioning of the program.	Self-study and external review.	Following a self-study and a Department evaluation by a team of external reviewers in 2006, we continue to review program needs and policies.	Ongoing. Some changes cannot be implemented until we have sufficient funds for faculty and staff hiring, travel support, equipment upgrades, research opportunities, and other needs. The graduate students continue to be active and energetic presences in the department, sending a representative to take notes at all faculty meetings, establishing a welcoming committee for prospective new students that handles housing and other visitation arrangements, and scheduling regular monthly workshops on publishing, teaching, and other professional activities.

Figure 8. English PhD - 2011-12 – Student Learning Outcomes

Number	Title	Outcome	SLO Area (select one)	Assessment Method	Results	Use of Results
SLO 1	Deep knowledge of subject area	Students should have deep knowledge of their subject areas.	Knowledge (Grad)	Students will complete a track form showing course distribution and successful completion of courses as indicated by both in-depth study and breadth of knowledge. Students who have completed coursework will fill out an annual activities report, comparable to that of the faculty, reporting on all aspects of their academic and professional work (including teaching)	All PhD Students completed track forms; those out of coursework completed an annual review. We completed the first round of annual activity reports for students in their third year (post-coursework) and beyond.	We've been better able to monitor knowledge and progress with track forms and annual activities reports.
SLO 2	Complete book-length manuscript	Students should be able to devise and successfully complete a book-length manuscript in their field.	Knowledge (Grad)	Students will successfully defend a dissertation within seven years of admission to the program.	Our time to degree continues to improve; most students complete their dissertations and graduate within seven years, many sooner.	We will continue our efforts to guide students through the dissertation process in a timely but professionally reasonable way.
SLO 3	Identify and develop significant projects	Students should be able to identify and develop significant projects in their field.	Skills (Grad)	Students will successfully complete and defend a dissertation acceptable to their committee and/or will publish scholarly work within seven years of program entry.	Most students successfully develop a significant long research project and/or publish scholarly work within this period.	We mentor those students whose progress is slower, working with them in consultation with their directors and committees.
SLO 4	Construct and teach course in field	Students should be able to construct and successfully teach a course in their field at the lower-division level.	Skills (Grad)	Students will receive comprehensive evaluations about 3.8 and a satisfactory external evaluation from a supervisor.	All but a few students received evaluations higher than 3.8.	We counsel students with lower teaching scores and help them identify strategies for improvement in course design and teaching effectiveness.
SLO 5	Publish work and present at professional meetings	Students should be able to present at professional meetings and/or publish their work.	Professional Behavior (Grad)	Students will publish scholarly work and/or present at scholarly conferences.	Students are very research active, presenting their work at meetings and publishing their work. This success is indicated by the number of conference presentations given and publications placed.	We hope to make more funds available for conference travel, but that money comes out of our general budget, which has taken a serious hit in recent years.

Figure 9. 2012-13 Academic Assessment Plan for Ph.D. in English

College of Liberal Arts and Sciences

Online at http://assessment.aa.ufl.edu/Data/Sites/22/media/2012-13qaap/2012-13-qaap-clas/clas_english_phd_qaap-march-15.pdf

A. Mission

The **PhD in English** offers advanced study in English studies, broadly conceived. Course offerings and programs of study are flexible and foster both scholarly and creative learning. In addition to offerings in the traditional literary periods, areas of PhD concentration include film studies, media and technology studies, cultural studies, children's literature, literary theory, rhetoric and composition, and postcolonial studies. In sum, there are 18 Tracks that students may elect to follow; students may also devise individual tracks with the oversight of the Graduate Coordinator.

The Department's nationally-prominent faculty is dedicated to the common pursuit of the university's threefold mission—teaching, research and service—and to preparing graduate students in those areas, as well. Graduate students enjoy rich intellectual and creative opportunities both inside and outside of the classroom. The PhD program supports graduate students in the creation of new knowledge and the pursuit of new ideas. The program strives to create a broadly diverse environment necessary to foster critical thinking, reading, and writing skills. This important mission is manifest at all stages of graduate education from recruitment of new graduate students to course design and rigorous, professional mentoring of each graduate student in his or her research. Because our program cultivates a critical understanding of the cultural and material conditions that shape the production of historical and contemporary texts, we align with the College mission to help students "understand our place in the universe" and disseminate knowledge by engaging with "fundamental questions" in the arts and humanities.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Students identify and discuss a problem or gap in scholarship in their specialization.	PhD Dissertation evaluation and oral defense (see rubric).	Campus
Skills	2. Students teach an entry-level college writing course and/or a lower-division course in their field in a professional manner, organizing and delivering content in a mode appropriate to audience.	Supervisory review and comprehensive scores from student evaluations.	Campus
Professional Behavior	3. Students engage in professional research and writing activity at the PhD level, for example, conference-ready papers and/or materials appropriate for publication.	Supervisory review of professional materials.	Campus

C. Research

The PhD is a research-intensive graduate program that prepares students for full-time academic employment. Admission is selective, and emphasizes current capacity for research as well as potential for expansion of research ability. While in coursework, students are required to write seminar papers for most of their seminars, and all assignments require critical analysis. The degree requires coursework, the passing of area exams, and the writing and defense of a dissertation. Throughout the program, both formally and through optional professionalization workshops, students learn how to engage in the research genres of the profession: the seminar paper, the conference paper, the book review, the journal article, the dissertation. Most PhD students present research papers at professional conferences; many do so frequently, and also at the national and international levels.

D. Assessment Timeline

Program Ph.D. in English

College of Liberal Arts and Sciences

Assessment	Assessment 1
SLOs	
Knowledge	
#1	PhD Dissertation evaluation
Skills	
#2	Teaching evaluation
Professional Behavior	
#3	Review of professional materials

E. Assessment Cycle

Assessment Cycle for:

Program Ph.D. in English College of Liberal Arts and Sciences

Analysis and Interpretation: annually

Program Modifications: as needed

Dissemination: annually

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X	X	X	X	X	X
Skills							
#2		X	X	X	X	X	X
Professional Behavior							
#3		X	X	X	X	X	X

We assess SLO #2 annually for each student. SLOs 1 and 2 are assessed at the completion of the program. Because we have new groups admitted each AY, however, we assess all 3 SLOS each year.

F. Measurement Tools

SLO 1 (Content Knowledge): Dissertation Evaluation Rubric; also Oral Defense. Information about area exams, the dissertation prospectus, and the writing and the defense of the dissertation may be found here:

http://www.english.ufl.edu/resources/grad/handbook/phd_requirements.html

SLO 2 (Skills): Teaching Evaluation Rubric; University-administered student teaching evaluations (each semester), and annual supervisory teaching evaluation (written, delivered after classroom observation by a faculty member, with supervision from the Director of Graduate Student Teaching).

SLO 3 (Professional Behavior): Professional Materials Rubric. Assessment of professional research and writing activity at the PhD level, for example, conference-ready papers and/or materials appropriate for publication.

Two other measurement tools for the PhD program:

- 1) The Annual Review, which reviews student progress annually, reports on completion of courses, formation of dissertation committee, GPA levels, and other benchmarks of program success. The Graduate Coordinator conducts this review, in consultation with the graduate faculty who serve on student committees.
- 2) Annual Report Form, modeled on UF's Annual Activities Report for faculty, required beginning Year 3 (must be signed by dissertation director for Graduate Coordinator review). This is a comprehensive assessment of progress, addressing multiple SLOS (and, indirectly, program goals). The idea is to provide an in-progress and comprehensive inventory of professional materials and activities.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Name withheld	Department Chair	withheld	withheld
Name withheld	Graduate Coordinator	withheld	withheld
Name withheld	Associate Chair	withheld	withheld

SAMPLE TOOL: Annual Report Form (indirect assessment)

Annual Report Form (AY 2010-2011: March 16, 2010-March 15, 2011)

PhD Year 3

Name:

Field(s):

Director:

Attach separate sheet if more space is necessary.

Date PhD exams passed: _____

Note: if you have not taken your exams yet, give reason for delay, and anticipated date.

Progress on dissertation research and writing this year. Include information on timeline/schedule for research and writing, such as deadlines you're trying to meet, etc.

Professional activity: conference papers, publications, etc.

Service activity: committee work, conference organization, etc.

Signature

Dissertation director signature

SAMPLE TOOL: Dissertation Evaluation Rubric (SLO 1, Knowledge)

SLO	Exceeds 4	Achieves 3	Minimally Achieves 2	Does Not Achieve 1
<p>Students identify and discuss a problem or gap in scholarship in their specialization.</p>	<p>Student identifies and discusses a very important problem or gap in existing scholarship. Student's extended analysis of several texts appropriate to the subfield of the dissertation is insightful and detailed. There is a clear connection of all supporting material to the problem or gap the student has identified in existing scholarship. The appropriateness and scope of the examples selected for the purpose to which the student puts them is clearly explained. The evidence is both sufficient and strong; the argument is thorough and persuasive.</p>	<p>Student identifies and discusses an important problem or gap in existing scholarship. Student's extended analysis of several texts appropriate to the subfield of the dissertation is clear and detailed. There is a clear connection of most supporting material to the problem or gap the student has identified in existing scholarship. The appropriateness and scope of most examples selected for the purpose to which the student puts them is explained. The evidence is sufficient; the argument is reasonable and persuasive.</p>	<p>Student identifies and discusses a problem or gap in existing scholarship. There may, however, be some lacking scholarly context to the discussion of the gap or problem. Student's analysis of several texts appropriate to the subfield of the dissertation is clear and in many cases detailed. There is a connection of most supporting material to the problem or gap the student has identified in existing scholarship, though sometimes the connection may be less salient than in others. The appropriateness and scope of most examples selected for the purpose to which the student puts them may not be clearly explained. The evidence may not always be sufficient; the argument is essentially credible but may not be uniformly persuasive.</p>	<p>Student may fail to identify a problem or gap in existing scholarship, or fail to sufficiently contextualize the problem. Student's analysis of several texts may not always be appropriate to the subfield of the dissertation or may be insufficiently detailed. There is inadequate connection of much of the supporting material to the problem the student is attempting to address. The appropriateness and scope of examples selected for the purpose to which the student puts them is not explained, or the explanation is unclear or not credible. The evidence is insufficient; the argument is not persuasive.</p>

Figure 10. 2012-13 Data Analysis Report University of Florida - English (PhD)

2012-13 PG 1: Train students concentrating in our many specialized disciplines for employment success after graduation.

Evaluation Method

Tracking of graduates; increased advising for job market; use of departmental exit interview.

Results

In the period Fall 2012-Summer 2013, we graduated 10 PhDs, comparable to last year's reporting period during which 11 PhDs graduated. These graduation rates continue the very positive trends toward quicker graduation dates we have witnessed in the last few years. Of this group, several have been placed in renewable lectureships and visiting professorships and post-docs. Our 3-year tenure-track placement rate remains above the national average: based on figures reported to the graduate school, 95% of our 99 PhD graduates in the period from Summer 2005 to Summer 2011 remain in academia, 54% in tenure track positions. It remains to be seen how current economic problems will affect this placement rate. We continue to publicize placements and graduation data on our website, and have successfully begun to build communication bridges with alumni in this way. We also have had outstanding alumni participation in our graduate-organized national conferences, keeping connections open to past students in other ways as well.

Use of Results

The Graduate Coordinator created a chart of completion rates and placements for all students admitted to the PhD since 1990. The Graduate School tracked information for Ph.D placement from Summer 2005-Summer 2013 and we submitted that information in full. The Graduate Coordinator, the Associate Graduate Coordinator (also Placement Coordinator), and the Chair reviewed the results.

2012-13 PG 2: Increase international opportunities for graduate students

Evaluation Method

Tracking of graduate student aid.

Results

Several students received funds to present their work at national conferences and/or to conduct archival research.

Use of Results

Funds from endowment were made available for archival research overseas; in addition, we gave priority to advanced students when ranking applicants for the limited college and departmental travel funds. The return of travel support to the department allowed us to now fund many of the ABD students seeking funds to travel for conference presentations. The Graduate Coordinator, Associate Graduate Coordinator (also Placement Director), and Chair reviewed the results.

2012-13 PG 3: Assess the overall quality, culture and functioning of the program

Evaluation Method

Self-study and external review.

Results

Following a self-study and a Department evaluation by a team of external reviewers in 2006, faculty continued to review program needs and policies.

Use of Results

The Graduate Coordinator, Associate Graduate Coordinator, and Chair reviewed the results. We concluded that some changes cannot be implemented until we have sufficient funds for faculty and staff hiring, travel support, equipment upgrades, research opportunities, and other needs. The graduate students continue to be active and energetic presences in the department, sending a representative to take notes at all faculty meetings, establishing a welcoming committee for prospective new students that handles housing and other visitation arrangements, and scheduling regular monthly workshops on publishing, teaching, and other professional activities.

2012-13 SLO 1: Students identify and discuss a problem in scholarship of specialization

Assessment Method

PhD Dissertation and evaluation and oral defense.

Results

10 students passed the assessment out of a total of 10 students, for a percentage of 100%. This met the criterion for success.

Use of Results

The Graduate Coordinator, Associate Graduate Coordinator, and the Chair reviewed the results. We concluded that the dissertation and its defense continue to the best indication of PhD-level knowledge attainment.

2012-13 SLO 2: Students teach an entry-level college writing course and/or a lower-division course in their field in a professional manner, organizing and delivering content in a mode appropriate to audience.

Assessment Method

Supervisory review and comprehensive scores from student evaluations.

Results

- We cannot measure courses taught by our PhD students for the University Writing Program. However, we regularly appointed and evaluated courses taught in the English Department by PhD students.
- 98 PHD students taught such courses in 2012-2013 (50 in Fall 2012, 48 in Spring 2013). Over 90% of those courses show evaluation near or above the means of the College. Only 2 show scores below 3.0.
- This met the criterion for success.

Use of Results

The Graduate Coordinator, Associate Graduate Coordinator, Chair, and the Director of Graduate Student Teaching reviewed the results. We agreed to continue monitoring student evaluation scores.

2012-13 SLO 3: Students engage in professional research and writing activity at the PhD level, for example, conference-ready papers and/or materials appropriate for publication.

Assessment Method

Supervisory review of professional materials. Because our AAP for the PhD was not approved until April 17, 2013, we did not develop rubrics to use with evaluating these materials, nor did we require students to submit such materials. We have reconstructed some of the data. However, we also have an annual activities report required of all PhD students, on which students report academic, teaching, and professional accomplishments for the year (modeled on the faculty AARs).

Results

We do not have official data for this cycle. However, the annual activity reports, in tandem with our newsletter, made clear that PhD students regularly and systematically present their research at professional conferences and publish in professional venues.

Use of Results

The Graduate Coordinator, Associate Graduate Coordinator, and Chair reviewed the results. We concluded that we will improve our specification of these materials and our methods for assessing them. That said, we have many other indications of a high level of professional activity and engagement on the part of our PhD students.

Figure 11. Examples of 2012-13 Graduate Program Goal or Student Learning Outcome Data Reports

HHP Recreation, Parks, & Tourism (MS, Master of Science)

Standard example that meets UF guidelines

Assessment Method

- A. LEI 6108 Contemporary Theories Final Term Paper
- B. LEI 6513 Administrative Procedures Cumulative Final Exam

Results

- Criterion for success: 85% of students should obtain an 80% or higher on key paper; 90% of students obtained over 80% on the final key paper. (9 out of 10 students)
- Criterion for success: 85% of students should obtain an 80% or higher on the final exam; 100% of the students obtained above 80% on the final exam. (9 out of 9 students)
- This meets the criteria for success.

Use of Results

The Department Chair, Department Graduate Coordinator, and Graduate Program Committee reviewed all assessment data and results. Faculty teaching evaluated course reviewed results from key papers and final exams. Based on our review of the results, we determined that no change was needed. Goal was met.

Nursing Practice Doctor of Nursing Practice

Example where changes were made after finding that Results need more clarity

Assessment Method

- I. “NGR 7940L Residency in Advanced Nursing Practice” Clinical Evaluation Forms; all graduating students are assessed using this form.
- II. Educational Benchmarking, Inc., (EBI) Exit Survey; all students are asked to complete this survey prior to graduation.
- III. National certification exam pass rates
- IV. Post-baccalaureate DNP graduates are required to pass a national certification examination specific to each particular clinical track prior to state licensure in that track. Post-master’s DNP students are already licensed.

Results

- I. Criterion for success: Satisfactory ratings on each of six SLOs in order to pass the course and graduate.
 - 100% of 26 students met this criterion.
 - Although 100% of students met this criterion, the criterion needs to be revised to specify a benchmark outcome.
 - New criterion: 95% of students earning a grade in the final semester of “NGR 7940L Residency in Advanced Nursing Practice” will achieve satisfactory ratings on each of six SLOs.
 - # of students 26; #satisfactory ratings 26
- II. Criterion for success: Mean score of 5.0 or higher (on a Likert scale of 1-7 with 7 as the most positive response) for each of 6 institution-specific items (SLOs).
 - SLOs 1,2,3,5,6 - 100% of these five items received a score of 5.0 or higher.

- SLO 4 “Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost effective healthcare delivery” received a score of 4.91.
- The criterion was achieved for 5 of 6 SLOs. (actual scores reported; not included here).

Use of Results

I. Residency in Advanced Nursing Practice Clinical Evaluation forms

- The review group specified in the Academic Assessment Plan was “course faculty”. This needs to be changed to the Academic Affairs Committee.
- 2013 Evaluation Forms results were reviewed by the Academic Affairs Committee.
- No actions were necessary. Student ratings in NGR 7940L will be included as part of the three-year DNP program review process in Fall 2014.

II. Educational Benchmarking

- There is no review group specified in the Academic Assessment Plan. The Academic Affairs Committee is the reviewing body.
- EBI 2011-12 Exit Survey scores for institution-specific items (SLOs) were reviewed by the Academic Affairs Committee.
- The faculty member teaching “NGR 7891 Health Policy and Finance in Advanced Nursing Practice” has incorporated more examples of application of content to nursing practice and is monitoring student evaluations of the course. All faculty members with DNP students in clinical courses were reminded to reinforce application of content from NGR 7891. The Academic Affairs Committee discussed two other suggestions, but neither was feasible.

III. National certification exam pass rates

- There is no review group specified in the Academic Assessment Plan. The Academic Affairs Committee is the reviewing body.
- National certification pass rates (annual and three-year totals) for each clinical track were reviewed by the Academic Affairs Committee.
- No actions were necessary. National certification pass rates will be included as part of the three-year DNP program review process in Fall 2014.

Food and Resource Economics

Program Goal, which did not work for the program

Program Goal 3 for graduate programs in Food & Resource Economics: Graduates should have a high-level command of computer programs and internet-based research techniques.

Evaluation Method: All graduates demonstrate a high level of skill in every class taken and in theses and dissertations.

Results: Assessment was considered but not accomplished due to the qualitative nature of the metric.

Use of Results: Goal reviewed by graduate coordinator and chair and deemed an ineffective metric for a program goal, and difficult goal to measure for SLO. Based on this observation, the goal and metric will be sent to the Graduate Faculty for revision.

Zoology (MST, Master of Science in Teaching)

SLO Example with no students yet enrolled

Assessment Method: Demonstrate satisfactory ability to present the scientific foundation of their research by completing and passing a defense. Student performance is assessed by their supervisory committee. A defense questionnaire that is to be filed out by the supervisory committee was recently implemented. The purpose of this questionnaire is to gather information that further evaluates our Graduate Program, and evaluates how well our Graduate Program meets the metrics implemented in our Student Learning Objectives. There is no questionnaire data for this reporting period.

Results: The “criterion for success” is to have >95% MST students pass their oral defense. In 2012 – 2013 we had 0/0 present and pass their MSc defense. We are unable to assess the criterion for success.

Use of Results: These results were reviewed by the graduate coordinator, (name withheld). Currently there are no students enrolled in the Zoology MST degree, and none graduated during the 2012-2013 assessment year. There are no students currently enrolled in the Zoology MST degree program, or during the 2012-2013 assessment period. As such, we are unable to assess the success of SLO#1. However, we have decided to maintain this curriculum structure until such time that we accrue enough data to indicate that this criteria is sufficient.

Materials Sciences & Engineering (Master of Engineering)

Example where Program Goal was removed

Goal: Optimize enrollment to feed the PhD program.

Evaluation Method: Student data (participants) is collected at fixed times during semesters (years) to provide valid comparisons.

Results: The ME degree does not meet the needs of present MSE graduate students. Thus, there are no students enrolled in the program.

Use of Results: The decision was made to delete this program goal from future assessment plans.