Response Report to Visiting Committee

Volume I
Responses to Recommendations

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September 26, 2005
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Executive Summary:
Response Report to the SACS Visiting Committee
University of West Florida

Standard 2.12/Recommendations 1, 2, and 3
Quality Enhancement Plan

After conferring with and reviewing the Report of the Reaffirmation Committee, the University of West Florida (UWF) revised its Quality Enhancement Plan (QEP) document of January 2005, refocusing the QEP on improving student learning around the domain of Project Management.

The University modified the five broad goals of the original QEP by reducing the number and clarifying the wording as follows:

- Improve student learning of knowledge, skills, and values relevant to the Project Management learning domain
- Increase use of active learning and student engagement instructional strategies for development of Project Management skills, knowledge, and values
- Provide opportunities for faculty and staff development related to improving student learning of Project Management.

The University retains its division of student learning into six interrelated domains:

- Content of the respective disciplines
- Critical thinking
- Communication skills
- Project management
Values and ethics

Discipline-specific, discipline-selected learning outcomes.

UWF has chosen to refocus its QEP on Project Management, which lends itself to learning outcomes reflective of the other five domains. Thus, the learning outcome plan of each academic program in the Division of Academic Affairs and each relevant co-curricular program in the Division of Student Affairs will include elements of Project Management.

ACCREDITATION STANDARD 2.12

While the SACS Reaffirmation Committee found UWF in compliance with Accreditation Standard 2.12 (*The institution has developed an acceptable Quality Enhancement Plan and demonstrates that the plan is part of an ongoing planning and evaluation process.*), the committee made the following three recommendations regarding the standard:

**Recommendation 1:** *The committee recommends that the university refine the focus of its QEP and formulate relevant and appropriate goals, objectives, and evaluative measures related to student learning.*

**Recommendation 2:** *The committee recommends that the institution develop a carefully designed and comprehensive implementation plan that includes a time line for major accomplishments, a clearly defined management structure, and provision of the necessary financial, human, and information resources for achievement of goals and objectives.*
Recommendation 3:  *The committee recommends that the university refine its assessment of the QEP in order to better monitor progress towards goals and objectives to include direct and indirect measures to assess improvement in the quality of student learning.*

The Response to the Report of the Reaffirmation Committee provides responses to each of the three QEP-related recommendations of the committee.

- **In the** response to Recommendation 1, *we provide a discussion of the refined focus on Project Management followed by a list of the three primary goals of the QEP with specific objectives and associated evaluative measures for each goal during the first year of implementation.*

- **In the** response to Recommendation 2, *we provide a description of the implementation plan including project milestones for each of the five years of the plan, a listing of action plans for the first year of implementation organized by goal and objective, a description of the management structure including administrative and advisory components, and a description of human, financial, and information resources necessary to the implementation process.*

- **In the** response to Recommendation 3, *we summarize QEP assessment activities and enumerate direct and indirect measures of student learning.*
The three goals in response to Recommendation 1 refocus the QEP on Project Management:

1. Improve student learning of knowledge, skills, and values relevant to Project Management (PM).
2. Increase use of active learning and student engagement instructional strategies for development of Project Management (PM) skills, knowledge, and values.
3. Provide opportunities for faculty and staff development related to improving student learning of Project Management (PM).

The implementation plan in response to Recommendation 2 identifies project milestones for the next five years as follows:

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<tr>
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</thead>
<tbody>
<tr>
<td>Establish PM SLOs* for each academic and student affairs program</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fund 6 PM QEP projects</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Gather PM assessment data from QEP projects</td>
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<td>✔</td>
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<tr>
<td>Gather PM assessment data from ALCs ** for bachelor’s programs</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Gather PM assessment data from ALCs for academic foundations and graduate programs</td>
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<td>✔</td>
<td>✔</td>
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<tr>
<td>Establish website</td>
<td>✔</td>
<td></td>
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<tr>
<td>Conduct faculty &amp; staff development workshops</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Present symposium on UWF QEP projects</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Present one or more sessions on PM initiative at national conference</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Publish one or more articles on PM initiative in refereed journal</td>
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<tr>
<td>Conduct symposium on national best practices related to PM</td>
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* SLOs = student learning outcomes  
** ALCs = Academic Learning Compacts required by the Florida Board of Governors stipulating the articulation of core student learning expectations in designated domains and the development of corresponding assessment mechanisms.
For the 2005-2006 project milestones/objectives, the response to 
Recommendation 2 also details an action plan specifying action items, 
timeframes, and responsible individuals/groups for each of the three major QEP 
goals. Further, the response to Recommendation 2 describes the 
management structure and essential resources for QEP implementation. 
Essential resources include UWF’s commitment of $75,000 in direct costs and 
over $90,000 in indirect costs (over $165,000) for the QEP. As indicated, UWF 
will invest and redirect considerable human and information resources to the 
QEP.

In the response to Recommendation 3, UWF defines its QEP 
assessment plan as incorporating operational assessment and student learning 
assessment. Operational assessment will include monitoring progress and 
making mid-course corrections, as needed, to the five-year plan. Student 
learning assessment will center on changes in student learning outcomes as 
indicated by direct and indirect measures of changes in students’ knowledge, 
skills, and attitudes.
Standards 3.3.1, 3.4.1, 3.5.1/Recommendations 4, 5, and 6

With respect to the Comprehensive Standards, the Reaffirmation Committee made three recommendations, responses to which are included in this Report.

**STANDARD 3.3.1**

The SACS Reaffirmation Committee found UWF in non-compliance with Accreditation Standard 3.3.1 (*The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.*) and made the following recommendation regarding the standard:

**Recommendation 4:** *The committee recommends that the university demonstrate that it assesses outcomes for its educational programs and for its administrative and educational support services and provide evidence that it uses the results for improvement.*

The response describes actions taken since the visit of the Reaffirmation Committee and plans for continuous improvement related to the standard.

**STANDARD 3.4.1**

The SACS Reaffirmation Committee found UWF in non-compliance with Accreditation Standard 3.4.1 (*The institution demonstrates that each educational program for which academic credit is awarded a) is approved by the faculty and administration and b) establishes and evaluates program and learning outcomes.*) and made the following recommendation regarding the standard:
Recommendation 5: *The committee recommends that for each educational program for which academic credit is awarded the university evaluate program and learning outcomes.*

The response describes actions taken since the visit of the Reaffirmation Committee and plans for continuous improvement related to the standard.

**STANDARD 3.5.1**

The SACS Reaffirmation Committee found UWF in non-compliance with Accreditation Standard 3.5.1 *(The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.)* and made the following recommendation regarding the standard:

**Recommendation 6:** *The committee recommends that the university provide evidence that graduates have attained those college-level competencies identified in the general education core.*

The response describes actions taken since the visit of the Reaffirmation Committee and plans for continuous improvement related to the standard.
Part 1

Quality Enhancement Plan, Standard 2.12
Introduction

The University of West Florida’s original Quality Enhancement Plan submitted in January 2005 was inspired by the ambition to address a number of critical issues related to maximizing student learning and attaining learning goals in general education, undergraduate education, and graduate education. The plan also addressed the desire to facilitate a paradigm shift from instructor-centered education to learner-centered education. To accomplish this commitment, five broad goals were established for the QEP:

- Improve student learning.
- Refine program- and course-level student learning outcomes and related assessments.
- Increase use of active learning and student engagement instructional strategies.
- Build communities of learners.
- Provide related opportunities for faculty and staff development.

We defined student learning to include changes in students’ knowledge, skills, behaviors, or values that may be attributed to the students’ experiences at UWF.

At UWF we operationalized this definition as six domains of student learning:

- Content
- Critical Thinking
- Communication Skills
- Project Management
- Values and Ethics
- Discipline Specific Outcomes.

These six domains also form the basis for the University’s Academic Learning Compacts required by the State of Florida Board of Governors.

After consultation with the SACS visiting team and upon review of their recommendations, we agreed that, although the broad issues and goals of the
Quality Enhancement Plan document of January 2005 were essential to the University’s institutional effectiveness, the plan was too broad for the purposes of SACS review. Therefore, the visiting team’s recommendation to focus the QEP was received as an opportunity to cast the original plan as a broader University initiative and to select a more focused endeavor from within that initiative to be our SACS QEP.

Although the organizational framework of the original QEP has been retained, the content has been refocused to create a more manageable project. Part 1 of this report provides responses to each of the three QEP-related recommendations of the visiting team.

- **In Response to Recommendation 1**, we provide a discussion of the refined focus followed by a list of the three primary goals of the QEP with specific objectives and associated evaluative measures for each goal during the first year of implementation.

- **In Response to Recommendation 2**, we provide a description of the implementation plan including project milestones for each of the five years of the plan, a listing of action plans for the first year of implementation organized by goal and objective, a description of the management structure including administrative and advisory components, and a description of human, financial, and information resources necessary to the implementation process.
- **In Response to Recommendation 3**, we summarize QEP assessment activities and enumerate a sampling of direct and indirect measures of student learning.

  Volume II of the response includes the revised Quality Enhancement Plan and an edited version of the original Plan showing additions and deletions.
Standard 2.12

Recommendation 1

The committee recommends that the university refine the focus of its QEP and formulate relevant and appropriate goals, objectives, and evaluative measures related to student learning.

Committee Concerns

Focus of the Plan. The institution identifies a significant issue(s) related to student learning and justifies its use for the QEP.

The University of West Florida’s QEP encompasses four major thrusts related to student learning. These include instituting and/or refining all program- and course-level student learning outcomes and related assessments, increasing the use of student-centered instructional strategies, building communities of learners, and providing faculty and staff development. The Committee applauds the aspirations of the University regarding building a learner-centered environment and acknowledges that these goals align well with other initiatives (e.g., Making Way for Excellence). However, the existing broad-based plan lacks focus, leading to concerns regarding the feasibility of accomplishing the task. In addition, the measures identified for assessing student learning are largely process-oriented and address the goals and objectives only indirectly through student engagement. (Report of the Reaffirmation Committee, p 20)

Refined Focus

The refined focus of the Quality Enhancement Plan is to improve student learning of knowledge, skills, and values relevant to Project Management. By the end of academic year 2009-2010, we envision each academic program and student service function having well-established learning outcomes related to project management; using active learning and student engagement instructional strategies appropriate for developing project management knowledge, skills, and
values, and assessing project management learning outcomes through direct and indirect measures.

The QEP theme of Creating Communities of Learners through Active Learning and Student Engagement provides a framework for situating learning enhancement along with a description of broad University learning climate and outcome goals. The emerging Academic Learning Compacts (ALCs) and the learning outcome domains articulated to frame these compacts provide additional structural opportunities. In particular the “value added” domain of Project Management suggests opportunities for distinction. Therefore, for the purpose of UWF’s Focused QEP, Project Management has been selected as the centerpiece of the effort. Currently every academic program and Division of Student Affairs learning outcome plan includes Project Management elements.

The Project Management learning domain is organized into four broad outcomes, each with several more specific student learning outcomes. These more specific student learning outcomes may be modified as necessary by individual departments or units to suit the needs of the program in question. The four broad outcomes and associated specific student learning outcomes are:

- **Project Conceptualization**
  - Selects and defines realistic problem to be solved
  - Identifies relevant resources and potential obstacles
  - Develops strategies execution in relation to constraints
  - Integrates discipline concepts appropriately
  - Identifies criteria for successful completion
  - Accurately assesses quality of plan

- **Self-regulation**
  - Sets appropriate goals for completing project
  - Manages appropriate timeframe
  - Executes appropriate priorities
Standard 2.12  

Recommendation 1 (continued)

- Shows flexibility by planning back-up strategies
- Accurately identifies quality of individual process

- Team-work Skills
  - Completes responsibilities as team member
  - Practices appropriate ethical judgment
  - Contributes positively to task completion
  - Manages conflict among team members
  - Assesses quality of contribution accurately

- Project Delivery
  - Delivers acceptable product on time
  - Effectively presents results using appropriate oral, written, and/or visual means
  - Responds effectively to constructive feedback
  - Makes valid suggestions for improvement in process and product

Goals, Objectives, and Evaluative Measures

Specific goals and objectives for the focused QEP include both student learning enhancements and process improvement activities:

4. Improve student learning of knowledge, skills, and values relevant to Project Management.

5. Increase use of active learning and student engagement instructional strategies for development of Project Management skills, knowledge, and values.

6. Provide opportunities for faculty and staff development related to improving student learning of Project Management.
Goal 1 addresses student learning enhancements. Specific objectives for Goal 1 during the first year of implementation are

a. Review definition of Project Management for academic foundations, bachelor's, graduate, advanced graduate programs; and Student Affairs.
   Evaluative measures include:
   (1) General definition of Project Management domain reviewed by external consultant and approved by faculty and academic and student affairs administration.
   (2) Modification of definition of Project Management domain for each program level reviewed by external consultant and approved by faculty and academic and student affairs administration.

b. Refine program-level outcomes and assessments for baccalaureate programs and Student Affairs programs.
   Evaluative measures include:
   (1) Baccalaureate program-level Project Management student learning outcomes and associated assessments reviewed by external consultants as part of program review process and approved by faculty and academic administration. [See also Goal 1.d (1).]
   (2) Student Affairs program-level Project Management student learning outcomes and associated assessments reviewed by
external consultant and approved by Student Affairs staff and administration.

c. Initiate program-level outcomes and assessments for academic foundations and graduate programs.
Evaluative measures include:
(1) Academic foundations and graduate program-level Project Management student learning outcomes reviewed and approved by program faculty and academic administration.

d. Refine course-level outcomes and assessments for academic foundations and for baccalaureate, graduate, and advanced graduate programs.
Evaluative measures include:
(1) Academic foundations and baccalaureate and graduate program-level Project Management student learning outcomes and associated assessments reviewed by external consultants as part of program review process and approved by faculty and academic administration.

e. Implement QEP Projects (using Project Management related active learning and student engagement instructional and assessment strategies).
Evaluative measures include:
(1) QEP project proposals funded through Request for Proposals (RFP) process adhere to criteria identified on QEP Project RFP evaluation rubric. [See Appendix 1-A.]

(2) Completed QEP projects implemented with special QEP funding adhere to criteria identified on QEP Implementation evaluation rubric. [See Appendix 1-B.]

(3) Completed QEP projects implemented with special QEP funding have documented Project Management student learning gains using direct and indirect measures of student learning.

(4) The average of student responses to Project Management related items on the National Survey of Student Engagement for freshmen and seniors will show a statistically significant increase from the 2004 administration to the 2009 administration.

f. Implement ALC Project Management domain.

   Evaluative measures include:

   (1) All academic units have approved Project Management student learning outcomes for each degree program.

   (2) All academic units have, for each program, approved assessment plans identifying the nature of assessments (direct and indirect) related to Project Management student learning outcomes.
(3) All academic units have, for each program, approved curriculum maps identifying where instruction and assessments related to Project Management student learning outcomes take place.

(4) All academic units have, for each program, documented Project Management student learning gains using direct and indirect measures of student learning.

Goal 2 addresses process improvement. Specific objectives for Goal 2 during the first year of implementation are:

a. Promote use of active learning and student engagement instructional strategies and appropriate assessments related to Project Management.

Evaluative measures include:

(1) Promotion of active learning/student engagement instructional strategies and appropriate assessment by Provost, deans, chairpersons, and directors documented through meeting minutes.

(2) Documentation of faculty development activities focused on active learning and student engagement instructional strategies.

b. Collect and disseminate information about active learning and student engagement best practices (internal, external) related to Project Management.

Evaluative measures include:
(1) Documentation that active learning/student engagement best practices information related to Project Management has been disseminated to faculty and student affairs staff at least twice per semester.

(2) Average of faculty survey ratings on usefulness of best practices information ranges from helpful to very helpful on five-point scale.

c. Collect and disseminate information to faculty and students about nature of use of active learning and student engagement strategies at UWF.

Evaluative measures include:

(1) The averages of student responses to active learning/student engagement related items on the National Survey of Student Engagement for freshmen and seniors will show a statistically significant increase from the 2004 administration to the 2009 administration.

(2) The averages of faculty responses to active learning/student engagement related items on the UWF Survey of Instructional Practices will show a statistically significant increase from the 2004 administration to the 2009 administration.

d. Implement QEP Projects (see Goal 1, Objective e).

The original QEP provided a review of literature related to the concepts of active learning and student engagement and this review is incorporated into the
revised QEP. Active learning refers to the proactive acquisition and
reinforcement of knowledge or skill through thinking about, working with, and
applying what has been presented through reading or other modes of information
presentation. Active learning strategies include but are not limited to service
learning, internships, study abroad, problem-based learning, collaborative
projects, participation in inquiry-oriented discussion of course material, and active
application of concepts to situations beyond those in which they were learned.
Student engagement encompasses the student's degree of involvement and
integration, amount of psychological and cognitive effort involved, commitment to
time on task, and interaction with the environment. Student engagement is a
broad concept, including level of academic challenge; active and collaborative
learning; student-faculty interaction; enriching educational experiences; and
supportive campus environment.

As part of the preparation for the original QEP a baseline of active learning
and student engagement strategies currently in use at UWF was established via
a comprehensive survey of faculty and department heads.

Goal 3 provides for essential faculty and staff development activities in
support of Goals 1 and 2. Specific objectives for Goal 3 during the first year of
implementation are

a. Create and promote Web resources related to improving student
learning of Project Management knowledge, skills, and values.

Evaluative measures include:
Standard 2.12  Recommendation 1 (continued)

(1) Project Management section of the Center for University Teaching, Learning, and Assessment (CUTLA) Web site updated at least three times per semester.

(2) Average of faculty survey ratings on usefulness of Project Management Web site information ranges from helpful to very helpful on five-point scale.

b. Implement Fellows program (internal consultation).

Evaluative measures include:

(1) Not later than Spring Semester 2006, CUTLA will have identified and have in place in support of the Project Management initiative three faculty fellows: Instructional Strategies Fellow, Assessment Fellow, Mentoring Fellow.

(2) Average of faculty survey ratings on usefulness of faculty Fellows ranges from helpful to very helpful on five-point scale.

c. Identify topics and expected outcomes, plan and produce onsite workshops.

Evaluative measures include:

(1) By beginning of Fall Semester of each academic year have established a schedule of workshops for faculty and student affairs staff related to Project Management initiative. Workshops will be tailored to the specific needs of faculty, student affairs staff, adjuncts, and graduate teaching assistants.
(2) For each workshop conducted, average of faculty and staff survey ratings on usefulness of the workshop ranges from *helpful* to *very helpful* on five-point scale.

d. Identify and support conference attendance (with reporting requirement) related to Project Management initiative.

Evaluative measures include:

(1) Support will have been provided for attendance at three or more Project management related professional conferences each year with UWF faculty and staff presenting at one or more of the conferences.

(2) For each conference attended, average of faculty and staff survey ratings on usefulness of the conference ranges from *helpful* to *very helpful* on five-point scale.

e. Secure services of external consultants to assist programs in developing appropriate Project management student learning outcomes, assessments, and active learning/student engagement instructional approaches.

Evaluative measures include:

(1) Support will have been provided for bring to campus at least one external Project management related consultant per semester.

(2) For each consultant engaged, average of faculty and staff survey ratings on usefulness of the consultant ranges from *helpful* to *very helpful* on five-point scale.
f. Organize and present symposia on (a) QEP Projects and (b) Project Management Best Practices (national).

Evaluative measures include:

(1) Annually, present symposium highlighting UWF QEP Project Management projects for UWF community.

(2) For each symposium presented, average of participant survey ratings on usefulness of the symposium ranges from *helpful* to *very helpful* on five-point scale.

(3) In the period 2005-2010, present at least two symposia focusing on national best practices related to Project Management student learning outcomes, assessments, and instructional strategies.

(4) For each national Project Management best practices symposium presented, average of participant survey ratings on usefulness of the symposium ranges from *helpful* to *very helpful* on five-point scale.

Action items associated with the three goals and objectives listed above have been established for the first year of implementation with the intent to revise and make appropriate adjustments each subsequent year. Ongoing monitoring and management of the process will likely create the opportunity for additional action items or may result in modification of the details of the plan.

The outline provided below in the response to Recommendation 2 details each goal, objective, and action plan as currently envisioned.
Appendices for Response to Recommendation 1

1-A Rubric for Evaluating QEP Project Proposals

1-B Draft of Rubric for Evaluating Completed QEP Projects
Appendix 1-A: Rubric for Evaluating QEP Project Proposals

Quality Enhancement Plan Projects
Rubric for Evaluating Proposals

Project: ________________________________ Reviewer: _____________

There are 12 project proposal elements (some with multiple criteria) plus an overall evaluation element. Each element can earn a score of 0, 1, 2, or 3 per the descriptor that most appropriately fits the element.

Project Rationale (general qualities) -- Why was this project selected?
0 – Contains no statement of rationale
1 – Rationale is stated only in general terms
2 – Rationale is specific
3 – Rationale is specific and provides a convincing case for the project

Relationship to the University’s QEP goals and Academic Learning Compact student learning outcomes -- What is the relationship of the proposal to the University’s QEP goals and the Academic Learning Compact student learning outcomes?
0 – No clear relationship is demonstrated
1 – Relationship is tenuous
2 – Demonstrates a clear relationship to one or the other.
3 – Demonstrates a clear relationship to both the program’s Academic Learning Compact student learning outcomes and the University’s QEP goals

Project student learning outcomes -- What will students be expected to know or be able to do as a result of this project?
0 – Does not address student learning outcomes
1 – Includes vague or inappropriately constructed student learning outcomes
2 – Provides appropriately constructed student learning outcomes
3 – Clearly describes appropriately constructed student learning outcomes in the Project Management Domain

Outcomes assessment procedures -- How will SLOs be measured?
0 – No outcome assessment procedures are provided
1 – Some outcome assessment procedures are provided but the project focuses most heavily on indirect measures of student learning.
2 – Outcomes assessment procedures include direct measures of student learning but are described only in general terms
3 – Outcomes assessment procedures include direct measures that are clearly described and feasible.
Instructional/learning strategy enhancements focusing on active learning/student engagement: Description -- What activities will be used in this project?
0 – No instructional/learning strategy enhancements are described
1 – Provides only general descriptions of instructional/learning strategy enhancements
2 – Provides clearly described and specific instructional/learning strategy enhancements that focus on active learning/student engagement
3 – Provides clearly described and specific instructional/learning strategy enhancements that focus on active learning/student engagement via project management

Project assessment plan -- How will the project be monitored while it is underway? If necessary, what adjustments would be feasible? How will success of the project be determined?
0 – No assessment plan is provided
1 – Project assessment discussed only in general terms
2 – Overall project assessment plan is provided but there is no indication of how data will be used to adjust activities to better achieve learning outcomes during the life of the project
3 – Project assessment plan is provided as well as descriptions of how data will be used to adjust activities to better achieve learning outcomes during the life of the project and how data will be used to determine the overall success of the project

Instructional/learning strategy enhancements focusing on active learning/student engagement: Rationale for selection -- Why should these activities “work?”
0 – Does not address how proposed activities will impact student learning outcomes
1 – Addresses how proposed activities will indirectly impact student learning outcomes
2 – Addresses how proposed activities will both directly and indirectly impact student learning outcomes
3 – Addresses how proposed activities will both directly and indirectly impact student learning outcomes and provides a theoretical framework supporting efficacy of activities

Information dissemination plan -- How will process and results be shared with the campus and the broader academic community?
0 – No plan is provided
1 – Plan is poorly developed
2 – Plan contains good elements but is not fully developed and convincing
3 – Plan is clear, specific, and feasible

Institutionalization plan (Potential) -- If successful, could the project feasibly be extended beyond the original department or unit?
0 – Project shows little or no potential for institutionalization/continuity
1 – Project shows some potential for institutionalization/continuity
2 – Project shows good potential for institutionalization/continuity
3 – Project shows outstanding potential for institutionalization/continuity
Institutionalization plan (Description) -- How will successful aspects of the project be incorporated into “business as usual?”
0 – No plan is provided
1 – Plan is poorly developed
2 – Plan contains good elements but is not fully developed and convincing
3 – Plan is clear, specific, and feasible

Resources needed -- What resources will be needed to carry out this project?
0 – Plan does not address resources needed or requires resources in excess of available funds for award
1 – Plan describes resource needs which are insufficient for scope of project or excessive for scope of project
2 – Plan describes resource needs that can be adapted to the project and are within the expected funding range
3 – Plan describes resource needs that are appropriate and sufficient to the project and are within the expected funding range

Timeline for project activities and events -- What is the sequence of project activities and events?
0 – Timeline is not provided
1 – Timeline is provided but is not specific and/or realistic
2 – Timeline is appropriate but not fully developed or convincing
3 – Timeline is specific, clear, and reasonable given scope of project and existing constraints

POINT TOTAL:_____________

Overall Evaluation
0 – Proposal is poor and should not be approved
1 – Proposal is adequate
2 – Proposal is very good and should be funded
3 – Proposal is outstanding and should definitely be funded
Appendix 1-B Draft of Rubric for Evaluating Completed QEP Projects

Quality Enhancement Plan Projects
Rubric for Evaluating Completed Projects--Draft

Project: ___________________________ Reviewer: _____________

There are 14 project report elements (some with multiple criteria) plus an overall evaluation element. Each element can earn a score of 0, 1, 2, or 3 per the descriptor that most appropriately fits the element.

Project Rationale (general qualities) – Was the completed project consistent with the original rationale?
0 – Not consistent
1 – Consistent

Relationship to the University’s QEP goals and Academic Learning Compact student learning outcomes – Were the goals and objectives of the completed project consistent with the project management goals of the QEP and the unit’s Academic Learning Compact?
0 – No clear relationship to project management is demonstrated
1 – Relationship is tenuous
2 – Demonstrates a clear relationship to project management for one or the other.
3 – Demonstrates a clear relationship to both the program’s project management Academic Learning Compact student learning outcomes and the University’s QEP goals

Project student learning outcomes – Did the student’s accomplish what the project stated students would be expected to know or be able to do as a result of this project?
0 – Project report does not address achievement student learning outcomes
1 – Includes vague reference to achievement of student learning outcomes
2 – Provides appropriately constructed report on achievement of student learning outcomes
3 – Clearly describes degree of achievement of student learning outcomes in the Project Management Domain

Outcomes assessment procedures—direct – Did the project develop appropriate direct measures of student learning outcomes?
0 – No outcome assessment procedures are provided
1 – Some outcome assessment procedures are provided but the project focuses most heavily on indirect measures of student learning.
2 – Outcomes assessment procedures include direct measures of student learning but are described only in general terms
3 – Outcomes assessment procedures include direct measures that are clearly described and feasible.
Outcomes assessment procedures—indirect – Did the project develop appropriate indirect measures of student learning outcomes?
0 – No indirect outcome assessment procedures are provided
1 – Some indirect outcome assessment procedures are provided.
2 – Outcomes assessment procedures include indirect measures of student learning but are described only in general terms
3 – Outcomes assessment procedures include indirect measures that are clearly described and feasible.

Instructional/learning strategy enhancements focusing on active learning/student engagement: Description -- What activities were used in this project?
0 – No instructional/learning strategy enhancements are described
1 – Provides only general descriptions of instructional/learning strategy enhancements
2 – Provides clearly described and specific instructional/learning strategy enhancements that focus on active learning/student engagement
3 – Provides clearly described and specific instructional/learning strategy enhancements that focus on active learning/student engagement via project management

Project assessment plan -- How was the project be monitored while it is underway? If necessary, what adjustments were made? How was the success of the project determined?
0 – No assessment plan was described
1 – Project assessment discussed only in general terms
2 – Overall project assessment plan was provided but there is no indication of how data were used to adjust activities to better achieve learning outcomes during the life of the project
3 – Project assessment plan is provided as well as descriptions of how data were used to adjust activities to better achieve learning outcomes during the life of the project and how data was used to determine the overall success of the project

Instructional/learning strategy enhancements focusing on active learning/student engagement: Did the selected activities “work?”
0 – Does not address how actual activities impacted student learning outcomes
1 – Addresses how actual activities indirectly impacted student learning outcomes
2 – Addresses how actual activities both directly and indirectly impacted student learning outcomes
3 – Addresses how proposed activities both directly and indirectly impacted student learning outcomes and provides a theoretical framework supporting efficacy of activities

Information dissemination plan -- How were process and results shared with the campus and the broader academic community?
0 – No sharing of information occurred
1 – There was minimal sharing of information
2 – Sharing of information was comprehensive with respect to information
3 – Sharing of information was comprehensive both with respect to information and to individuals and groups with which the information was shared
Institutionalization plan (Potential) -- Does the project report include a discussion of whether the project can/should be extended beyond the original department or unit?
0 – Project shows little or no potential for institutionalization/continuity
1 – Project shows some potential for institutionalization/continuity
2 – Project shows good potential for institutionalization/continuity
3 – Project shows outstanding potential for institutionalization/continuity

Institutionalization plan (Description) – Does the project report include a discussion of how successful aspects of the project can/should be incorporated into “business as usual?”
0 – No plan is provided
1 – Plan is poorly developed
2 – Plan contains good elements but is not fully developed and convincing
3 – Plan is clear, specific, and feasible

Resources used – How effectively were resources committed to the project used?
0 - Resources were poorly used.
1 - Resources were adequately used.
2 - Resources were effectively used.

Resources needed -- What resources will be needed to continue this project?
0 – Plan does not address resources needed
1 – Plan describes resource needs which are insufficient for scope of project or excessive for scope of project
2 – Plan describes resource needs that can be adapted to the project and are within the institution’s capability
3 – Plan describes resource needs that are appropriate and sufficient to the project and are within the institution’s capability

Timeline for project activities and events -- What is the sequence of activities and events for follow-up on the project? Next steps?
0 – Timeline is not provided
1 – Timeline is provided but is not specific and/or realistic
2 – Timeline is appropriate but not fully developed or convincing
3 – Timeline is specific, clear, and reasonable given scope of project and existing constraints

POINT TOTAL:_____________

Overall Evaluation
0 – Project was poorly executed
1 – Project was adequately executed
2 – Project is very good and should be continued within the unit
3 – Proposal is outstanding and should definitely be considered for adaptation in other units
Standard 2.12 Recommendation 2

The committee recommends that the institution develop a carefully designed and comprehensive implementation plan that includes a time line for major accomplishments, a clearly defined management structure, and provision of the necessary financial, human, and information resources for the achievement of goals and objectives.

Committee Concerns

Institutional Capability for the Initiation and Continuation of the Plan. The institution provides evidence that it has sufficient resources to implement, sustain, and complete the QEP.

The institution has assigned qualified individuals to administer and oversee the implementation of the QEP; however, there is little evidence that this management team includes key persons, such as deans and department chairs, who have major roles in the outcomes and success of the plan. The co-direction for implementation of the QEP has been assigned to the Director of the Center for University Teaching, Learning, and Assessment and the Associate Vice President for Student Affairs. The Center has a rather small staff but would assume a large responsibility in this implementation effort as described. The Center at one time had two instructional designers, but with the establishment of the Academic Technology Center, these two positions were moved to that center. While three faculty fellows will be employed through release time to work with faculty through the Center, there is little evidence that these additions to the Center’s staff will be sufficient to implement the plan. No plans were provided to indicate that the Associate Vice President for Student Affairs will be relieved of any existing responsibilities, that new staff will be added, or that staff will be reassigned to assist in the oversight and administration of the Student Affairs side of the plan. Additional resources may be required to fund class release time for faculty fellows, additional staffing, or reassignment of staff time. Furthermore, additional information resources are likely to be needed to educate and support the
campus community to enhance the implementation of the QEP. Additional acquisitions of monographs, reference resources, and electronic databases will be needed. Funding levels specified in the QEP do not appear to provide sufficient resources to implement the plan. The committee did not find sufficient evidence that the institution has provided an adequate timeline for implementing and completing such a broad Quality Enhancement Plan. The focus of accelerating and sustaining an instructional paradigm shift from instructor-centered to learner-centered is not likely to be accomplished in the timeline set forth in the QEP as it now exists. (Report of the Reaffirmation Committee, p 21)

**Implementation Plan**

The timeline for major accomplishments described below includes both a general five-year plan listing anticipated milestones and a more specific description of actions plans for the first year of implementation. Specific action plans identify responsible parties and timelines. Associated resources are discussed below under Description of Essential Resources.

**Project Milestones**

**2005-2006**

Establish Project Management student learning outcomes (knowledge, skills, values) for each undergraduate and graduate academic program and student affairs activity. Fund at least 6 QEP Projects involving academic and student affairs programs and develop evaluation plan based on direct and indirect measures of learning in those projects.

Gather initial Project Management assessment data from QEP projects initiative and prepare integrative report.
Standard 2.12 Recommendation 2 (continued)

Gather initial Project Management assessment data from the Academic Learning Compact (ALC) initiative for bachelor’s degree programs

Establish Web site and update at least three times yearly.

Conduct and evaluate first set of workshops and develop plan for following year.

Present and evaluate first symposium on UWF QEP projects.

Present at least one session at national conference related to Project Management initiative.

2006-2007

Fund 6 new QEP Projects involving additional academic and student affairs programs

Collect second year of assessment data from QEP projects initiative and prepare integrative report.

Collect second year of assessment data from ALC initiative for bachelor’s degree programs.

Collect first year of assessment data from ALC initiative for academic foundations and for graduate programs.

Conduct and evaluate second set of workshops and faculty development activities and develop plan for following year.

Conduct and evaluate second symposium on UWF QEP projects.

Conduct and evaluate first symposium on national best practices related to Project Management.
Initiate publishing project (e.g., proceedings) based on symposia.

Publish at least one article in refereed journal on Project Management initiative.

2007-2008

Fund 6 new QEP Projects involving additional academic and student affairs programs.

Collect third year of assessment data from QEP projects initiative and prepare integrative report.

Collect third year of assessment data from ALC initiative for bachelor's degree programs.

Collect second year of assessment data from ALC initiative for academic foundations and for graduate programs.

Conduct and evaluate third set of workshops and faculty development activities and plan for following year.

Conduct and evaluate third symposium on UWF QEP projects.

Present at least one session at national conference related to Project Management initiative.

Complete the publishing project based on symposia.
2008-2009

Fund 6 new QEP Projects involving additional academic and student affairs programs.

Collect fourth year of assessment data from QEP projects initiative and prepare integrative report.

Collect fourth year of assessment data from ALC initiative for bachelor’s degree programs.

Collect third year of assessment data from ALC initiative for academic foundations and for graduate programs.

Conduct and evaluate fourth set of workshops and faculty development activities and plan for following year.

Conduct and evaluate fourth symposium on UWF QEP projects.

Conduct and evaluate second symposium on national best practices related to Project Management.

Publish at least one article in refereed journal on Project Management initiative.

Continue publishing project based on symposia.

2009-2010

Fund 6 new QEP Projects involving additional academic and student affairs programs.

Collect fifth year of assessment data from QEP projects initiative and develop integrative report.
Collect fifth year of assessment data from ALC initiative for bachelor’s degree programs.

Collect fourth year of assessment data from ALC initiative for academic foundations and for graduate programs.

Conduct and evaluate fifth set of workshops and faculty development activities.

Conduct and evaluate fifth symposium on UWF QEP projects.

Present at least one session at national conference related to Project Management initiative.

Publish at least one article in refereed journal on Project Management initiative.

Complete a publishing project based on symposia.

Submit five-year follow-up report to SACS.

**Description of 2005-2006 Action Plans**

**Objectives for Goal 1: Improve student learning of knowledge, skills, and values relevant to Project Management**

**Goal 1, Objective a:** Review definition of Project Management for academic foundations, bachelors, graduate, and advanced graduate, and for Student Affairs.

**Action Item:** The institution will review its definition of Project Management, including

- Validating its conceptualization by reviewing the literature and consulting with recognized experts on the topic
Standard 2.12  Recommendation 2 (continued)

- Aiming for general agreement on shared terminology for the broad learning outcomes of the Project Management domain
- Aligning the definition of Project Management and related broad outcomes with Academic Learning Compacts.

  When:  Fall 2005.

  Who:  QEP Leadership Team, external consultant(s), deans, Center for University Teaching, Learning, and Assessment (CUTLA) director, Associate Vice President for Student Affairs (AVPSA), Associate Vice President for Academic Affairs (AVPAA).

Action Item: Each academic degree program (foundational, bachelor’s, master’s, post-master’s) and student affairs program will review its definition of Project Management for the extent to which it

- Corresponds to broad learning outcomes identified at the institutional level
- Reflects student learning outcomes appropriate to the discipline, student needs, and faculty expertise
- Needs possible revision.

  When:  Fall 2005.

  Who:  Department chair, program director; reviewed by deans, CUTLA director, vice president for student affairs, AVPAA

Action Item: If an academic degree program (foundational, bachelor’s, master’s, post-master’s) or student affairs program does not have a commonly agreed upon definition of Project Management, the program will devise a definition based on faculty and/or staff input and on the broad learning outcomes identified at the institutional level.

- To facilitate designing, implementing, managing, and assessing/evaluating of Project Management across programs, program planners will be encouraged to use a uniform set of key descriptors.
Recommendation 2 (continued)

When: Fall 2005.
Who: Faculty/staff, department chair, program director; reviewed by deans, CUTLA director, AVPSA, AVPAA.

Goal 1, Objective b: Refine program-level project management outcomes and assessments for baccalaureate programs and Student Affairs programs.

Action item: Review baccalaureate program-level project management student learning outcomes, curriculum maps, and related assessment plans initially established Fall Semester 2004.

When: Spring Semester 2006.
Who: Department faculty and chairperson; program staff and Director. For programs undergoing academic program review in 2005-2006, Program Review Team; reviewed by deans, AVPSA, AVPSA.

Action item: As necessary, replace project management student learning outcomes, curriculum maps, and related assessment plans on CUTLA Web site.

When: Spring and Summer Semesters 2006.
Who: CUTLA Web master.
Goal 1, Objective c: Initiate project management program-level outcomes, curriculum audits, and assessment plans for foundational studies and graduate programs.

Action item: Initiate project management program-level outcomes, curriculum audits, and assessment plans for foundational studies.

When: Fall Semester 2005.

Who: Director, General Studies; Department faculty and chairpersons for departments offering foundational studies courses.

Reviewed by General Studies Committee; Dean, Arts & Sciences, and AVPAA

Action item: Initiate project management program-level outcomes and assessments for graduate programs.

When: Fall Semester 2005.

Who: Dean, Graduate Studies; Department faculty and chairpersons for departments offering graduate programs; reviewed by Graduate Council.; Deans and AVPAA.

Action item: Place project management program-level outcomes, curriculum maps, and assessment plans for foundational studies and graduate programs on the CUTLA Web site.

When: Spring and Summer Semesters 2006.

Who: CUTLA Web master.
Goal 1, Objective d: Refine course-level outcomes and assessments for academic foundations and for baccalaureate, graduate and advanced graduate programs.

Action item: Review syllabi for academic foundation, bachelor’s degree program, and graduate program courses in which instruction and assessment related to Project Management student learning outcomes occur.

When: Spring 2006.

Who: Department faculty and chairpersons.

- Foundational studies courses reviewed by General Studies Committee and Dean, Arts & Sciences;
- Baccalaureate degree program courses reviewed by appropriate Dean; Graduate program courses reviewed by Graduate Council and appropriate Dean and Dean of Graduate Studies.
Goal 1, Objective e: Implement QEP Projects (using project management-related active learning and student engagement instructional and assessment strategies)

Action Item: Solicit proposals from Academic and Student Affairs units by announced deadline(s).

When: July 1, 2005 and October 1, 2005; deadline(s) to be established for 2006-07 review cycle.

Who: QEP Steering Committee; CUTLA.

Action Item: Review proposals and select those to be funded for fall and for spring implementation Academic Year (AY) 2005-06.

When: August 15, 2005; November 15, 2005; deadline(s) to be established for 2006-07 review cycle.

Who: QEP Steering Committee – RFP Review Subcommittee; QEP Leadership Team; Provost and Vice President for Student Affairs (VPSA).

Action Item: Consult with funded units about details of implementation; develop calendar for monitoring/reporting. Consult periodically about conduct of projects, assist in developing modifications if necessary.

When: AY 2005-06, continuous.

Who: CUTLA.
Action Item: Assure that appropriate direct and indirect measures of student learning are embedded in projects and that a feasible plan is in place for assessment.


Who: QEP Steering Committee – RFP Review Subcommittee; CUTLA.

Action Item: Identify Project management knowledge, skills, and values that are addressed by unit projects and assure that appropriate measures of these attributes are in place.


Who: QEP Steering Committee, RFP Review Subcommittee; CUTLA.

Action Item: Assess whether and how student learning of knowledge, skills, and values relevant to Project Management has improved.

When: Spring 2006; Summer or Fall 2006 as appropriate; TBA for 2006-07.

Who: CUTLA.

Action Item: Identify connections among projects, and among projects and other campus initiatives in order to maximize resource use and potential spread of effect.


Who: CUTLA; AVPAA; Transformation Group; QEP Leadership Team.
Action Item: From projects proposed, develop compendium of instructional strategies and assessments related to active learning and student engagement (see Goal 2, Objective 3). Incorporate into faculty development (Goal 3, Objective 3) and into evaluation of QEP.

Who: CUTLA Fellows in Active Learning Instructional Strategies and in Assessment; CUTLA; QEP Steering Committee – Faculty/Staff Development Subcommittee.

Action Item: Compile evaluations of projects and incorporate into evaluation document for QEP.

When: Summer 2006.
Who: QEP Steering Committee – Evaluation Subcommittee; QEP Leadership Team; CUTLA.

Action Item: Identify and act upon opportunities for scholarly and professional presentations, publications, and funding opportunities based on QEP projects.

Who: Project participants; QEP Steering Committee and Leadership Team; CUTLA Director and AVPSA; AVPAA; Deans.
Action Item: Review and modify RFP and rubric for 2006-07 project solicitation.

When: April 2006.

Who: AVPSA and CUTLA Director; QEP Steering Committee and Leadership Team.

Action Item: Organize and present symposium to highlight ALSE aspects of projects during 2005-06 AY (see Goal 3, Objective 6).

When: Spring term 2006 and ongoing.

Who: CUTLA, including Fellows; project participants and units.

**Goal 1, Objective f:** Implement ALC Project Management domain

Action Item: Each academic degree program (academic foundations, bachelor’s, master’s, post-master’s) and student affairs activity to have at least one program-level student learning outcome in the ALC for that program.

When: Bachelor’s -- February 2005; Academic foundations -- December 2005; Master’s, post-master’s -- December 2005; Student Affairs -- December 2005.

Who: Department chair, program director; reviewed by deans, AVPSA.
Action Item: Each academic degree program and student affairs activity to identify (i) where in the curriculum instruction on the project management student learning outcomes (knowledge, skills, values) occurs and (ii) what instructional strategies are being used.


Who: Department chair, program director; reviewed by deans, AVPSA.

Action Item: Each academic degree program and student affairs activity to identify how and when student acquisition of the knowledge, skills, and values associated with the project management student learning outcome(s) are assessed using both direct and indirect measures.

When: Bachelor’s -- December 2005; Academic foundations -- February 2006; Master’s, post-master’s -- February 2006; Student Affairs – February 2006.

Who: Department chair, program director; reviewed by deans, AVPSA.

Action Item: Each academic degree program and student affairs activity to gather and analyze assessment data related to project management student learning outcome(s) and determine (i) the degree to which students have successfully acquired the knowledge, skills, and values associated with project management
and (ii) the degree to which instructional strategies are producing the desired learning.

When: Bachelor's -- April 2006; Academic foundations -- April 2006; Master's, post-master's -- April 2006; Student Affairs -- April 2006.

Who: Department chair, program director; reviewed by deans, AVPSA.

Objectives for Goal 2: Increase use of active learning and student engagement instructional strategies for development of Project Management skills, knowledge, and values

Goal 2, Objective a: Promote use of active learning and student engagement instructional strategies and appropriate assessments related to Project management.

Action Item: Assemble cascade-learning kit (summary material and discussion guide highlighting value and efficacy of active learning and student engagement instructional strategies).

When: Complete by October 2005

Who: Director CUTLA, AVPSA

Reviewed by QEP Leadership Team

Action Item: Present cascade-learning kit (summary material and discussion guide highlighting value and efficacy of active learning and student engagement instructional strategies) at department and unit meetings.
When: Complete by December, 2005
Who: Department chairs, program directors
Reviewed by deans, AVPSA (collect compliance records)

Action Item: Prepare and present comprehensive session highlighting active learning and student engagement instructional strategies at the Fall New Faculty Series, Fall Adjunct Training, Fall GTA Training.

When: Initial presentations Fall 2005
Update and repeat for each new constituent group
Who: Director CUTLA

Action Item: Provide content to President for State of the University Address to highlight the value and efficacy of active learning and student engagement instructional strategies.

When: Fall 2005
Who: Director CUTLA, AVPSA
Reviewed by QEP Leadership Team

**Goal 2, Objective b:** Collect and disseminate information about active learning and student engagement best practices (internal and external).

Action Item: Explore best practices via Web and professional/scholarly publications through out the academic year.

When: Continuous
Who: CUTLA Staff and Instructional Strategies Fellow, Student Affairs Leadership Team
Reviewed by Director CUTLA, AVPSA
Action Item: Provide ongoing content to Marketing Communications Office for publication in various internal venues.

When: Each Semester

Who: CUTLA Instructional Strategies Fellow, Director CUTLA, AVPSA

Reviewed by QEP Leadership Team

**Goal 2, Objective c:** Collect and disseminate information about nature of use of active learning and student engagement strategies at UWF.

Action Item: Review and document the use of active learning and student engagement strategies in sample programs and departments (one in each college and one in student affairs).

When: Each Semester

Who: CUTLA Instructional Strategies Fellow, Director CUTLA, AVPSA

Reviewed by QEP Steering Committee

Action Item: Provide content to Marketing Communications Office for publication in various internal and external venues.

When: Each Semester

Who: CUTLA Instructional Strategies Fellow, Director CUTLA, AVPSA

Reviewed by QEP Leadership Team
Goal 2, Objective d: Implement QEP Projects

Action Item: Manage RFP process to include setting deadlines, announcing the RFP, maintaining the selection rubric, providing assistance and support to faculty and staff creating proposals, and supporting the review committee.

When: Ongoing

Who: Director CUTLA, AVPSA

Reviewed by QEP Leadership Team, QEP Steering Committee

Action Item: Review submitted proposals and recommend awards

When: July 2005 (first round); October 2005 (second round); subsequent cycles TBA

Who: RFP Review Subcommittee (QEP Steering Committee)

Reviewed by QEP Steering Committee, QEP Leadership Team, Provost and VPSA

Action Item: Evaluate QEP projects and recommend follow-up action

When: Ongoing according to each project’s schedule requirements but at least annually each Spring term

Who: Evaluation Subcommittee (QEP Steering Committee)

Reviewed by QEP Steering Committee, QEP Leadership Team
Action Item: Facilitate institutionalization of appropriate projects via UWF annual planning and budgeting processes

When: Ongoing according to each project’s schedule requirements but at least annually each Spring term

Who: Deans, Student Affairs Leadership Team

Reviewed by UWF Cabinet

Objectives for Goal 3: Provide opportunities for faculty and staff development related to improving student learning of Project Management

Goal 3, Objective a: Create and promote Web resources

Action item: Establish QEP Web committee

When: Summer 2005

Who: CUTLA

Action item: Design Web page and upload QEP resources

When: Summer 2005

Who: CUTLA

Action item: Assess and update web page and resources

When: AY 05-06

Who: CUTLA
Goal 3, Objective 2: Initiate Fellows program (internal consultation)

Action item: Add Instructional Strategies Fellow in addition to the Assessment and Mentoring Fellows

When: Spring 2006
Who: CUTLA

Action item: Lay out plans of work, especially for interface with QEP activities.

When: Fall 2005
Who: CUTLA Director, AVPSA, Fellows

Goal 3, Objective c: Identify topics and expected outcomes related to Project Management and active learning and student engagement, plan and produce onsite workshops

Action item: Identify topics and expected outcomes

When: Fall 2005
Who: CUTLA, Academic Technology Center (ATC), QEP Steering Committee, QEP Faculty Development Subcommittee

Action item: Plan, produce, and evaluate onsite workshops for adjuncts

When: Fall 2005
Who: CUTLA

Action item: Plan, produce, and evaluate onsite workshop for Graduate Teaching Assistants

When: Fall 2005
Who: CUTLA
Action item: Plan, produce, and evaluate onsite workshops on outcomes and assessments
   When: AY 05-06
   Who: CUTLA

Action item: Plan, produce, and evaluate onsite workshops on instructional strategies
   When: AY 05-06
   Who: CUTLA

Action item: Plan, produce, and evaluate onsite workshops on project management
   When: AY 05-06
   Who: CUTLA

Goal 3, Objective d: Identify and support conference attendance (with reporting requirement)

Action item: Identify appropriate conferences and participants
   When: AY 05-06
   Who: CUTLA, ATC, Deans Council, VPSA, Department Chairs/Directors, faculty and staff

Action item: Send team to conference on active learning
   When: AY 05-06
   Who: CUTLA
Action item: Schedule sessions for teams to report back on lessons learned and information collected at conferences

When: AY 05-06
Who: CUTLA

Action item: Identify and support faculty and student affairs staff scholarly and professional publications, presentations and grant opportunities based on QEP

When: AY 05-06
Who: CUTLA, Deans, AVPSA, and Department Chairs/Directors

Goal 3, Objective e: Identify and contract with external consultants for QEP implementation

Action item: Identify appropriate consultants

When: Fall 2005
Who: CUTLA, ATC, Deans Council. VPSA, Department Chairs/Directors

Action item: Engage consultant on active learning and student engagement

When: AY 05-06
Who: CUTLA
Goal 3, Objective f: Conduct Symposia on (a) QEP Projects, (b) Project Management Best Practices (national)

Action item: Present UWF best practices to University community

When: AY 05-06

Who: CUTLA Faculty Teaching Faculty Series

Action item: Present QEP Symposium on Project Management to include UWF projects and national best practices.

When: Spring 2006

Who: CUTLA, QEP Project Participants

**Description of Management Structure**

Administrative responsibility for implementation of the QEP will be assigned to the Director of the Center for University Teaching, Learning, and Assessment (CUTLA) and the Associate Vice President for Student Affairs. The organizational chart below indicates the placement of QEP leadership in the organizational structure of the University.
In addition to assuming responsibilities associated with the QEP, the Center, previously known as the Center for University, Teaching, and Learning (CUTL), has assumed responsibilities for coordinating assessment activities for units within Academic Affairs. Accordingly, the name of the Center has been changed to the Center for University, Teaching, Learning, and Assessment (CUTLA). The Director of the Center will work closely with the Deans and the Associate Vice Presidents in Academic Affairs on activities related to the QEP. A search is currently underway to replace the retiring CUTLA director (Spring 2006). The position description has been reviewed and revised specifically to address the issues presented by the QEP administration. (See Appendix 2-A)

In preparation for these new activities and responsibilities CUTLA’s staff has been supplemented. A Business Systems Specialist (1 FTE) has been transferred to CUTLA to serve as Web Master and to assist in various information management processes. Three Faculty Fellow positions have been created. Each position will have a particular area of emphasis: Mentoring, Assessment, and Instructional Strategies. In addition, CUTLA has been relocated to new quarters better suited to host the activities and services of the Center.

Coordination of activities funded through the RFP process will be the responsibility of the unit administrators and individual(s) identified in the proposal. Proposal budget requests may include funding for release time for project coordination.
Advice and counsel related to the implementation of the QEP will be provided to the QEP co-directors through two related advisory bodies—QEP Leadership Team and QEP Steering Committee—and communication with units within the Divisions of Academic and Student Affairs will continue to be facilitated through the QEP/Assessment Liaisons identified in the Fall Semester 2004.

**QEP Leadership Team**

Membership:

- Co-chaired by the QEP co-directors
- Provost
- Vice President for Student Affairs
- Associate Vice President for Academic Affairs
- Faculty Senate representative
- Student Government representative
- Faculty representative from each college
- Student Affairs representative

Responsibilities:

- Serve as resource to the QEP co-directors on matters related to plans of operation, budget, assessment, and modifications to the QEP.
- Review annual plans of operation for implementing the QEP.
- Review annual QEP-related budget requests.
- Review annual assessments of project effectiveness.
- Review recommendations for any modifications to the QEP.

**Frequency of Meetings:**

- At least once per semester
QEP Steering Committee

Membership:

- Co-chaired by the QEP co-directors
- Other members of the QEP Leadership Team
- Representation from the following units:
  - Provost’s Office
  - College of Arts & Sciences faculty
  - College of Business faculty
  - College of Professional Studies faculty
  - General Education faculty
  - Graduate Studies
  - Advising Center
  - Student Success Programs
  - International Education and Programs
  - Center for University Teaching, Learning, and Assessment
  - Academic Technology Center
  - Division of Student Affairs
  - Division of Administrative Affairs
  - Division of Development
  - University Planning
  - Faculty Senate
  - Student Government Association

Responsibilities:

- Serve as resource to the QEP co-directors and QEP Leadership Team on all matters related to the QEP.
- Establish a subcommittee to review annually proposals submitted for QEP funding.
- Establish a subcommittee to review annually evaluations of individual QEP projects and overall evaluation of effectiveness of QEP implementation.
- Establish a subcommittee to provide advice on faculty/staff development activities.
- Submit recommendations to the QEP Leadership Team for modifications to the QEP based on annual evaluations.
- Provide other advice and counsel as requested by the QEP Leadership Team.

Frequency of Meetings:

- At least once per semester
QEP/Assessment Liaisons

The QEP/Assessment Liaisons serve as the principal points of communication within academic and student affairs units for matters related to the QEP.

Each college has identified a member of the college administrative team to serve as a college liaison for matters related to the QEP and academic assessment. Each academic department has identified two departmental QEP/Assessment Liaisons—the department chair and one faculty member. Units within the Division of Student Affairs have also identified QEP Liaisons.

Description of Essential Resources

Financial Resources

Funding in the amount of $50,000 was made available during academic year 2004-2005 for initial development and implementation of the QEP. These funds were earmarked as follows:

- Academic unit assessment development principally associated with the development of Academic Learning Compacts: $20,000.
- Faculty and staff development activities related to development of student learning outcomes and related assessments: $10,000.
- Exploratory projects — $20,000 (four at up to $5,000 each).

For Academic Year 2005-2006, $75,000 has been allocated for direct expenses associated with implementing the QEP. Assuming availability of funding, the University has also committed funding in an amount not less than $75,000 annually through Academic Year 2009-2010. In addition, indirect expenses (i.e., staffing, activities, and materials funded through existing
resources) in support of the QEP have been identified and commitments to maintain these allocations have been made for the duration of the project. Additionally, the QEP Leadership Team includes the key executive staff (Provost and VPSA) controlling the indirect support. This will ensure that resource needs will have the highest attention at the University executive council.

Direct and indirect costs are detailed below in the QEP Financial Resources Summary. Where resources are tied to a specific QEP activity the goal and objective are noted.

<table>
<thead>
<tr>
<th>Item</th>
<th>Direct Cost</th>
<th>Indirect Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Team (1% of cumulative salary and fringe)</td>
<td>$9,297.00</td>
<td></td>
</tr>
<tr>
<td>QEP Co-Directors (10% of salary and fringe)</td>
<td>$24,036.00</td>
<td></td>
</tr>
<tr>
<td>CUTLA Web Master/Staff Support (50% of salary and fringe)</td>
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<td></td>
</tr>
<tr>
<td>CUTLA Assessment Fellow (70% of stipend)</td>
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<tr>
<td>CUTLA Mentoring Fellow (40% of stipend)</td>
<td>$4,000.00</td>
<td></td>
</tr>
<tr>
<td>CUTLA Instructional Strategies Fellow (70% of stipend)</td>
<td>$7,000.00</td>
<td></td>
</tr>
<tr>
<td>CUTLA Support Staff (10% of salary and fringe)</td>
<td>$4,262.00</td>
<td></td>
</tr>
<tr>
<td>AVPSA Support Staff (5% of salary and fringe)</td>
<td>$2,065.00</td>
<td></td>
</tr>
<tr>
<td>Data Analysis (Statistics Center)</td>
<td>$1,500.00</td>
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</tr>
<tr>
<td>External Consultant (Goal 1/Objective a)</td>
<td>$5,000.00</td>
<td></td>
</tr>
<tr>
<td>Funding for Approved Projects (Goal 1/Objective e)</td>
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<tr>
<td>New Faculty, Adjunct, and GTA Training Activities (Goal 2/Objective I)</td>
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</tr>
<tr>
<td>Software for Web Support (Goal 3/Objective a)</td>
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</tr>
<tr>
<td>Internal Workshops and Faculty Development (Goal 3/Objective c)</td>
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<tr>
<td>External Conferences and Faculty Development (Goal 3/Objective d)</td>
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<td>External Consultant (Goal 3/Objective e)</td>
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<tr>
<td>Symposium Production (Goal 3/Objective f)</td>
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<tr>
<td>Printing and Reproduction in Support of QEP Activities</td>
<td>$2,000.00</td>
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<tr>
<td>Office Materials and Supplies in Support of QEP Activities</td>
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</tr>
<tr>
<td>Annual NSSE Expense</td>
<td>$5,900.00</td>
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</tr>
</tbody>
</table>
Human Resources

A description of personnel involved in the QEP in various capacities is provided above in the section headed Description of Management Structure. This represents a considerable level of indirect expense as facilities, operating units, and personnel are re-tasked to participate in the QEP implementation. The budget impact of the human resources involved is reflected in the QEP Financial Resources Summary.

Information Resources

The Center for University Teaching, Learning, and Assessment, established as a central location for faculty development activities for all University units, will maintain a Web site as part of its ongoing online service emphasizing the QEP. Among the components of this online information resource will be the following:

- **Student Learning Outcomes Resources** – These resources will include suggestions on writing student learning outcomes at the program and course levels and will also include an inventory of student learning outcomes for all programs and courses in the University.

- **Assessment Resources** – These resources will provide a variety of alternatives for assessing student learning outcomes from course-embedded assessments to capstone courses to external evaluations.

- **Academic Learning Compacts** – All of the Academic Learning Compacts for each degree program will be accessible through this link.
This site will include all program learning outcomes and associated assessment strategies for each academic program.

- Student Affairs Planning and Assessment – Program and student learning outcomes and assessment plans for Student Affairs units will be available online.

- Best Practices – Case studies and successful practices in active student learning will be available on the Web site.

- Resource Library – Links to other Web sites and resources will be available through active links and archived materials.

- Threaded Discussions – Opportunity for faculty to converse with each other on QEP items of interest will be available.

- Electronic Newsletter – This newsletter will allow the University to have current, cogent information on the progress of the QEP.

A subcommittee of the QEP Steering Committee and liaisons in each department will serve as a workgroup to provide Center for University Teaching, Learning, and Assessment with continuous evaluation of the Web site.
Appendices for Response to Recommendation 2

2-A Position Description, Director, Center for University Teaching, Learning, and Assessment
Appendix 2-A: Position Description, Director, Center for University Teaching, Learning, and Assessment

Director, Center for University Teaching, Learning, and Assessment
University of West Florida

Position Description
The Director of the Center for University Teaching, Learning, and Assessment is a member of the Academic Affairs leadership team with primary responsibility for administering campus faculty development programs, particularly those focused on teaching and learning, and the University’s assessment program.

Rank: Negotiable

Responsible to: Associate Vice President for Academic Affairs

Qualifications and Experience

Required
- The terminal degree in an appropriate discipline
- A significant record of excellence in teaching, scholarship, and service
- Significant administrative experience in one or more of the areas of responsibility
- Demonstrated commitment to diversity

Desired
- Strong academic leadership skills to address needs of students, faculty, staff and community through collaboration
- Leadership experience with academic program assessment of student learning
- Ability to coordinate and direct the faculty development functions of the center to provide a variety of opportunities for faculty and graduate assistants in such areas as new faculty orientation, best practices, instructional strategies, mentoring, portfolio development, strategies to assess teaching and learning, etc.
- Knowledge of and experience with research on teaching and learning and/or assessment
- Commitment to active involvement and leadership in professional organizations related to teaching, learning and assessment.
- Experience with generating grant support for faculty development

Responsibilities

Strategic and Policy Planning
- Coordinating annual and long-term planning for the Center for University Teaching, Learning, and Assessment, consistent with the University’s mission statement and strategic goals and objectives and the specific initiatives of Academic Affairs.
- Working in collaboration with Academic Affairs to provide data required for academic and resource planning.
- Collaborating with the Student Affairs division on planning that will result in joint and complementary initiatives to improve student learning.

Leadership and Management of the Center
- Planning and directing the faculty development functions of the center to provide a variety of opportunities
- Selecting and supervising Center fellows to assist with such responsibilities as mentoring, assessment, and instructional strategies
- Managing the day to day operations of the University’s academic program assessment program, including faculty development in assessment, assessment reporting and analysis, and assisting academic affairs in maintaining a website for assessment and policy documents
- Serving as co-director in implementing the UWF Quality Enhancement Program
- Managing the University’s plagiarism prevention program and providing training to faculty and teaching assistants
• Providing consultation to faculty and graduate teaching assistants related to teaching effectiveness, such as pedagogy, active learning strategies, and effective grading and assessment
• Leading grant initiatives in faculty development

Communications
• Acting as spokesperson and advocate for areas of responsibility on campus and in the profession, including networking with the regional and national faculty development community
• Serving the campus with effective web-based, online and print information about services and opportunities for faculty development
• Providing leadership for teaching and learning initiatives on the campus
• Developing campus reports on outcomes assessment and the implementation of the UWF Quality Enhancement Program

Assisting the Associate Vice President for Academic Affairs
• Carrying out the directives of the Associate Vice President for Academic Affairs
• Advising the Associate Vice President of questions and problems related to Center and Academic Affairs functions
Standard 2.12  Recommendation 3

The committee recommends that the university refine its assessment of the QEP in order to better monitor progress towards goals and objectives to include direct and indirect measures to assess improvement in the quality of student learning.

Committee Concerns

Assessment of the Plan. The institution demonstrates that it has the means for determining the success of its QEP.

The institution has planned to evaluate progress in accomplishing the goals and objectives of the QEP by employing two general approaches. One deals with evaluation of the individual projects that will be planned, implemented, and evaluated by individual units within Academic Affairs and Student Affairs. The other approach is broader, incorporating and expanding on the first by providing an overall evaluation of the QEP itself over a period of several years. Both approaches will address the following overall goals and objectives:

- improving student learning
- refining program and course-level student learning outcomes and related assessments
- increasing use of active learning and student engagement instructional strategies
- building a community of learners
- providing related opportunities for faculty and staff development

The institution needs to re-align its assessment plan with the revised goals and objectives of the QEP, continuing its emphasis on systematically monitoring progress toward accomplishing its defined goals. The assessment plan should include multiple measures that include both direct and indirect measures of student learning. Direct measures may include such approaches as course
embedded assessments, portfolios, or standardized achievement measures. Indirect measures might include attitude and opinion measures such as the NSSE, focus group interviews, or locally prepared surveys and questionnaires. Whatever specific assessment approaches are adopted, the emphasis of the assessment efforts should be on direct measures of student learning with the indirect measures complementing those efforts.

(Report of the Reaffirmation Committee, pp 21 - 22)

**QEP Assessment Plan**

QEP assessment efforts will include measures intended to monitor progress and guide adjustments to the five-year plan (operational assessment) and measures intended to assess changes in student learning (student learning assessment).

Operational assessment measures have been described in detail above in **Response to Recommendation 1** and include external and internal reviews, comparison of actual results to intended outcomes, and achievement of targeted outcomes on designated surveys (e.g. NSSE, President’s Annual Survey, and UWF Survey of Instructional Practices). Operational assessment data will be analyzed and posted for institutional review.

Student learning assessment will be accomplished primarily through assessment measures identified in the Academic Learning Compacts and Student Affairs Planning and Assessment documents. Additionally, each QEP
project will include measures of student learning as targeted by the individual project. Departmental assessment plans are in a formative stage. Proposed assessment activities are enumerated below as either direct measures or indirect measures of student learning.

An annual report will be published that includes highlights of operational accomplishments, changes in student learning outcomes, and recommended revisions to QEP implementation plans based on the analysis of assessment data.

Direct Measures

A sampling of proposed direct measures of student learning in the Project Management domain identified in the University’s Academic Learning Compacts and Student Affairs Planning and Assessment documents include:

- In Anthropology, each specialization area will provide a capstone project/experience designed to assess discipline specific project management skills.
- In Hospitality, Recreation, and Resort Management, students will participate in field projects and internships supervised and evaluated by faculty using appropriate rubrics.
- In Criminal Justice and in Legal Studies, students will be assigned problem based research projects and presentations that will be evaluated by faculty using specific rubrics.
In Engineering and Computer Technology, students will engage in a capstone experience (internship, co-op, or senior project) that will be assessed by advisors and site supervisors according to agreed upon performance standards.

In Health Education, students will engage in capstone experiences evaluated by faculty, advisors, and supervisors.

In Health, Leisure, and Exercise Science, students will participate in an internship evaluated by experts in the field.

In Social Work, students will be assessed on their performance in completing individual and group projects and completing a research and writing project.

In Nursing, students will be assessed through a number of activities including team presentations, development of case studies, development of nursing care plans, and demonstrations.

In Physics, students will engage in a capstone course that will include project progress reports and a final project report.

In Interdisciplinary Social Science, students will engage in internships, applied field courses, and a capstone project/experience in a specialization area assessed by faculty and supervisors.

In Volunteer UWF’s various program, areas where student learning outcomes are identified a series of rubrics have been developed to measure professional behavior, teamwork, communication, and planning.
In Recreation and Sports Services’ various program, areas where student learning outcomes are identified a series of rubrics have been developed to measure problem solving, communication and teamwork, professionalism, leadership, and planning.

In the University Commons and Student Activities unit various program, areas where student learning outcomes are identified a series of rubrics have been developed to measure teamwork, communication, leadership, creativity, and professional development.

In Career Services’ various program, areas where student learning outcomes are identified a series of rubrics are being developed to measure communication and understanding professional expectations.

Indirect Measures

Indirect measures of student learning in the Project Management domain identified in the University’s Academic Learning Compacts and Student Affairs Planning and Assessment documents include:

- In Anthropology, students will participate in exit interviews/surveys and alumni will be interviewed/survey regarding perceptions of student learning.
- In Hospitality, Recreation, and Resort Management, students will write reflection papers and data will be collected on job placement for students.
• In Criminal Justice and in Legal Studies, students will complete surveys evaluating the extent to which teaching strategies used were helpful in meeting student learning outcomes.

• In Engineering and Computer Technology, students will participate in focus groups with faculty to evaluate the program of study.

• In Health Education, indirect assessment will include surveys of internship supervisors and the number of program graduates by internship sites.

• In Health, Leisure, and Exercise Science, indirect assessment will include evaluation comments from students and annual follow-up surveys of graduates.

• In Social Work, students will be assessed on completing the requirements for the field placement.

• In Nursing, indirect assessment will include data collected from an exit survey.

• In Physics, graduating seniors will participate in an exit interview.

• In Interdisciplinary Social Science, students will participate in exit interviews or surveys and alumni interviews or surveys will be done.

• In the College of Business, follow-up surveys will be administered to graduating seniors, alumni, and employers.

• In a number of Student Affairs areas, students will complete program satisfaction surveys.

• In select Student Affairs areas, national benchmarking studies will be conducted.
Part II:

Comprehensive Standards
Standard 3.3.1

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on the analysis of those results.

Committee Judgment: Non-Compliance

Committee Comment:

The institution has provided evidence that expected outcomes for its educational programs, and its administrative and educational support services have been identified. The university has established Academic Learning Compacts for each of its undergraduate educational programs. Administrative and educational support service units have established mission statements and related goals and objectives. In some cases assessment measures are in place for educational support services and results have been used for improvements.

However, in most cases for both its educational programs and administrative and educational service units, assessment measures associated with each of the outcomes have not been identified. No evidence has been provided that improvements have been initiated as a result of an analysis of assessment results.

(Recommendation 4) The Committee recommends that the university demonstrate that it assesses outcomes for its educational programs and its administrative and educational support services and provide evidence that it uses the results for improvement.
Response:

Expected outcomes for educational programs are discussed under Standard 3.4.1. The following information pertains to expected outcomes for administrative and educational support services.

Actions Taken Since the Reaffirmation Committee Visit

As noted in the University’s Compliance Certification and Focused Report, the University maintains through its Planning Information Center (UPIC) a Web site (http://uwf.edu/upic) for housing the university, divisional, college, and department strategic plans and associated reports. The Web-based strategic plan template includes the following elements related to assessment of outcomes:

- Vision
- Mission
- Goals
- Priorities (outcomes and outputs)
- Accountability/Assessment Measures
- Accountability/Assessment Measure Data
- Accountability/Assessment Measure Data Analysis
- Improvement Opportunities and Improvement Plans

When the Web-based system was designed, it was intended that units would populate the template elements with information related to their strategic plans. Review of the strategic plans housed on UPIC shows that almost all units (University, divisions, colleges, and departments) have identified and entered
their vision, mission, goal, and priority statements. In the place of priority statements, academic departments identify program outcome and output goals. In many cases, units have identified the type of assessment measure(s) associated with their goals and priorities (outcomes and outputs). However, units have found the Web-based template to be cumbersome for recording information about assessment data collected, analysis of the data, and planning and program modifications made based on analysis of the data.

The UPIC strategic planning Web site also includes the capability for units to upload their annual review of Notable Accomplishments and their Annual Reports.

With respect to Notable Accomplishments, each unit (division, college, and department) prepares a summary of the ways in which its activities have contributed to realization of the four principal goals in the university-level strategic plan. For the 2004-2005 academic year, Notable Accomplishment reports were due in early August with the date adjusted to August 31 because of the closure of the University due to Hurricane Dennis. Sample 2004-2005 Notable Accomplishment Reports are found in Appendix 4-A. Information from the Notable Accomplishment reports is used to compile a university-level report on the status of achievement of the four principal goals. This information is reviewed by the President’s Cabinet, the University Planning Council, and the UWF Board of Trustees. The URLs for the four sections of the 2004-2005 University Notable Accomplishments Report are identified in Appendix 4-B.
With respect to Annual Reports, the President’s Cabinet addressed the issue of making more manageable the reporting of information related to the use of assessment data for program improvement. The Cabinet endorsed the inclusion in divisional and departmental reports of a Summary Report on Use of Assessment Data in Decision Making. (See Appendix 4-C.) In the case of the Division of Academic Affairs, this report format was modified so that information about student learning outcomes could be captured as well as information about administrative and support service goals and objectives. (See Appendix 4-D and the response to Recommendation 5, Standard 3.4.1.) A sample of a completed section of an annual report pertaining to goal attainment for an Academic Division unit is included in Appendix 4-E.

The Division of Student Affairs modeled its 2005-2006 annual report template from Academic Affairs. The template and description of the process are included in Appendix 4-F. This updated reporting of planning and assessment has been shared with the student affairs leadership and is accessible via the campus intranet to all student affairs staff.

Academic department annual reports related to academic year 2004-2005 were to be due August 12; college-level reports were to be due August 25; and the Division of Academic Affairs report was to be due September 9. Owing to the closures of the University related to Hurricanes Dennis and Katrina, some departments have not been able to complete their annual reports in a timely fashion. The new deadline for posting of the 2004-2005 annual reports for all units in the University is September 30.
By way of illustration of the manner in which data are being used to modify programs and support services, information is provided below on initiatives at the university, division, college, and department levels.

**Making Way for Excellence** (excerpted from the Making Way for Excellence Web site: [http://uwf.edu/excellence](http://uwf.edu/excellence))

**Vision**

The University of West Florida is beginning a voyage to change the way we think, act and learn as an organization. We are exploring a new model of performance for our organization that is based on inclusiveness; including the interests of our students, faculty, employees and partners in the way we make our operational decisions. We are creating an environment that nurtures integrity, quality, innovation, teamwork, stewardship, courage and caring. The values we hold to be of great importance in our exciting voyage to excellence.

Where will this quest lead us? To the top. We are going to become the number one comprehensive university in America, leading the nation in student satisfaction, employee satisfaction and leadership development.

**Course of Action**

The first step in our new course of adventure was the process of conducting an organizational assessment. UWF and the Baptist Leadership Institute worked together in this effort. In order to be genuinely effective in improving UWF, a fact-based knowledge of what we do well and what we need to improve was gathered. It is crucial to our success that we have an
accurate picture of what UWF is and how the university is perceived in order to make prudent decisions for our organization and its members.

In order to gather fact-based knowledge, surveys, focus groups and other methods of obtaining feedback will be performed. The feedback obtained from these fact finding methods will then be analyzed. From the analysis, UWF and the Baptist Leadership Institute will produce an organizational assessment that will help guide the organization in creating strategies for improvement.

On Aug. 11, 2004, our voyage set out with our UWF Leadership participating in a one-day seminar that introduced a methodology of improvement used by Baptist Health Care Systems that has been exceptionally successful in creating their culture of excellence.

Our next marker and second step in our journey is the development of teams with purpose. These teams will drive the strategies that navigate the way in our path of improvement. With focus on their particular goals, strategies and actions, our service excellence teams steer the ships that create our course. The goals of the teams are constructed by the findings of the UWF organizational assessment. Currently, UWF is envisioning seven teams: Standards, Measurement, Student Satisfaction, Employee Satisfaction, Leadership Development, Communications, and Community Outreach.

The seven teams of service excellence will be assisted by a coordinating committee that will provide advice and contribute in the
coordination of team activities. The coordinating committee is composed of a diverse population, representative of UWF, and will include service excellence team captains. The coordinating committee also serves as linkage between the steering committee (UWF Presidential Cabinet) and the seven service excellence teams. The steering committee will monitor, respond to and manage performance based on our organizational results and serve as final authority in the decision making process.

Status of the Teams (illustration for Community Outreach Team)

During the first 90-day period of the Making Way for Excellence (MFWE) implementation, the Standards Team conducted a survey of UWF students and employees to ascertain their thoughts regarding desired employee characteristics and standards. The team received 195 student responses and 232 employee responses from the survey. The draft of the compiled standards is being reviewed and evaluated by the MWFE Steering/Coordinating Committees, as well as being presented to the UWF Cabinet.

The 10 standards that have been arrived at are (alphabetically listed): Ambassadorship, Communication, Courtesy, Flexibility, Helpfulness, Knowledge, Ownership, Professionalism, Responsiveness and Safety.

Status of the Teams (illustration for Communications Team)

The MWFE Communication Team has created the “University Internal Communication Tool” process action team. This sub-team, chaired by Connie Marse, will work during the next 90 days to develop a weekly 10-minute communication vehicle to be distributed to key departmental
directors, who will in turn share the communication with their department members. The team has also developed campus communication boards which will be posted in key areas across UWF campuses by October 2005. The boards will provide team outcome updates, profiles in excellence stories and UWF core value examples, as well as other Making Way for Excellence news.

**SCT Banner Human Resources Payroll System and New Personnel Classification System**


*SCT Banner* [system selected after review of UWF interests and benchmarking with other universities]

The Human Resources/Payroll SCT Implementation Team successfully implemented the Banner System effective with the first payroll in January 2005. The implementation included building UWF’s business processes in Banner and transferring data from the legacy system, including over 2,800 current employees’ payroll data, attendance and leave records, benefits information, and retirement information. Electronic files were developed to convey retirement information and benefits data to third party administrators. Reports were developed to retrieve data from Banner for use by the campus community. Successfully worked with ITS to deliver the Banner Self Service module which provides a web-based tool via ARGUS for employees to access personal and employment related information, to
include address/phone/emergency contact, timesheet/leave report, benefits and deductions, pay information (direct deposit/pay stub/earnings history) leave balances, tax forms (W-4/W-2), and job summary. The Web Time Entry system delivered with the SCT Banner system was successfully implemented effective with the second pay period in January 2005. The Human Resources/Payroll SCT Implementation Team, in an extraordinary effort, successfully trained all university supervisors and employees on the use of the new system.

**Personnel Classification System** [developed based on extensive surveys and focus group discussion with employees]

Human Resources staff successfully implemented the University's new Employment Policies, including the broadbanding classification concept. These new policies/concepts are being further delivered to the campus via on-going training opportunities.

Additionally, the staff developed and began implementation of a new Performance Management structure that includes an enhanced employee performance evaluation process, pay for performance opportunity, and career enhancement progression component.
After conferring with and reviewing the Report of the Reaffirmation Committee, the University of West Florida (UWF) revised its Quality Enhancement Plan (QEP) document of January 2005, refocusing the QEP on improving student learning around the domain of Project Management. Baseline data for selection of the original QEP theme and the revised focus included results from administration of the National Survey of Student Engagement, surveys of faculty and chairpersons regarding instructional and assessment strategies, and surveys of students, faculty, staff, and community members regarding opinions on degree of attainment of university goals related to student learning.

The University modified the five broad goals of the original QEP by reducing the number and clarifying the wording as follows:

- Improve student learning of knowledge, skills, and values relevant to the Project Management learning domain
- Increase use of active learning and student engagement instructional strategies for development of Project Management skills, knowledge, and values
- Provide opportunities for faculty and staff development related to improving student learning of Project Management.
The university retains its division of student learning into six interrelated domains:

- Content of the respective disciplines
- Critical thinking
- Communication skills
- Project management
- Values and ethics
- Discipline-specific, discipline-selected learning outcomes.

UWF has refocused its QEP on Project Management, which lends itself to learning outcomes reflective of the other five domains. Thus, the learning outcome plan of each academic program in the Division of Academic Affairs and each relevant co-curricular program in the Division of Student Affairs will include elements of Project Management.

**Enrollment Development**

The University’s short- and long-range enrollment development plans are based on extensive review of recruitment, admissions, and degree-completion data. Most recently, information related to recruitment planning was presented by the Associate Vice President for Enrollment Services at the September 9, 2005, UWF Board of Trustees meeting (agenda available at [http://uwf.edu/trustees/meetings/documents/9.9.05UWFBOTMeetingAgenda.pdf](http://uwf.edu/trustees/meetings/documents/9.9.05UWFBOTMeetingAgenda.pdf)). A sample of the types of data used to identify target populations for recruitment is included in Appendix 4-G.
Orientation (information provided by Vice President for Student Affairs)

Following each new student and parent orientation session, participants are asked to complete an evaluation form. During Summer 2005, the evaluations were reviewed following each of 12 sessions and adjustments were made to improve the program as it was occurring. In addition, the evaluations are collated into one document for review by the Orientation Leaders, Orientation Planning Committee, and Student Affairs Leadership Team. The Orientation programs are continually evaluated and modified to meet current needs.

Continuing Education/Academic Technology Center—PDA Beta Test with the U.S. Coast Guard (excerpt from summary report provided by Dr. Pam Northrup, Director, Academic Technology Center)

The University of West Florida in partnership with two community colleges, Florida Community College at Jacksonville and Coastline Community College in California entered into an agreement with the U.S. Coast Guard Institute to beta test the use of Personal Digital Assistants (PDAs) for delivering college-level courses. Each institution designed and implemented 2-4 courses during summer 2005. The Coast Guard Institute placed some parameters on the beta test including disabling Bluetooth and Wireless technology and using the caveat that some military personnel would have intermittent if any access to the Internet. With that, UWF chose to create a highly interactive PDA-delivered course, but encouraged students with Internet access at any point during the semester to join the
online course, respond to other peers in the course, and communicate with
the instructor.

UWF implemented a graduate course in the Human Performance
Technology certificate program to an audience of 17 students at Yorktown
Training Center, onboard the Mohawk cutter, and onboard the Vice cutter.
UWF also implemented an undergraduate course in the Technology
Support certificate to 4 students.

Data collected during the beta test included completion rates,
satisfaction and overall performance. **Completion rates** were measured
based on the number of students entering the course in comparison to the
number of students completing the course in the timeframe provided for
summer semester. **Satisfaction** was measured through the creation of a
PDA Beta Test Satisfaction Survey that was developed at UWF, reviewed
by all institutions and the Coast Guard institute and implemented by all
institutions involved. **Performance** was measured by course based on
specific within course assessments such as midterm exams, papers due,
final exams, etc. With regard to completion 16 of the 17 students in the
graduate course completed the course during the semester. In the
undergraduate course, where all of the students were deployed, 2 of 4
students completed during the semester. Students overall were pleased
with the PDA experience and especially appreciated the techniques used to
personalize the PDA course experience including audio-narrated
PowerPoint presentations by the course instructors and two-minute
introductory videos at the beginning of each segment. Students also reported time well spent on self-check quizzes in preparation for the midterm examination. Overall, students performed extremely well in the course, in parallel with other courses that are offered online. In many cases, student success in the knowledge-level portion of the course was higher than in the online, web-based course.

Students did experience frustration with the technology itself with 75% of the students reporting some type of technological issue with the PDA. Most of the technological issues are a result of PDA memory and the users’ lack of experience in using the technology itself. Typically within one phone call or email, our PDA Coordinator could resolve their problems. 100% of the students surveyed indicated that they knew exactly who to call with issues and were confident in his responses.

The other item that was surprising, was the lack of interest in completing the Flash animations and the lack of clarity in the application-level case study experience. In the online version of the course, students could interact frequently with the instructor to clarify misconceptions and even talk to real players in the case study itself to get answers to confusing issues. In the PDA version, this interaction was unavailable making the case study and accompanying Flash animations less than useful to students.

In the next implementation of the specific courses in the beta test, the Academic Technology Center and course instructors will re-consider the
role of the case study and make every attempt to clarify the student responsibilities and to push more information in the student packet initially regarding the case study. As well, ATC will reconsider the role of the Flash animations and either enhance them appropriately encompassing the experience to be portrayed or eliminate them entirely. Another option to be considered is to provide role playing or at least a better description of how a case study is to be accomplished. The ill-structured problems encountered through the case study are out of the comfort zone for many students seeking one correct response. If eliminating, a new instructional strategy will need to be in place to provide the opportunity for transfer of newly learned knowledge into a novel experience.

The other item for modification is the Troubleshooting Guide for the PDA. Simple procedures will be brought to the beginning of the guide, with more examples and more troubleshooting tips.

Overall, the PDA beta test was a success. Currently there are more PDA courses being developed to be able to offer the entire HPT Certificate and entire Technology Support Certificate to deployed service personnel worldwide through UWF’s SOCCoast and SOCCoast Afloat partnerships.

**Teacher Education** (excerpt from Outcome Assessment Report [2003-2004 format] of the Division of Teacher Education)

**Goals/Objectives:**

Reevaluate all programs in the division to ensure public school support and ongoing enrollment.
Develop a dual Elementary Education/Exception Student Education program at the Fort Walton Beach and Chipola campuses.

Enrollment was going down at the Fort Walton Beach and Chipola campuses so a small working group of faculty met on several occasions to analyze the situation and develop a strategy to increase enrollment. The idea of a dual degree was appealing because Exceptional Student Education was not available at the Fort Walton Beach Campus. The dual program in Elementary and Exceptional Student Education was developed and the first cohort began at Fort Walton Beach and Chipola in the fall of 2004.

Assessment Measures:

The faculty used enrollment data and a student survey to determine the need for this change in programs.

Summary/Analysis of Data:

Initial findings are that the program is successful [based on enrollment data] and should be continued in the coming years.

Forums in Which Data Discussed/Decisions Made:

The Division faculty met in small groups on several occasions to analyze the enrollment and needs of our students. The Division faculty [and Dean] supported the decision [to mount and to continue the program].
Business (excerpt from College of Business Quality Enhancement Plan Exploratory Project proposal and summary report)

From the Proposal

Background

The University of West Florida has undertaken a major project of developing and implementing an assessment plan for its programs. On one hand, this is a requirement of the Southern Association of Colleges and Schools (SACS). On the other hand, the University considers it an opportunity to learn more about the effectiveness of its academic programs and then devise strategies to improve these programs. The University has developed a comprehensive Quality Enhancement Plan (QEP) to be the broad umbrella for assessing and improving the quality of its program offerings.

Further, the College of Business is also developing a plan to meet the Assurance of Learning standard of AACSB the international accreditation agency for colleges of business. The College of Business plan is expected to be broad enough to meet the requirements of both the above mentioned accreditation agencies. The College is developing a set of learning goals for the undergraduate business degree, to be followed by a tentative plan for assessment.

All undergraduate students in business complete a capstone course in Business Policy. The policy course is designed to integrate the various business disciplines and provide students with skills in identifying issues
facing a firm and developing an appropriate strategy to address those issues and achieve the firm’s objectives. A number of pedagogical approaches are utilized in the policy course to help students achieve course goals. One pedagogical approach is the use of a computer simulation where student groups develop strategies to compete against other student teams or computer simulated firms in a business market place.

Another pedagogical approach is a series of case analyses culminating in an individually written case analysis. For the written case analysis, students are required to work independently in analyzing the competitive position of a firm, identifying the strategic issues facing the organization, and the development of an appropriate strategy and implementation plan. This case analysis gives students an opportunity to independently demonstrate their understanding of the business disciplines through their analysis and recommendations. Because the capstone course written case analysis is accomplished by all graduating business students, it is a natural setting for developing an assessment device for capturing the level of success of the COB for achieving its learning objectives. Specifically, this individual case analysis provides an opportunity to assess student use of business concepts, integration of knowledge across disciplines, and ability to communicate findings in writing.
Pilot Study

Although it is straightforward to envisage use of the capstone course for assessment, the implementation is currently confounded because there are three instructors who teach the course. At the present time they use different cases, a different set of instructions, and have different content requirements. Hence, the first tasks are to develop a common case description, a common set of instructions, and common grading criteria. In subsequent step the nature and type of data to be collected would be defined, and the pilot assessment device developed and administered.

In an initial review of similar efforts at other institutions, it was found that only a few institutions had promulgated assessment standards. It was also clear that none of these schools had assessment devices or approaches that would be suitable for adoption at UWF or for the COB. However, there are conferences where discussions and early research findings specific to learning assessment are available. It would be extremely beneficial to the quality of our pilot study and subsequent assessment development to have the investigators attend such conferences and network with the leaders in this field. Attendance at these conferences would enable us to learn more about assessment from professionals in the field and colleagues at other universities who have already implemented assessment plans or are conducting research in this area.
Proposed Activities

A. Select common case for written case analysis. [Fall 2004]
B. Develop written case analysis instructions. [Fall 2004].
C. Develop written case grading criteria. [Fall 2004].
D. Implement pilot study using written case analysis criteria and grading [Spring 2005].
E. Collect data on common case analysis [Spring 2005].
F. Evaluate data on common case analysis [Summer/Fall 2005].
G. Attend conferences to learn about pitfalls and challenges of assessment [Spring 2005 and/or Fall 2005].

From the Summary Report

Name of Program: Bachelor of Science in Business Administration

A. Learning Goal: Demonstrate facility in use of terminology and concepts in business framework.

B. Measurement and Reporting

A pilot study was conducted in Spring 2005 to assess the above mentioned learning goal. Instructors of each of the four sections of MAN 4720 (Business Policy) assigned an individual case study for student completion. The case study was standardized across all sections. The case study had appropriate questions that permit investigation of student facility in the use of terminology and concepts in a business framework. The case study was analyzed using a standard rubric developed by the instructors. Each instructor provided
to the Chair of the Management/MIS department a report summarizing results on a standard form. The summary report is shown below.

C. Summary Report on Student Performance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Number</td>
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<td>78</td>
<td>40</td>
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<tr>
<td>Percent</td>
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<td>64</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

D. Major Problems Identified and Action Recommended

The instructors have identified the following two major problems and recommended intervention plans:

1. Students were found to be very weak on financial understanding, specifically balance sheet ratios. It is recommended that the Dean discuss this finding with the Chair of the Accounting/Finance department for appropriate intervention in Accounting/Finance courses. [This discussion has occurred.]

2. Students were found to be very weak in their understanding of key success factors (critical success factors). It is recommended that capstone instructors allocate more class time on discussing additional examples of this concept. [These discussions are underway.]
Other Plans

In addition to the revisions made in the annual reporting process described above, it has been proposed that discussion of assessment data be made a regular agenda item for the University Planning Council and its Programs and Resources Committee. For example, the Office of University Planning conducts multiple surveys of current students, alumni, faculty, staff, and community opinions related to the priorities associated with the principal goals in the University’s Strategic Plan. Results are posted to the University Planning Information Center in the University Assessments section (http://upic.uwf.edu/assessments/report.cfm). In an effort to make better use of these valuable data, the Programs and Resources Committee will review data from these surveys and bring forward to the University Planning Council a summary of the findings and recommendations for actions based on the findings.

In similar fashion, the Programs and Resources Committee will be asked to review division-level annual reports related to assessment of outcomes and coordinate with the divisional vice presidents on the reporting of findings and the making of recommendations to the University Planning Council for university-level actions related to the findings.

In addition to the work of the Program and Resources Committee, other groups on campus are using assessment data to drive new initiatives. The newly formed Strategic Integrated Marketing (SIM) group will use data from student and community surveys in the decision-making process. The Quality Enhancement
Plan Leadership Team will use annual assessments to determine progress and overall effectiveness of the plan.

As noted above with Making Way for Excellence, faculty, staff, and students are continually encouraged to provide feedback. This feedback and data from formal assessments are instrumental to full implementation of this cultural transformation. With the incorporation of the 90-day work plans in administrative areas, progress toward goals will be assessed quarterly.
**Appendices**

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<th>4-A</th>
<th>Sample Unit-Level 2004-2005 Notable Accomplishment Reports</th>
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<td>4-B</td>
<td>URLs for 2004-2005 University Notable Accomplishments Report</td>
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<td>4-C</td>
<td>Summary Report on Use of Assessment in Decision Making</td>
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<td>4-D</td>
<td>Division of Academic Affairs Annual Report Template</td>
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<td>4-E</td>
<td>Sample 2004-2005 Academic Unit Annual Report Section on Goal Attainment</td>
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<tr>
<td>4-F</td>
<td>Division of Student Affairs Annual Report Template and Key Points</td>
</tr>
<tr>
<td>4-G</td>
<td>Sample Enrollment Planning Data</td>
</tr>
</tbody>
</table>
Appendix 4-A  Sample 2004-2005 Notable Accomplishments Reports

Division-Level Report: Division of Administrative Affairs  (from UPIC)

- Notable Accomplishments: Division of Administrative Affairs

Text Updated: May 5, 2005
The “Notable Accomplishments” is where each UWF organizational unit reflects its notable accomplishments toward helping UWF to achieve its Strategic Goals. The section includes as many accomplishments as the unit wants to present for each of the four UWF Strategic Goals for the current year.

Text Updated: May 5, 2005
- Notable accomplishments for UWF Goal 1: Promote programs and activities, and learning and living environments that encourage the development of individual potential in students, faculty, and staff; communities of learners; and the valuing of lifelong learning

Text Updated: Jun 30, 2005
1. Provided quality and situational leadership to members of the Administrative Affairs Management Team.
Text Updated: Jun 29, 2005

2. Provided directions for the division to ensure: planning, cooperation, coordination, teamwork, and productivity.
Text Updated: Jun 30, 2005

3. Engaged individually with department leaders to set course of direction, vision, focus, and scope for all departments, areas, and unit.
Text Updated: Jun 29, 2005

4. Established an expectation for excellence, professionalism, and service orientation within the division.
Text Updated: Jun 29, 2005

5. Provided leadership to promote a climate in the workplace that embraces integrity, honesty, values, morals, pride in work, and efficiency.
Text Updated: Jun 29, 2005

6. Continue to improve employee relations, morale, and communications: departments/units visitations, open-door
policy provisions, utilization of “Walk-Management”

7. Continue to provide leadership and coordinative efforts
related to the implementation of the SCT/SUN Banner
Project.

8. Continue to provide vision and leadership in implementing
Campus Landscape and Beautification Initiatives (to
include south entrance sign).

9. The Budget Office educated university community
employees on the uses of the on-line budget transfer form
which have been updated to accommodate the Banner
System.

10. Facilities Management coordinated the annual Spring Into
Action Program with emphasis at the “UWF” planting, the
Library and the entrance to the College of Professional
Studies. Other landscape enhancements were
implemented. (Facilities Management Goal 1, Priority 4)

11. Facilities Management re-engineered process for adding
personnel to payroll.

12. Parking and Transportation Services: Adoption of a
Single/Unified Parking Permit Model for employees.

13. Parking and Transportation Services: Qualifications Based
Selection of a Parking Consultant to perform existing use,
projected needs with growth, and forecasted budget
requirements.

Emergency response to Hurricane Ivan: Completed room-
by-room damage assessments to over 83 facilities on the
main campus within one week post-storm. Developed estimates and scopes to execute contracts and provide detailed documentation required for FEMA and Risk Management. Provided all required information to the Inspector General’s office who has acted as lead liaison with FEMA and Risk Management. (Architectural and Engineering Goal 1)
Text Updated: Jun 29, 2005

15. A&E Services coordinated contractors and vendors for hurricane repairs to classrooms and residence halls as first priority to restore University operations for higher education on October 4, 2004. All classrooms (with exception of those in building 54) were restored and all residence halls were completely restored prior to re-opening. (Architectural and Engineering Goal 1)
Text Updated: Jun 29, 2005

16. A&E Services: Design and Construction Standards were updated and improved based on best practices to improve standards of quality and streamline parts inventory for Facilities Management (Architectural and Engineering Goal 1, Priority 4)
Text Updated: Jun 30, 2005

17. A&E Services: Facilitated the rehabilitation of Village East, Building ‘G’ for landmark accountability of contractors. (Architectural and Engineering Goal 1, Priority 3)
Text Updated: Jun 29, 2005

18. The Business Programs Office developed a Corrective and Preventive Action Program (CAPA) to include a customer on-line form submission concerning issues dealing with all areas in the Financial & Procurement Services (FAPS) Department.
Text Updated: Jun 30, 2005

19. A new department called Financial and Procurement Services was created and a newsletter was established to communicate changes to processes and procedures on a regular basis to the entire campus.
Text Updated: Jun 29, 2005
20. University Police: The Crime Prevention Officer and the Counseling Center worked together on a grant-funded student education program for sex crime prevention.
Text Updated: Jun 30, 2005

- Notable accomplishments for UWF Goal 2: Attract and inspire a diverse and talented student body committed to uncompromising academic excellence
Text Updated: Jun 29, 2005

1. University Police developed employee training to enhance their understanding of multi-cultural issues and implemented interactive procedures with international students.
Text Updated: Jun 29, 2005

2. Modified hiring practices for vacancies with the Office of Human Resources. (Facilities Services Goal 2)
Text Updated: Jun 28, 2005

3. Continued emphasis of campus beautification improvements and support of the Fourth Annual “Spring Into Action” program. (Facilities Services Goal 2)
Text Updated: Jun 28, 2005

4. Facilities Management updated the first ever long-range plan for Facilities Management equipment replacement. Also added new types of equipment that are required to maximize the effectiveness of the Facilities Management operation. (Facilities Management Goal 3, Priority 4)
Text Updated: Jun 28, 2005

5. Facilities Management updated a complete building level document detailing the deferred maintenance issues on all E&G buildings and utility infrastructure. Tied all issues to BR740 financial plan. Developed a roof information document to capture all needed information on all E&G Building roofs in one location. (Facilities Management Goal 1, Priority 5)
Text Updated: Jun 28, 2005
6. Facilities Management updated a 5-year plan for UTILITIES/INFRASTRUCTURE/ROOF/CAPITAL RENEWAL PLAN. Plan focuses on resolving water infiltration issues, HVAC control, sewer issues and then the rehabilitation of HVAC systems to address IAQ issues. (Facilities Management Goal 1, Priority 1)
   Text Updated: Jun 28, 2005

7. Siemens Building Automation Plan now operational in Buildings 10, 11, 12, 38, 40, 85, 86, and 90. In addition, all of these HVAC systems were recommissioned to maximize efficiency and occupant comfort. (Facilities Management Goal 1 & 3, Priority 1 & 4)
   Text Updated: Jun 28, 2005

8. Facilities Management: Significant training was held in supervisory skills, TMA, Siemens BAS System, and classes needed to retain licensing where required.
   Text Updated: Jun 28, 2005

- Notable accomplishments for UWF Goal 3: Provide solutions to educational, cultural, economic, and environmental concerns
   Text Updated: Jun 30, 2005

1. Improved procedures in the office to ensure a fast-turnaround for inquiries or problems.
   Text Updated: Jun 29, 2005

2. Office staff served at various campus events: Festival on the Green, Commencement ushers, Pilot Groups (Food Services and HR/IT), United Way Day of Caring (UWF Day), Holiday Gathering, LEAD, search committees, Toys for Tots, and FOCUS-Making Way for Excellence.
   Text Updated: Jun 29, 2005

3. University Police Department expanded and undated the standard operating procedure manual to clarify department and personnel responsibilities for the enhancement of community quality of life.
   Text Updated: Jun 29, 2005
4. Provided Hurricane Ivan team recovery management. Significant maintenance operations restoration, design and construction recovery projects, and job cost report information have continued in various stages of completion. Updated information has been frequently submitted to the Auditor’s Office. (Facilities Services Goal 3)

Text Updated: Jun 29, 2005

5. Continued emphasis for Facility Management and Architectural and Engineering Services to refine processes between those departments and the Procurement and Contracts Department, with respect to subcontractor and vendor pre-qualification procedures. (Facilities Services Goal 3)

Text Updated: Jun 29, 2005

6. Stressed importance of departments and support functions focusing on measurable performance indicators with staff to illustrate internal process improvement. (Facilities Services Goal 3)

Text Updated: Jun 28, 2005

7. The University’s Continuity of Operations Plan (COOP), developed and submitted to the Department of Community Affairs as required by Florida Statutes 252.365, was activated and exercised for three weeks during Hurricane Ivan. During this event many positive and negative aspects of the plan were recognized. Continuous changes are being made to improve the plan for future disasters.

Text Updated: Jun 30, 2005

8. Building Code Administration increased campus inspections by 8-fold this year with the addition of two full-time employees.

Text Updated: Jun 28, 2005

9. Developed and facilitated major Request for Proposal projects to implement programs that will provide better service and significant savings for the University. The programs are for: PRI for Voice & Data Communications - $48,000 annual savings, Maintenance & Parts Contract for UWF Siemens HiCom 300CS PBX, Microsoft Certification & Training, Tower Turnkey Antenna Management &
10. Procurement and Contracts successfully organized and conducted the second Vendor Show event with over 30 local and national vendors who were given the opportunity to display and network with both staff and students. The Certified Minority Business Enterprise (MBE) expenditures totaled $1,865,703.00 for the period of July 1, 2005 to May 25, 2005. This amount is an increase in expenditures with certified minority contractors of $212,905 for an impressive increase of more than 30% over last year.

11. Procurement and Contracts established a Product Catalog Library to expedite review of current product listings. Held Matchmaker workshop in conjunction with the SBDC to certify minority vendors with the State of Florida.

- Notable accomplishments for UWF Goal 4: Manage growth and development responsibly through focus on continuous quality improvement of programs and processes

1. Served as a strong advocate for continuous quality improvement within the division.

2. Continued efforts to improve employee relations and employee morale within the division.

3. Dining Services: Sales for the second year of voluntary meal plan implementation surpassed goals with a 91% increase in the fall and a 113% increase in the spring over the previous year’s fall and spring terms.
4. Dining Services: A Request for Proposals process was implemented for a new dining services contract. The process included the establishment of a campus wide evaluation committee to review proposals, attend presentations, make site visits, and analyze a variety of data in order to evaluate the proposals received.

Text Updated: Jun 30, 2005

5. Bookstore: Established groundwork to provide text sales and text buyback to UWF students at the Fort Walton Beach campus.

Text Updated: Jun 30, 2005

6. Postal Services: Improved student mail forwarding procedures to reduce the volume of undeliverable mail that has to be handled by Postal Services for graduating and relocating students. This also results in quicker delivery of forwarded mail to those students. This was accomplished by incorporating student changes of address into the Central Forwarding System of the U. S. Postal Service resulting in the inclusion of those addressed into their National Address Database.

Text Updated: Jun 30, 2005

7. The Budget Office updated their web-site to provide budget information to be more useful to the university community.

Text Updated: Jun 30, 2005

8. Coordinated development and implementation of a new parking model system to be completed in August, 2005. Meetings with campus Senior Administration, faculty, staff, and students were completed. (Facilities Services Goal 4)

Text Updated: Jun 30, 2005

9. Worked with Housing staff to evaluate business processes, and configure TMA computerized maintenance management system to enable work order tracking for Housing maintenance; trained several Housing staff on functionality of new system. (Facilities Services Goal 4)

Text Updated: Jun 30, 2005

10. New Architectural and Engineering Services (AES) Space Management website developed to provide additional
information for campus customers and to provide a readily accessible hotlink to the electronic “Construction Project and Space Request Form”. (Architectural and Engineering Goal 1, Priority 1)
Text Updated: Jun 30, 2005

11. Architectural and Engineering Services completed development of a new campus GIS map for improved customer service to University employees and students for essential information and maneuverability of the campus. Also documented underground utilities in collaboration with maintenance staff. Collective efforts with the GIS User Group. (Architectural and Engineering Goal 3, Priority 6)
Text Updated: Jun 30, 2005

12. Space Management collaborated with: the Controller’s office to develop the web-based campus departmental space survey and current acquiring quotes for implementation; the Registrar’s Office to complete a single source location for updating room use codes and classroom occupant counts to improve classroom utilization reporting; and all involved in Risk Management duties to establish a single joint-use database to maintain information. (A&E Goal 1, Priority 1; Goal 3, Priority 5)
Text Updated: Jun 30, 2005

13. Developed a comprehensive University Property manual to centralize main campus and off-campus properties, including leased facilities. Collaborated with General Counsel and Controller’s Office (Property) to update the standard lease agreement. (Architectural and Engineering Goal 1, Priority 1; Goal 3, Priority 4)
Text Updated: Jun 30, 2005

14. Updated the Project Manager’s Manual to a new and improved format and held training in order to communicate expectations and procedures to all project managers. (Architectural and Engineering Goal 2, Priority 4; Goal 3, Priority 1)
Text Updated: Jun 30, 2005

15. Collaborated with Procurement and Contracts to edit and update University Policy for A&E Selections and re-
engineered Standard Operating Procedure for Construction Contracting. (Architectural and Engineering Goal 3, Priority 4)
Text Updated: Jun 30, 2005

Text Updated: Jun 30, 2005

17. The Business Programs Office developed an insurance report, in coordination with A&E, listing all university buildings on-campus and off-campus with critical insurance information. Used to ensure that all buildings and contents are covered by Risk.
Text Updated: Jun 30, 2005

18. Procurement and Contracts developed training materials for On-Line Requisition training for the campus community. Successfully trained On-Line Requisition Pilot Group and the Division of Student Affairs.
Text Updated: Jun 30, 2005

19. Procurement and Contracts developed and implemented new procedures for professional service contracts to provide efficiencies to campus departments while ensuring that IRS regulations are satisfied.
Text Updated: Jun 30, 2005

20. Financial Services successfully implemented the SCT Banner Payroll system and devolved from the State of Florida payroll system. This process involved transferring all payroll processing responsibility from the State of Florida to the university, and transitioning all university employees from our legacy payroll system to SCT Banner.
Text Updated: Jun 30, 2005
College-Level Report: College of Professional Studies (from Annual Report)

Part II-A, Major Unit Accomplishments and Changes in Programs and Services

Major department/division accomplishments and changes in programs and services for 2004-2005.

1. College programs continue to generate revenue for UWF through high enrollment.

2. University leader in new and established distance learning programs. Distance learning and traditional programs continue to produce high enrollment.

3. Hired 14 new faculty members, 2 new chairs and a new dean.


5. Graduated first students in the Hospitality and Resort Management program.

6. Implemented and marketed the new MSA program in criminal justice administration, healthcare administration, educational administration, public administration, and human performance technology.

7. Approval of Plan to Explore MSW program and continuing to work on new program.

8. Signed a memorandum of understanding to offer a teacher education program in Mexico City.

9. Added a Mock Trial Team that has won several regional awards.

10. Criminal Justice continued a partnership with the Santa Rosa County Sheriff’s Department.

11. Generated additional college funds through continuing education.

12. Continue to expand Hometown Learning Community Partnership and offered several programs at the Fricker Center and Attucks Court, including Conflict Resolution, education programs for adult and children and exercise science programs.

13. Hosted the State of Florida Service Learning Conference.
14. Hosted the spring meeting for the Florida Association of Colleges of Teacher Education.

15. Created a web-based assessment system aligned to the ALC’s.

16. Continued work group to create CRDC (modification and expansion of ERDC).

17. Completed the internal review of the doctoral program. Moving toward implementation of revisions to ensure quality.

18. Implemented new and continuing community outreach efforts within all disciplines (see department annual reports).

19. Hosted the Just Read, Florida summer institute.

20. Implemented Howard Street Tutoring program at Spencer Bibbs Elementary School and become a state service provider of reading programs.

21. Through the Institute for Innovative Community Learning™, received revenue from continued professional development and development of electronic educational tools through two license agreements with Measured Progress and Reveal Technologies.

22. Through the Institute for Innovative Community Learning™ and in collaboration with the teacher education division, added Okaloosa School District as a third county for implementing the district Alternative Certification Programs, ATP (face to face).

23. Through the Institute for Innovative Community Learning™, applied for an Educator Preparation Institute for TeacherReady™ to serve as Florida’s online university alternative certification program.

24. Continue to receive major state grants and contracts for juvenile studies projects.

25. Rated in the top 15% of Army ROTC programs in the country.

26. Continue to receive the largest amount of grant and contract funding in the university.

27. Created innovative programs to offer faculty and staff in the new UWF Recreational Facility.

28. Created an interactive meeting room in building 86 to connect FWB and Pensacola faculty.
Department-Level Report (non-academic): Student Life (from UPIC)

- Notable Accomplishments: Office of Student Life

Text Updated: Jul 29, 2005

The AVPSA’s Office in several endeavors related to the division’s and the University’s strategic plans.

Text Updated: Jul 29, 2005

- Notable accomplishments for UWF Goal 1: Promote programs and activities, and learning and living environments that encourage the development of individual potential in students, faculty, and staff; communities of learners; and the valuing of lifelong learning

Text Updated: Jul 29, 2005

1. AVPSA served as co-chair/co-director of QEP.

Text Updated: Jul 29, 2005

2. AVPSA worked with Student Affairs departments to develop SLOs and assessment plans for the co-curriculum.

Text Updated: Jul 29, 2005

- Notable accomplishments for UWF Goal 2: Attract and inspire a diverse and talented student body committed to uncompromising academic excellence

Text Updated: Jul 29, 2005

1. AVPSA (as coordinator of CSPA graduate program) led the effort in recruiting a number of new students (including out of state students) to the CSPA graduate program and into Student Affairs graduate assistantship positions.

Text Updated: Jul 29, 2005
- Notable accomplishments for UWF Goal 4: Manage growth and development responsibly through focus on continuous quality improvement of programs and processes

Text Updated: Jul 29, 2005

1. AVPSA led the development of a new planning and assessment model (to be implemented 2005-2006) for the division of student affairs. This model is intended to better align student affairs planning with the educational mission of UWF.

Text Updated: Jul 29, 2005
Department-Level Report (academic): History (from UPIC)

- Notable Accomplishments: History

Text Updated: May 5, 2005

The "Notable Accomplishments" is where each UWF organizational unit reflects its notable accomplishments toward helping UWF to achieve its Strategic Goals. The section includes as many accomplishments as the unit wants to present for each of the four UWF Strategic Goals.

Text Updated: May 5, 2005

- Notable accomplishments for UWF Goal 1: Promote programs and activities, and learning and living environments that encourage the development of individual potential in students, faculty, and staff; communities of learners; and the valuing of lifelong learning

Text Updated: May 31, 2005

1. This past year, the History Faculty published 1 book chapter, 2 journal articles, 11 technical reports, and 2 book reviews. Faculty also presented multiple papers at national and international conferences.

Text Updated: May 31, 2005

2. This past year, the History Faculty awarded hundreds of dollars in prizes for undergraduate and graduate scholarship. Dr. Jim Miklovich coordinated the purchase of ten large plaques that recognize this excellence in student scholarship and also recognize the Department's distinguished and contributing alumni.

Text Updated: May 31, 2005

3. The History Faculty has engaged its students through unfunded overseas and field study experiences. Dr. Patrick Moore took 13 students down "Route 66 to the Atomic West" for 26 days and Dr. Daniel Miller took 7 students to Russia, Hungary, Slovakia, Austria, and the Czech Republic for 14 days.

Text Updated: May 31, 2005

- Notable accomplishments for UWF Goal 2: Attract and inspire a diverse and talented student body committed to
uncompromising academic excellence

Text Updated: May 31, 2005

1. The History Department funded the following scholarships in 2004-2005: $300.00 Undergraduate Pace Scholarship, $7,945.00 Graduate Pace Scholarship, and $15,172 Graduate Merit Scholarship.
   Text Updated: May 25, 2005

2. The History Department recruited two new colleagues--Dr. Steve Belko in Historic Preservation and Dr. Matt Clavin in Early American History--and retained a third, Dr. Amy Mitchell Cook, as History Programs Coordinator, Center for Public History and Heritage Studies.
   Text Updated: May 31, 2005

3. The Department has sought to recruit and retain undergraduate and graduate students by enhancing its image. Ms. Gabi Grosse helped create a visual display that is being used in University Open Houses and, working with Ms. Carolyn Knefely, professionalized the Department Conference Room. Ms. Grosse also coordinated the Department's first Graduate Student Orientation this past year. Finally, two undergraduate students, Tim Roberts and Brett Janos, created a video, "Why be a History Major."
   Text Updated: May 31, 2005

- Notable accomplishments for UWF Goal 3: Provide solutions to educational, cultural, economic, and environmental concerns

Text Updated: May 31, 2005

1. The History Faculty has attracted an unprecedented amount of sponsored research money. Dr. Marylou Ruud received the largest grant in the history of the Department: a $25,000 grant from the Florida Humanities Council to create both a museum exhibit and public programs on Pensacola women in the Great Depression: "Collard Greens and Artistic Scenes: Pensacola Women in the 1930's." Dr. George Ellenberg is Scholar in Residence for an American Library Association grant project on World War I.
   Text Updated: May 31, 2005
2. Public History graduate students, under the direction of Dr. Patrick Moore, worked with a number of local organizations to create historical exhibits around town. These include Historic Pensacola Village, Seville Family History Project, Pensacola Historical Society, and WUWF. 
Text Updated: May 31, 2005

3. History faculty and instructors taught online courses and also taught in interactive classrooms to reach new audiences. Dr. Daniel Miller, Dr. Marylou Ruud, and Dr. Amy Mitchell-Cook taught online courses in Germany, Western Perspectives, Gender and Diversity, and Maritime History. Dr. Jay Clune taught courses in Latin American History in an interactive classroom linked to students on the Fort Walton Beach Campus.
Text Updated: May 31, 2005

- Notable accomplishments for UWF Goal 4: Manage growth and development responsibly through focus on continuous quality improvement of programs and processes

Text Updated: May 31, 2005

1. The History Faculty taught full loads and full classes, ranking among the most productive teaching faculties in the entire University.
Text Updated: May 31, 2005

2. The History Department has become an instrumental part of the proposed Maritime Museum and Research Center planned for Downtown Pensacola.
Text Updated: May 31, 2005

3. Dr. Jim Miklovich worked to bring History alumnus Joe Becton to town as part of the Pace Lecture Series. Mr. Becton is Park Service Supervisor at the Liberty Bell and a respected scholar on African-American soldiers in the American Revolution.
Text Updated: May 31, 2005
Appendix 4-B  2004-2005 University Notable Accomplishments Report

GOAL 1: PROMOTE PROGRAMS AND ACTIVITIES, AND LEARNING AND LIVING ENVIRONMENTS THAT ENCOURAGE THE DEVELOPMENT OF INDIVIDUAL POTENTIAL IN STUDENTS, FACULTY, AND STAFF; COMMUNITIES OF LEARNERS; AND THE VALUING OF LIFELONG LEARNING

http://upic.uwf.edu/Files/Strategic/1/NOTABLE%20ACCOMPLISHMENTS%202004-2005%20for%20Goal%201%20Final%20at%209-15-2005.doc

GOAL 2: ATTRACT AND INSPIRE A DIVERSE AND TALENTED STUDENT BODY COMMITTED TO UNCOMPROMISING ACADEMIC EXCELLENCE


GOAL 3: PROVIDE SOLUTIONS TO EDUCATIONAL, CULTURAL, ECONOMIC, AND ENVIRONMENTAL CONCERNS


GOAL 4: MANAGE GROWTH AND DEVELOPMENT RESPONSIBLY THROUGH FOCUS ON CONTINUOUS QUALITY IMPROVEMENT OF PROGRAMS AND PROCESSES

http://upic.uwf.edu/Files/Strategic/1/NOTABLE%20ACCOMPLISHMENTS%202004-2005%20Goal%204%20FINAL%20at%209-15-2005.doc
Appendix 4-C Summary Report on Use of Assessment in Decision Making

UWF SACS Reaffirmation of Accreditation Project

Summary Report on Use of Assessment Data in Decision Making

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Academic Year:</th>
<th>Program/Function/Service</th>
<th>Goal/Objective/Outcome</th>
<th>Method of Assessment</th>
<th>Assessment Results</th>
<th>Use of Assessment Results to Improve Program/Function/Service</th>
</tr>
</thead>
</table>
Appendix 4-D  Division of Academic Affairs Annual Report Template

Annual Report, 2004-2005

Department/Division: ______________________________

College (if applicable): ______________________________

Part I-SP, Summary Report on Status of Strategic Planning Goals/Objectives

<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Status of Goal</th>
<th>Comments&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Assessment Information&lt;sup&gt;c&lt;/sup&gt;</th>
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<tbody>
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<td>In progress</td>
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<sup>a</sup>From unit’s 2004-2005 strategic plan. Add lines as necessary.

<sup>b</sup>For example, planned modification of goal/objective.

<sup>c</sup>Data/information used to determine goal/objective status.
**Standard 3.3.1**

**Recommendation 4 (continued)**

Annual Report, 2004-2005

Department/Division: ________________________________

College: ________________________________

Part I-AHC, Summary Report on Academic Learning Compacts (ALC)

Program Title\(^a\): ________________________________ Degree\(^b\) ________ CIP Code: ____________

<table>
<thead>
<tr>
<th>Student Learning Outcome(^c)</th>
<th>Method of Assessment(^d)</th>
<th>Assessment Results(^e)</th>
<th>Use of Assessment Results to Improve Program(^f)</th>
<th>Comments(^g)</th>
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</table>

\(^a\)Prepare separate summary table for each degree program. \(^b\)For example, BA, BSBA, MEd. \(^c\)From approved AHC. \(^d\)From AHC Assessment Plan. \(^e\)Summary of data. \(^f\)Brief description of use of assessment information in decision making about program. \(^g\)Optional.
Standard 3.3.1

Recommendation 4 (continued)

Annual Report, 2004-2005

Department/Division: ______________________________________

College (if applicable): _____________________________________

Part II-A, Major Unit Accomplishments and Changes in Programs and Services

If the unit’s Notable Accomplishments report has already been posted to UPIC, it is not necessary to complete this section.

List major department/division accomplishments and changes in programs and services for 2004-2005. (Add lines as needed.)

1.

2.

3.

4.

5.
Standard 3.3.1

Annual Report, 2004-2005

Department/Division: ____________________________________________

College (if applicable): __________________________________________

Part II-B, Distinguished Individual (Faculty, Staff, and Student) Accomplishments

List college/departmental distinctions earned by faculty, staff, and students during 2004-2005. (University- and Academic Affairs-level recognitions—such as promotion, tenure, Distinguished Teaching Award—need not be listed. This information is already available in the Provost's Office.)

A. Faculty

B. Staff

C. Students
**Standard 3.3.1**

Annual Report, 2004-2005

Department/Division: ________________________________

College (if applicable): ________________________________

Part III-A, Strategic Planning Goals/Objectives for 2005-2006

List strategic plan goals/objectives for 2005-2006 and planned method of assessment (if applicable).

<table>
<thead>
<tr>
<th>Strategic Goal/Objective(^a)</th>
<th>Method of Assessment(^b)</th>
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</table>

\(^a\) Add lines as needed. \(^b\) If applicable.
**Standard 3.3.1**

**Recommendation 4 (continued)**

Annual Report, 2004-2005

Department/Division: ________________

College (if applicable): ________________

Part III-B, Strategic Planning Goals/Objectives for 2006-2010

List strategic plan goals/objectives for 2006-2010 and planned method of assessment (if applicable).

<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;b&lt;/sup&gt;</th>
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</table>

<sup>a</sup>Add lines as needed.  <sup>b</sup>If applicable.
**Standard 3.3.1**

**Recommendation 4 (continued)**

Annual Report, 2004-2005

Department/Division: ________________________________

College: ________________________________

Part III-C, New Degree Program Projections

List new degree programs and specializations under consideration and planned year of implementation.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Level(^a)</th>
<th>New Degree(^b)</th>
<th>New Specialization(^c)</th>
<th>Implementation Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Yes</td>
<td>No</td>
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</table>

\(^a\)For example, BA, BSBA, MEd.

\(^b\)For degrees not currently offered as stand-alone programs; will require submission of requests to Faculty Senate and Board of Trustees.

\(^c\)For new specializations within an existing degree program; will require submission of request to Faculty Senate but not to Board of Trustees.
Appendix 4-E  Sample 2004-2005 Academic Unit Annual Report, Section on Goal Attainment
### Part I-SP, Summary Report on Status of Strategic Planning Goals/Objectives

<table>
<thead>
<tr>
<th>Strategic Goal/Objective</th>
<th>Status of Goal</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the new Hospitality, Recreation, and Resort Management degree on campus and at Ft. Walton Beach</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Revisit and revise/modify, if necessary, the B.S. degree requirements for the new HRRM degree.</td>
<td>X</td>
<td>Rapid growth in HRRM program will require changes in planning and curriculum to keep up with student and profession demands.</td>
</tr>
<tr>
<td>Aggressively, with the leadership and assistance from the new faculty members in HRRM, promote the program and establish relationships with agencies and institutions within our service area.</td>
<td>X</td>
<td>Started advisory board with area HRRM leaders which have lead to double the internship sites.</td>
</tr>
<tr>
<td>Hire Sport Management faculty to teach and provide leadership to that track</td>
<td>X</td>
<td>Hired Dr. Charlie Song.</td>
</tr>
<tr>
<td>Revisit and revise/modify, if necessary, the B.S. degree requirements for the new Sport Management track.</td>
<td>X</td>
<td>Revised Sport Management track to prepare it for potential national certification endorsement.</td>
</tr>
<tr>
<td>Hire Exercise Science faculty to replace Dr. Kozosko</td>
<td>X</td>
<td>Hired Dr. Ludi Casio-Lima</td>
</tr>
<tr>
<td>Hire Physical Education/Sport Management faculty to replace Dr. Williamson</td>
<td>X</td>
<td>Hired Dr. John Todorovich</td>
</tr>
<tr>
<td>Review supervision procedure regarding the internship program within the entire division.</td>
<td>X</td>
<td>All internship program procedures have been modified and improved.</td>
</tr>
<tr>
<td>Develop UWF Faculty/Staff wellness program for employees using Exercise Science as facilitators.</td>
<td>X</td>
<td>Developed “Commit to be Fit” program and will be implemented Fall 05</td>
</tr>
<tr>
<td>Implement Lifetime Activities Program (LAP) that offers expanded activities courses including aerobics, martial arts, fitness, wellness, and non-traditional activities.</td>
<td>X</td>
<td>Developed “LAP” program and will be implemented Fall 05</td>
</tr>
</tbody>
</table>

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*From unit’s 2004-2005 strategic plan. Add lines as necessary.  
*For example, planned modification of goal/objective.  
*Data/information used to determine goal/objective status.
Standard 3.3.1  Recommendation 4 (continued)

Appendix 4-F Division of Student Affairs Annual Report Template and Key Points
Annual reports for units in the Division of Student Affairs are to be posted to the Annual report section of the unit’s strategic planning site on UPIC according to the following schedule:

- Departments/Units
- Division of Student Affairs

**Part I**

Part I-PO: Summary Report on Program Outcomes

To be completed by all units. This document summarizes the planned program outcomes and results that have been identified as critical activities or objectives by each department in support of the department’s strategic goals. See attached template for Part I-PO.

Part I-SLO: Summary Report on Student Affairs Student Learning Outcomes

To be completed by any unit with established student learning outcomes. This document summarizes the intended student learning outcomes and results defined by each applicable department. See attached template for Part I-SLO.

**Part II**

Part II-A: Major Unit Accomplishments and Changes in Programs and Services

To be completed by all units. This document should list major accomplishments or program changes that support identified departmental strategic goals. See attached template for Part II-A.

Part II-B: Significant Individual Accomplishments or Activities

Any unit may complete this form as appropriate. This document should list individual accomplishments or activities that have not been identified at the divisional or University level. See attached template for Part II-B.
Part III

Part III-A: Planning for the Next Year

To be completed by all units. This document will identify the planned outcomes (program, student development\(^1\), and/or student learning) and associated assessments for the upcoming year. See attached template for Part III-A.

Part III-B: Planning for Beyond Next Year (4 additional years)

To be completed by all units. This document will identify anticipated outcomes or activities in consideration for future implementation. See attached template for Part III-B. New or modified programs, services, or facilities; staffing plans; other organizational issues might be addressed. See attached template for Part III-B.

\(^1\) Student Development Outcome assessment is pending further division level planning and preparation.
### Division of Student Affairs Planning and Assessment Report [FY/AY]

#### Part I-PO: Summary Report on Program Outcomes

[Department Name]/[Unit or Program Area]

#### Program Outcomes and Assessment

<table>
<thead>
<tr>
<th>Strategic Goal(^3)</th>
<th>Program Outcome</th>
<th>Measure or Performance Indicator</th>
<th>Assessment Results(^4)</th>
<th>Use of Assessment Results to Improve Program(^5)</th>
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\(^2\) Depending on the size and complexity of a department, separate summary reports might be necessary for major units or program areas within the department.

\(^3\) Identify departmental strategic goal associated with each outcome.

\(^4\) Summary of data with reference to location of complete data

\(^5\) Brief description of how the department used assessment information in decision making about programs, services, and activities
Division of Student Affairs Planning and Assessment [FY/AY]

Part I-SLO: Summary Report on Student Affairs Student Learning Outcomes

[Department Name]/[Unit or Program Area]\(^6\)

**Student Learning Outcomes and Assessment**

<table>
<thead>
<tr>
<th>Strategic Plan</th>
<th>SLO</th>
<th>Measure or Performance Indicator</th>
<th>Assessment Results(^7)</th>
<th>Use of Assessment Results to Improve Program(^8)</th>
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</table>

\(^6\) Depending on the size and complexity of a department, separate summary reports might be necessary for major units or program areas within the department.

\(^7\) Summary of data with reference to location of complete data

\(^8\) Brief description of how the department used assessment information in decision making about planning for future programs, services, and activities
Division of Student Affairs Planning and Assessment

Part II-A: Major Unit Accomplishments and Changes in Programs and Services [FY/AY]

[Department Name]

<table>
<thead>
<tr>
<th>Strategic Goal&lt;sup&gt;9&lt;/sup&gt;</th>
<th>Accomplishments/Changes&lt;sup&gt;10&lt;/sup&gt;</th>
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<sup>9</sup> Identify departmental strategic goal associated with each item.

<sup>10</sup> Briefly describe accomplishment or change. Add rows as needed.
Division of Student Affairs Planning and Assessment

Part II-B: Significant Individual Accomplishments or Activities [FY/AY]

[Department Name]

<table>
<thead>
<tr>
<th>Strategic Goal&lt;sup&gt;11&lt;/sup&gt;</th>
<th>Accomplishment&lt;sup&gt;12&lt;/sup&gt;</th>
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<sup>11</sup> Identify departmental strategic goal associated with each item.

<sup>12</sup> Briefly describe accomplishment or activity. Examples might include publication or presentation at a regional or national conference, recognition within the department or from outside the institution (professional or personal), or some other major milestone. University and division level recognition should not be repeated here since it is already on file in the VPSA's office. Add rows as needed.
Division of Student Affairs Planning and Assessment

Part III-A: Planning for [next FY or AY … (e.g.: 2005-2006)]

[Department Name]
[Insert Basic Department Strategic Plan Elements: Vision, Mission, Values, and Strategic Goals]

[Unit or Program Area](optional)\(^\text{13}\)

Program Outcomes and Assessment

<table>
<thead>
<tr>
<th>Strategic Goal(^\text{14})</th>
<th>Outcome</th>
<th>Measure or Performance Indicator</th>
<th>Report Cycle</th>
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Student Development Outcomes and Assessment\(^\text{15}\)

<table>
<thead>
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<th>Strategic Goal</th>
<th>Outcome</th>
<th>Measure or Performance Indicator</th>
<th>Report Cycle</th>
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\(^{13}\) Depending on the size and complexity of a department, separate sections might be necessary for major units or program areas within the department with outcomes stated for each.

\(^{14}\) Identify departmental strategic goal associated with each outcome.

\(^{15}\) This section will not be used for 2005-2006
### Student Learning Outcomes and Assessment

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Outcome</th>
<th>Measure or Performance Indicator</th>
<th>Report Cycle</th>
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#### SLO Map

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</tbody>
</table>
Division of Student Affairs Planning and Assessment

Part III-B: Planning for [next 4 years beyond upcoming FY or AY … (e.g.: 2006-2010)]

[Department Name]

[Unit or Program Area](optional)¹⁶

<table>
<thead>
<tr>
<th>Strategic Goal¹⁷</th>
<th>Anticipated Action¹⁸</th>
<th>Measure or Performance Indicator¹⁹</th>
<th>Implementation Year</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

¹⁶ Depending on the size and complexity of a department, separate sections might be necessary for major units or program areas within the department with outcomes stated for each.
¹⁷ Identify departmental strategic goal associated with each outcome.
¹⁸ Describe potential new (or modifications to) programs, services, or facilities.
¹⁹ If applicable
Student Affairs Divisional Planning and Assessment
Key Points (for Cascade Learning)

- UWF was judged non-compliant with SACS Criteria 3.3.1 – “The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.”

- The visiting team “recommends that the university demonstrate that it assesses outcomes for its educational programs and for its administrative and educational support services and provide evidence that it uses the results for improvement.” (Report of the Reaffirmation Committee, March 2005, page 10)

- In SACS language, a recommendation is something the institution is expected to do. A suggestion is something the institution may choose to do. SACS will require reports over the next 5 years (we’ll be told in December how many and when) to provide evidence that we are implementing this recommendation.

- The new Student Affairs Planning and Assessment model is designed to help us respond to this recommendation.

- Most of this is not new. Our departments have always planned. The change is that we need to make sure our plans are stated in outcome language.

- The SLO component is new, which is why we’ve been focusing attention on it for the past several months.

- The Annual Report format presented today does two things for us: it provides a framework for implementing the recommendation and it aligns our processes (to the extent possible) with Academic Affairs.

- The evolving Student Affairs Planning Cycle will reflect the essential elements of the planning and assessment scheme.

- The table below describes the timing and use of each part of the Annual Report format.
<table>
<thead>
<tr>
<th>When</th>
<th>Activity</th>
<th>What It Includes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now</td>
<td>Complete Form III-A for 2005-2006</td>
<td>Program Outcomes: What you have already planned to do – but stated as outcomes with assessment plans identified</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Development Outcomes: Ignore for this round.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SLOs (if applicable to your department): What we have been working on together these past several months</td>
</tr>
<tr>
<td>Now and Ongoing</td>
<td>Collect assessment results as described above</td>
<td>This is defined by the plans described above and might include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Numbers of events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Satisfaction surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Documentation of performance</td>
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<tr>
<td></td>
<td></td>
<td>▪ Evidence of student learning</td>
</tr>
<tr>
<td>October 2005</td>
<td>Complete Form III-A for 2006-2007</td>
<td>Program Outcomes: What you plan to do next year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Development Outcomes: Ignore for this round.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SLOs (if applicable to your department): Since we will not yet have had any opportunity for meaningful assessment, simply repeat from III-A.</td>
</tr>
<tr>
<td>October 2005</td>
<td>Complete form III-B for 2007-2011</td>
<td>Identify anticipated outcomes and activities that your department is planning for the next 5 years.</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>Initiate analysis of assessment results</td>
<td>Compare actual outcomes to intended outcomes. Consider the implications of this analysis on current and future plans. This process will produce the data analysis and reflection that will be documented in the annual report.</td>
</tr>
<tr>
<td>July &amp; August 2006</td>
<td>Complete parts I &amp; II for 2005-2006</td>
<td>This is when you record and publish the analysis described above.</td>
</tr>
</tbody>
</table>
Appendix 4-G  Sample Enrollment Planning Data
Appendix 4-G  Sample Enrollment Planning Data

U.S. Freshman Applications
Academic Year

New U.S. Freshmen Enrolled
Academic Year
Standard 3.4.1  Recommendation 5

The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and administration, and (b) establishes and evaluates program and learning outcomes.

Committee Judgment: Non-Compliance

Committee Comment:

The institution has provided evidence that each educational program for which academic credit is awarded is approved by the faculty and administration and has established program and learning outcomes. These learning outcomes have been described as Academic Learning Compacts that address six domains of learning:

1. Content Domain – includes the concepts, theories, and frameworks of the respective discipline areas.
2. Communication Domain – includes the various modes of communication essential for effective writing, speaking, and otherwise presenting or demonstrating information and ideas.
3. Critical Thinking Domain – includes effective information literacy and management, problem solving, analysis of situations and issues, creativity, and discernment.
4. Project Management Domain – includes the development of self-regulatory behavior, collaboration, reflection, and self-assessment, and project planning and execution skills consistent with a particular discipline.
5. Values and Ethics Domain – includes academic integrity, discipline specific professional standards, and values-based decision making.

6. Discipline Specific Outcomes Domain – includes any special outcomes that distinguish a particular field of study such as professional certification or licensure.

The committee found that assessment measures are not yet in place to evaluate the achievement of these outcomes.

(Recommendation 5) The committee recommends that for each educational program for which academic credit is awarded the university evaluate program and learning outcomes.

Response:

Subsequent to the Committee’s visit, the following actions have been taken and plans developed to ensure that the University evaluates program and learning outcomes.

Actions Taken Since the Visit of the Reaffirmation Committee

1. Further refinement of student learning outcomes for bachelor’s degree programs related to the state-mandated Academic Learning Compacts (ALC). (See Appendix 5-A for sample ALC student learning outcomes.)

2. Development of curriculum maps/audits for bachelor’s degree programs identifying where in the curriculum instruction occurs related to the learning outcomes. (See Appendix 5-B for sample ALC curriculum audit.)
3. Development of assessment plans for bachelor’s degree programs identifying the types of assessment measures and locations within the curriculum where assessment will occur. (See Appendix 5-C for sample ALC assessment plan.)

4. Academic Learning Compact student learning outcomes for each bachelor's degree program posted to Center for University Teaching, Learning, and Assessment Web site for easy access for students and faculty. (Available at http://www.uwf.edu/cutl/ALCS.htm)

5. Submission to the Florida Board of Governors of a status report on implementation of Academic Learning Compacts. (See Appendix 5-D.)

6. Development of a Web-based system for tracking individual student performance on learning outcomes and related aggregated program data. (See Appendix 5-E for sample pages used for introducing faculty to the capabilities of the system.) This system is now fully operational and is being used by the Division of Teacher Education in the College of Professional Studies. The College has offered to make available to and assist other units who wish to use the system for tracking performance on key student learning outcomes. System capabilities include:
   - Access through ARGUS, the main online communication system on campus.
   - Depository for key student learning outcomes statements indexed to programs and to individual courses.
- System for identifying whether a student has satisfactorily achieved specific student learning outcomes associated with a course. The recording system is an integral part of the online course grade submission system. Individual courses may have more than one key student learning outcome.

- Online entry of or modification of student learning outcomes by faculty members.

- Populating online course syllabi with student learning outcomes for that course. Students have access to the online syllabi.

- Providing help screens for students linked to the statements on the online syllabi.

- Providing information about the assessment system related to the student learning outcome through the online syllabus links.

- Depository for degree program assessment plans including identification of the student learning outcomes, methods of assessment, assessment results, use of assessment results to improve program, and comments. The assessment plans for undergraduate programs in the Division of Teacher Education are available at the following URL:

  - [http://uwf.edu/education/file_docs/Teacher_Education_Assessment_Plan.htm](http://uwf.edu/education/file_docs/Teacher_Education_Assessment_Plan.htm)

- Depository for scoring rubrics for assessment tasks.
- Data reporting including data by individual student, by instructor, by program CIP code, by course, and by specific student learning outcome.

- Data can be transferred from the online system to an Excel file.

7. Annual Report for academic departments redesigned to include summary of data related to Academic Learning Compact student learning outcomes. (See Appendix 5-F for the template and Appendix 5-G for a sample completed annual report section on Academic Learning Compacts. Given that this is the first year of implementation of the Compacts, it is understood that departments will not have complete assessment information for this form.)

8. Review of Academic Learning Compacts incorporated into five-year academic program reviews. (See Appendix 5-H for excerpt of Academic Program Reviews: Procedures and Guidelines document. The full document is available at


9. Pilot testing of College of Business undergraduate capstone course embedded assessments in Spring 2005. Outcomes assessed were students’ ability to use terminology and concepts in a business framework. (See Appendix 5-I.)
10. Award of funding to three QEP projects related to Project Management for implementation in Academic Year 2005-2006. (See Appendix 5-J for proposal excerpts related to assessment of student learning outcomes.)

11. Enhancements in collection and use of assessment data in those units where such assessment has been a standard operating procedure. For example, the Division of Teacher Education maintains an electronic repository of its surveys of graduating students and employers (available at [http://uwf.edu/education/file_contribute/SummaryofTeacherEducationSurveys_000.doc](http://uwf.edu/education/file_contribute/SummaryofTeacherEducationSurveys_000.doc)). These reports are used by the Division chair when meeting with faculty for discussion about needed program improvements. For example, with respect to the “classroom management” student learning outcome, the surveys identified a weakness in student performance in this area. Dr. Sue Stewart has been provided with $5,000 in resources to revise the classroom management course and to make it available online for students throughout the State of Florida.

12. A search is underway for a new Director of the Center for University Teaching, Learning, and Assessment to replace the current director who is retiring. Search criteria include specific reference to “leadership experience with academic program assessment of student learning.” (See Appendix 5-K.)
Plans

1. Enhanced collection of assessment data for bachelor’s degree programs to begin Fall 2005 with results reported in the 2005-2006 Annual Report\(^1\).

2. “Academic Learning Plans\(^2\)” to be developed for graduate programs beginning Fall Semester 2005 with completion of the Plans (including student learning outcomes, curriculum audits, and assessment plans) by end of Spring 2006.

3. “Academic Learning Plan\(^2\)” to be developed for the academic foundations (general education) component of bachelor’s degree programs beginning Fall Semester 2005 with completion of the Plan (including student learning outcomes, curriculum audit, and assessment plan) by end of Spring 2006.


Notes:

\(^1\)Although academic departments are focusing on the development of Academic Learning Compacts (for undergraduate programs) and Academic Learning Plans (for graduate programs and general education), it should be noted that most departments have been collecting some form of assessment data related to the student learning outcomes included in departmental strategic plans as posted on the University Planning Information Center (UPIC) Web site.
since academic year 2002-2003. For programs leading to certification or licensure, some departments have also reviewed certification/licensure examination results (e.g., teacher education, medical technology, nursing, accounting). Some departments have used examinations available from discipline-based organizations (e.g., chemistry). Several departments used data from indirect measures such as graduating student, alumni, and employer surveys (business, teacher education). Some departments have used exit interviews with graduates (e.g., engineering). In other cases, this has been limited to review of course grades and relative numbers of program completers. Some departments have external advisory councils with which assessment-related data are routinely shared (e.g., teacher education, business, nursing, engineering).

Because the word “Compact” has special connotation with respect to the Board of Governor’s requirement which is limited to baccalaureate programs, the University has chosen to use the phrase “Academic Learning Plan” as a title for the student learning outcomes, curriculum maps/audits, and assessment plans being developed for graduate programs and general education.
Appendices

5-A Sample Academic Learning Compact Student Learning Outcomes
5-B Sample Academic Learning Compact Curriculum Audit
5-C Sample Academic Learning Compact Assessment Plan
5-D Academic Learning Compacts—Status Report #2
5-E College of Professional Studies Student Learning Outcome Web-based Tracking System
5-F Academic Affairs Annual Report Template
5-G Sample Completed Academic Department Annual Report, Section on Academic Learning Compacts
5-H Excerpt from Academic Program Reviews: Procedures and Guidelines
5-I College of Business Undergraduate Capstone Course Embedded Assessments
5-J Excerpts from Quality Enhancement Plan Project Management Project Proposals
5-K Position Description: Director, Center for University, Teaching, Learning, and Assessment
Appendix 5-A  Sample Academic Learning Compact Student Learning Outcomes

College of Professional Studies—Criminal Justice

College of Arts & Sciences—Philosophy and Religious Studies

College of Business--Marketing
Criminal Justice

Mission Statement

Our mission is to inspire and challenge students, faculty, and staff through a variety of opportunities to achieve personal and professional growth for a LIFETIME.

Student Learning Outcomes

UWF Criminal Justice graduates should be able to do the following:

Content
- Recognize and describe concepts and principles of criminal justice, specifically in the areas of law enforcement, courts, and corrections
- Identify and describe the major theoretical perspectives and historical trends in criminal justice studies
- Identify and define basic research methods in criminal justice

Critical Thinking
- Apply criminal justice theories, concepts, or principles to criminological problems
- Acquire and critically analyze information obtained from texts, journal articles, reports, or data
- Clearly identify criminal justice problems and the factors that contributed to the problem’s origins
- Select and conduct appropriately designed research to solve criminal justice problems
- Integrate knowledge across criminal justice and social science fields to enhance decision-making

Communication
- Interpret a variety of sources of information (e.g., textual, numerical, verbal, and graphical)
- Read and use relevant literature in the discipline with appropriate APA citation practices
- Effectively use information technology to gather and disseminate information
- Communicate effectively in oral, textual, numerical and graphical forms to both professional and nonprofessional audiences
Integrity/Values
- Recognize legal and ethical problems that occur in criminal justice
- Identify and recall ethical principles related to the criminal justice system
- Analyze complex ethical situations in criminal justice and design appropriate solutions
- Exhibit professional and disciplinary standards in ethical reasoning
- Recognize and respect the views and opinions of others

Project Management
- Identify individual and collective goals and execute responsibilities related to project completion
- Collaborate effectively with diverse groups
- Provide leadership to appropriately facilitate project completion
- Design and execute reasonable timelines for project completion
- Evaluate performance of self and others as team members

Application Skills
- Describe social issues and speculate about alternative frameworks for improving public services
- Articulate the rationale for progressive social change in criminal justice contexts
- Identify reasonable solutions to complex social problems
- Enhance the community through successful collaboration strategies that empower diverse community members

Job Prospects for Criminal Justice Graduates
Crime analyst, corrections officer, fraud investigator, child protection, insurance investigator, private security, federal law enforcement, state law enforcement, local law enforcement, victim advocate, juvenile justice specialist, juvenile aftercare, school resource officer, investigator for medical examiner, military security, research analyst.

Find Out More about Criminal Justice at UWF:
www.uwf.edu/justice
PHILOSOPHY AND RELIGIOUS STUDIES

Mission Statement
The mission of the department is to educate students for future study in philosophy and religious studies as well as for responsible citizenship. In view of this, we strive to acquaint the student with the best thought and literature in our philosophical and religious heritage. The study of philosophy serves to transmit the heritage that created the foundations of contemporary life, and which shape the future in science, religion, politics, law and morality.

Student Learning Outcomes
UWF Philosophy and Religious Studies graduates should be able to do the following:

Content
- Describe the contribution of major philosophers (e.g., Plato, Descartes, Kant, etc.) to intellectual life and the central theories and arguments in the major sub-fields of philosophy--logic, metaphysics, epistemology, and ethics
- Describe the range of reasoning techniques and methodologies philosophers use
- Identify major issues in contemporary philosophical debate and research
- Incorporate philosophical terminology

Critical Thinking
- Distinguish the essential features and underlying issues of a philosophical problem
- Select and apply relevant frameworks and theories and texts in the analysis of philosophical problems
- Develop, defend, and evaluate arguments, avoiding logical fallacies, methodological errors, rhetorical devices, unexamined convention wisdom, unnoticed assumption, vagueness, and superficiality

Communication
- Martial a complex body of information in written and oral formats
- Conduct efficient and effective information search and retrieval
- Use information technology efficiently to express ideas
Integrity/Values
- Reflect on personal meaning, developing an increasingly sophisticated set of moral attitudes
- Engage with others, and contribute to the ongoing and open-ended discussion that is philosophy in an honest, responsible, and respectful manner

Project Management
- Define intellectual projects that are personally meaningful
- Manage time effectively
- Move toward autonomy and independence in direction of study
- Demonstrate flexibility in processing new information and facing new situations

Job Prospects for
Philosophy & Religious Studies Graduates
Philosophy graduates work in a variety of contexts. Some positions require additional graduate training, but graduates may qualify for other kinds of positions upon completing the undergraduate degree.

<table>
<thead>
<tr>
<th>College Professor</th>
<th>Lawyer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Scientist</td>
<td>Linguist</td>
</tr>
<tr>
<td>Cleric</td>
<td>Manager</td>
</tr>
<tr>
<td>Teacher</td>
<td>Systems Analyst</td>
</tr>
<tr>
<td>Public policy/government</td>
<td>Human Resources Officer</td>
</tr>
</tbody>
</table>

Find Out More about
Philosophy & Religious Studies at UWF:
www.uwf.edu/logos
MARKETING

Mission Statement

The mission of the College of Business is to provide a high quality, student-oriented educational experience to undergraduate and graduate business students primarily from the Northwest Florida region. The college of Business prepares students for successful careers in business and society and, in doing so, advanced the educational and economical development of Northwest Florida. The College of Business prepares students for successful careers by offering them the opportunity to develop knowledge and skills in a particular business discipline within the framework of a broad business curriculum.

Student Learning Outcomes

UWF Marketing graduates should be able to do the following:

Content

- Develop facility in the use of terminology and concepts in the major areas of business: ****Information Technology       ****Marketing
  ****Management          ****Economics
  ****Accounting          ****Finance
- Create, develop, and evaluate theory-drive, data-based, and ethical marketing strategy appropriate for a given environment

Critical Thinking

- Identify and analyze key elements that comprise business problems/ opportunities
- Select and apply appropriate discipline frameworks to address business problems/opportunities
- Select and apply appropriate problem-solving techniques to business problems
- Integrate knowledge across business disciplines to formulate defensible strategic business decisions
Communication
- Create and deliver effective oral presentations
- Develop effective written presentations
- Contribute effectively to group discussions

Integrity/Values
- Recognize legal and ethical problems that occur in business contexts
- Select and defend an appropriate ethical and legal course of action

Project Management
- Design and execute reasonable timelines for project completion
- Collaborate effectively with diverse individuals
- Manage appropriately to facilitate project completion

Job Prospects for Marketing Graduates

A career in marketing, no matter which of the dozens of specialty paths you choose to pursue, is at its heart a career in establishing and managing close relationships between organizations and its customers. Some of the fields that offer excellent prospects for graduates in marketing include marketing management, marketing information technologies, marketing research, professional selling and sales management.

Find Out More about Marketing:
www.uwf.edu/market
Appendix 5-B  Sample Academic Learning Compact Curriculum Audit
Standard 3.4.1
Recommendation 5 (continued)

CURRICULUM AUDIT OF REQUIRED COURSES

DEPARTMENT: Social Work
Date: March, 2005

<table>
<thead>
<tr>
<th>COURSES IN MAJOR</th>
<th>CONTENT</th>
<th>CRITICAL THINKING</th>
<th>COMMUNICATION</th>
<th>INTEGRITY/VALUES</th>
<th>PROJECT MANAGEMENT</th>
<th>CIVIC ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
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<td>SPEAKING</td>
<td>COMP TECH</td>
<td>QUANT LIT</td>
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<td>APA/Field</td>
<td>Interviews</td>
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<td>Intro to S.W.</td>
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<td>Journal</td>
<td>Presentations</td>
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<td>Review/Developmental log</td>
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<td></td>
<td>APA</td>
<td>Staffing/Oral</td>
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<td></td>
<td>Presentations</td>
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<td>APA</td>
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<td>Abstract/Values Paper</td>
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<td>Agency Overview</td>
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<td>Research Study proposal</td>
<td>Class Presentation</td>
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<td>Community Needs Assessment</td>
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<td>Groups</td>
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<td>Integration paper/Group Critique</td>
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<td>Group Presentations</td>
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<tr>
<td>COURSES IN MAJOR</td>
<td>CONTENT</td>
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<td>COMMUNICATION</td>
<td>INTEGRITY/VALUES *</td>
<td>PROJECT MANAGEMENT</td>
<td>CIVIC ENGAGEMENT</td>
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<td>Strategies</td>
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<td>Grant Proposal/Project Mgmt Plan</td>
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<td></td>
<td>Group Presentation</td>
<td></td>
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<td>Social Justice</td>
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<td>X</td>
<td>Analysis of Readings/Community Action Reports</td>
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<td>Group Presentation/Lead Discussions</td>
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<tr>
<td>Field instruction</td>
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<td>Field Notes</td>
<td>Case Staffings</td>
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<td></td>
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<tr>
<td>Senior Seminar</td>
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<td>X</td>
<td>Process Recording / Agency Overviews / Bio-Psychosoc</td>
<td>Case Presentation</td>
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</tr>
<tr>
<td>NOTES</td>
<td></td>
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<td></td>
<td></td>
<td>All courses incorporate NASW Code of Ethics</td>
</tr>
</tbody>
</table>
Appendix 5-C Sample Academic Learning Compact Assessment Plan
### Standard 3.4.1

Curriculum Maps Worksheets

Assessment Plan – Hospitality, Recreation and Resort Management

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Initial Instruction</th>
<th>Additional Instruction</th>
<th>Initial Assessment</th>
<th>Final Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge and Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify and apply concepts and principles in the major hospitality operational areas</td>
<td>HFT 2000 – Introduction to the Hospitality Industry</td>
<td>Direct: Exams and reflection papers in HFT 2000</td>
<td>Direct: HFT 4940 – Internship (Activities and supervisor evaluation)</td>
<td>Indirect: Success in further HFT courses. Success in HFT 3941 Fieldwork Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Indirect: HFT 4940 – Internship (Student reflection paper) Job Placement in career area</td>
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<td></td>
<td>Job Placement in career area</td>
</tr>
<tr>
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<td>Direct: HFT 4940 – Internship (Activities and supervisor evaluation)</td>
<td>Indirect: Success in further HFT courses. Success in HFT 3941 Fieldwork Experience</td>
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<td>Indirect: online discussions in LEI 3301. Success in further HFT courses. Success in HFT 3941 Fieldwork Experience</td>
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### Standard 3.4.1

#### Recommendation 5 (continued)

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<td>2. Exhibit expertise in major functional areas of hospitality management</td>
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### Critical Thinking

1. Identify comprehensive factors relevant to defining complex problems

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<th>Direct: Exams and Strategic Planning project in HFT 4602</th>
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### 3. Propose effective/creative solutions in solving hospitality problems

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<td>Indirect: In class discussions. Leadership and involvement in dept student activities</td>
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<td><strong>Communications</strong></td>
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<td>1. Exhibit effective interpersonal communication skills</td>
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<td><strong>2. Create and deliver professional oral presentations</strong></td>
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<td>3. Exhibit effective written skills</td>
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### Courses Containing Outcomes

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### Integrity/Values

1. Recognize the ethical dilemmas encountered by managers

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<p>| LEI 3301 - Introduction to Tourism | Direct: Exams online discussions in LEI 3301 | Indirect: Success in further HFT courses. Success in HFT 3941 Fieldwork Experience | Indirect: HFT 4940 – Internship (Student reflection paper) Job Placement in career area |</p>
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### Standard 3.4.1

#### Recommendation 5 (continued)

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<th>Program-Level Student Learning Outcomes</th>
<th>Initial Instruction</th>
<th>Additional Instruction</th>
<th>Initial Assessment</th>
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<tr>
<td>2. Make and defend decisions based on appropriate ethical principles</td>
<td>LEI 4300 - Strategic Leadership in Hospitality, Recreation and Resorts</td>
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<td>Direct: Exams and homework in HFT 4602</td>
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<td>HFT 4426 – Financial Decision-making in Hospitality, Recreation and Resorts</td>
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<td>HFT 4602 – Hospitality, Recreation, and Resort Planning and Design</td>
<td>Direct: Exams and Field trip analysis reports HFT 4602</td>
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<td>HFT 3277 - Resort Operations and Management</td>
<td>Direct: Exams and field trip reports in HFT 3277</td>
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<td>Indirect: Success in HFT 3941 Fieldwork Experience</td>
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### Courses Containing Outcomes

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#### Project Management

1. Collaborate effectively with diverse individuals in project completion

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<th>LEI 4400 - Programming and Special Events</th>
<th>Direct: Field Projects and exams in LEI 4400</th>
<th>Indirect: HFT 4940 – Internship (Student Reflection Paper)</th>
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<td><strong>Indirect:</strong> Success in further HFT courses.</td>
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<th>LEI 4560 - Hospitality, Recreation and Tourism Marketing</th>
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| **Direct:** | | |
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### Standard 3.4.1

#### Recommendation 5 (continued)

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<td>2. Exhibit effective time management skills</td>
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172
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Appendix 5-D  Academic Learning Compacts—Status Report #2

The Florida Board of Governors requires each university in the State University System to file periodic reports on the status of implementation of the Academic Learning Compact (ALC) requirement. The report includes the following sections:

- **Action Plan Approved by University Board of Trustees**
  - Proposed Timeline (has been prepared and sent to the Board of Trustees and Board of Governors)
  - Description of How Graduates Will Be Certified That They Have Completed an ALC Program (has been prepared and sent to the Boards)

- **Clearly Defined Policies and Procedures**

- **Status Report on Each Baccalaureate Degree Program**
  - CIP Code
  - Degree Type (e.g., BA, BS)
  - Program Title
  - Identification of Core Student Learning Outcomes* (reported as TC for all but two active programs of a total of 50 active programs)
  - Identification of Corresponding Robust and Effective Assessments* (reported as TC for all but eight active programs)
  - ALCs Readily Available to Prospective and Enrolled Students* (reported as TC for all but seven active programs)
  - Evaluation Systems to Validate Confidence Levels Associated with Assessments* (reported as WAP for all active programs)
  - Inclusion in Seven-Year Program Review* (reported as WAP for all active programs; the first year for which reviews of Academic Learning Compacts will occur in Program Reviews is Academic Year 2005-2006)
  - Comments

*Note: Status is reported as No Action (NA), Written Action Plan (WAP), Written Action Plan and Task Partially Completed (WAP/TPC), or Task Completed (TC).

The UWF Academic Learning Compacts—Status Report #2 (submitted September 1, 2005, to the Board of Governors and shared with the UWF Board of Trustees on September 9, 2005) is available at the following URL: [https://nautical.uwf.edu/uwfsacsFiles/library/ALCStatusReport21.xls](https://nautical.uwf.edu/uwfsacsFiles/library/ALCStatusReport21.xls)
Appendix 5-E College of Professional Studies Student Learning Outcome Web-based Tracking System (Instructions for Faculty)

Teacher Education QEP Pilot Project SLO Assessment System

SLO Faculty Screen Images

To access the system, go to ARGUS and click on the “My Office” Tab. In the “Course and Scheduling Tasks” channel, you should find a “Student Learning Outcomes” item (see below).
If you have a course with SLOs, your course should appear when you click on “Student Learning Outcomes” (see below).
When you click on the course, you will receive a pre-populated screen with the students and the specific SLO(s) addressed in that course (see below).

Unlike grades, these items can be inputted at any time throughout the semester as students accomplish the SLO. They will also be available in subsequent semesters as in the case of a student receiving an “incomplete” grade.
Here is an example with multiple SLOs. Our TSL 4080 course involves 4 SLOs.
SLO Maintenance Screen Images (these will be available to the person (people) in your area that will maintain the system)

(Alice Bell can give your contact person access to this part of the system)

SLO Maintenance is under the “Administrative Tasks” tab.
SLOs are inputted in the “Description” area (please see below). They are numbered university-wide and sequentially as inputted. The URL area allows you to identify a common syllabus or other web location where the specifics on the assessment reside (e.g. a description of the task and its specific assessment rubric).
SLOs can be modified as needed. Note that the original SLO is maintained with the specific course similar to how we do programs by catalog year (e.g. if you have a SLO for 5683200505 [or SCE 4310 reference number 5683 taught in the summer (05) of 2005], it will be kept with that course. The modification will apply to all future sections of SCE 4310).
This screen is used to link SLOs from the database to specific courses.
This screen is used to modify a course.

Please enter course to be modify then press "Select" button below to display. To reset the form, press the "Reset" button.
Here is an example of when you look up a course in the “Modify Course” tab. This ends when the SLO applies to a course.
Your “Assessment Plan” can be integrated into the “URL for Help” section
### Teacher Education Assessment Plan

**Program Title**: K-5 Elementary Education/ESOL & Elementary Education/Educational Studies  
**Degree**: BA  
**CP Code**: 13 1202  

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Method of Assessment</th>
<th>Assessment Results</th>
<th>Use of Assessment Results to Improve Program</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>RED 4542 Assessments and Lessons/ RED 3310 Lesson Plans/Practicum &amp; Student Teaching Assessments</td>
<td>N/A</td>
<td>N/A</td>
<td>Due to NCATE/DOE requirements, revisions to our SLOs and assessments are in progress</td>
</tr>
<tr>
<td>Identify the cognitive, linguistic, emotional, and physical needs of elementary students and match them appropriately to instructional plans</td>
<td>EEX 3264 Form G - Multiple applications as assessment piece</td>
<td>N/A</td>
<td>N/A</td>
<td>Due to NCATE/DOE requirements, revisions to our SLOs and assessments are in progress</td>
</tr>
<tr>
<td>Draw upon human development/learning theories and concepts as the foundation for instructional planning for elementary children</td>
<td>RED 3310 Planning Videos/MLAE 3314 Sunshine State Standards Project/FTCE</td>
<td>N/A</td>
<td>N/A</td>
<td>Due to NCATE/DOE requirements, revisions to our SLOs and assessments</td>
</tr>
</tbody>
</table>

(see: [http://uwf.edu/education/file_docs/Teacher_Education_Assessment_Plan.htm](http://uwf.edu/education/file_docs/Teacher_Education_Assessment_Plan.htm))
Standard 3.4.1  Recommendation 5 (continued)

Assessment Link Example (see:
http://uwf.edu/education/TE_SLOs/instructional_management_project.htm)

**Course:** EEX 4261: Education Management  
**UWF Domain:** Content  
**Florida Educator Accomplished Practice:** Continuous Improvement  
**SLO:** Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.

**Project:** Instructional Management Project  
Visit a classroom (to be assigned) for at least one day. Draw a floor plan that reflects the current classroom layout. Record the daily schedule, which includes the time sequence and allocations of time for various academic areas or activities. Then note information about the instructional environment using the list below (use each topic as a centered heading in your paper). Discuss in a typewritten report the PRESENT plan and then present creative CHANGES under each topic you would suggest to improve the teaching and learning process. Base your suggestions on information from texts, articles, and class discussions. The basic instructional management issues to address should include, but not be limited to, the following:

- physical plan, designated areas, traffic flow; visual appearance; appeal of room  
- seating arrangement and groupings for instruction  
- time management/scheduling/academic learning time  
- organization and use of materials and equipment  
- rule posting and use of rules and procedures (LEP methods)  
- teacher communication and behaviors that indicate sensitivity to cultural and linguistic differences  
- behavior management strategies (individual, classroom, & school-wide methods)  
- assessment and instructional strategies

**Grading Criteria**

- on time submission: in class on due date (5 points per day deducted for late work)  
- mechanics and style: (25%) typewritten, double-spaced, 7-10 pages not including extra forms and charts (please do not use page savers), APA format when appropriate (please use centered headings and number pages top right); correct grammar and word usage (use a spell check), linguistic integrity, organization. Begin paper with an introductory paragraph and end with a concluding paragraph.  
- comprehensive analysis and discussion: (75%) content supported with appropriate research and references, creativity in presentation  
- signed form from directing teacher: attach signed form with directing teacher’s verification of each project (project will not be graded without this form)
Scoring Rubric Form for Instructional Management Project

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<tr>
<th>Criteria</th>
<th>Quality Level 1</th>
<th>Quality Level 2</th>
<th>Quality Level 3</th>
<th>Quality Level 4</th>
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<tbody>
<tr>
<td>Possible Score = 50</td>
<td>Incomplete: one or more components missing or incomplete; needs improvement (0-69%)</td>
<td>Satisfactory: minimum requirements met; not exact; not detailed (70-79%)</td>
<td>Very satisfactory: all requirements met; exact; detailed (80-89%)</td>
<td>Excellent: met all requirements and beyond; thorough; well written; very creative (90-100%)</td>
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<tr>
<td>Mechanics/Style: (25%)</td>
<td>a. 7-10 typed pages;</td>
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<td>c. APA w. headings &amp; pages numbered</td>
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<td>d. correct grammar, word usage, linguistic integrity; organization</td>
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<td>e. intro. &amp; concluding paragraphs</td>
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<td>Comprehensive Analysis: (75%)</td>
<td>a. floor plan, physical plan, visual appeal, desig. areas, traffic flow</td>
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<td>b. seating and grouping</td>
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<td>c. time mgmt.; ALT; scheduling</td>
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<td>d. organization; materials &amp; equip.</td>
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<td>e. posting &amp; use of rules</td>
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<td>f. mgmt. strategies; indiv., group/class, school-wide</td>
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<td>g. assess./instruc. strategies</td>
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On time submission: yes or no? __________ (in class on due date - 5 points per day deducted for late work)
Data Reporting

After selecting a Semester "Press" the "Submit" button and an e-mail will be sent to jpoetar@uwf.edu.
Data File in Excel
Data can be sorted and delimited as needed.

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### Standard 3.4.1

Data sort by Instructor

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Standard 3.4.1

Recommendation 5 (continued)

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<td>TCHG ENG TO ESOL STU</td>
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<th>CRS TITLE</th>
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</tbody>
</table>
Standard 3.4.1 Recommendation 5 (continued)

Appendix 5-F Academic Affairs Annual Report Template
**Academic Affairs Annual Report Template**

Annual Report, 2004-2005

Department/Division:  ________________________________

College (if applicable):  ________________________________

Part I-SP, Summary Report on Status of Strategic Planning Goals/Objectives

<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Status of Goal</th>
<th>Comments&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Assessment Information&lt;sup&gt;c&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
<td>Not met</td>
<td>In progress</td>
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</tbody>
</table>

<sup>a</sup>From unit’s 2004-2005 strategic plan. Add lines as necessary.

<sup>b</sup>For example, planned modification of goal/objective.

<sup>c</sup>Data/information used to determine goal/objective status.
Standard 3.4.1  

Recommendation 5 (continued)

Annual Report, 2004-2005

Department/Division: ________________________________

College: ________________________________

Part I-ALC, Summary Report on Academic Learning Compacts (ALC)

<table>
<thead>
<tr>
<th>Student Learning Outcome$^c$</th>
<th>Method of Assessment$^d$</th>
<th>Assessment Results$^e$</th>
<th>Use of Assessment Results to Improve Program$^f$</th>
<th>Comments$^g$</th>
</tr>
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<tbody>
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</tbody>
</table>

$^a$Prepare separate summary table for each degree program.  $^b$For example, BA, BSBA, MEd.  $^c$From approved ALC.  $^d$From ALC Assessment Plan.
$^e$Summary of data.  $^f$Brief description of use of assessment information in decision making about program.  $^g$Optional.
Annual Report, 2004-2005

Department/Division: ________________________________

College (if applicable): ________________________________

Part II-A, Major Unit Accomplishments and Changes in Programs and Services

If the unit’s Notable Accomplishments report has already been posted to UPIC, it is not necessary to complete this section.

List major department/division accomplishments and changes in programs and services for 2004-2005. (Add lines as needed.)

1. 
2. 
3. 
4. 
5. 
Standard 3.4.1

Recommendation 5 (continued)

Annual Report, 2004-2005

Department/Division: ________________________________

College (if applicable): ________________________________

Part II-B, Distinguished Individual (Faculty, Staff, and Student) Accomplishments

List college/departmental distinctions earned by faculty, staff, and students during 2004-2005. (University- and Academic Affairs-level recognitions—such as promotion, tenure, Distinguished Teaching Award—need not be listed. This information is already available in the Provost's Office.)

A. Faculty

B. Staff

C. Students
**Annual Report, 2004-2005**

**Department/Division:** ________________________________

**College (if applicable):** ________________________________

**Part III-A, Strategic Planning Goals/Objectives for 2005-2006**

List strategic plan goals/objectives for 2005-2006 and planned method of assessment (if applicable).

<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
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</tbody>
</table>

<sup>a</sup>Add lines as needed.  <sup>b</sup>If applicable.
Annual Report, 2004-2005

Department/Division: ______________________________

College (if applicable): ______________________________

Part III-B, Strategic Planning Goals/Objectives for 2006-2010

List strategic plan goals/objectives for 2006-2010 and planned method of assessment (if applicable).

<table>
<thead>
<tr>
<th>Strategic Goal/Objective&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
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</tbody>
</table>

<sup>a</sup>Add lines as needed.  <sup>b</sup>If applicable.
Standard 3.4.1

Annual Report, 2004-2005

Department/Division: ____________________________________________

College: _______________________________________________________

Part III-C, New Degree Program Projections

List new degree programs and specializations under consideration and planned year of implementation.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Level(a)</th>
<th>New Degree(b)</th>
<th>New Specialization(c)</th>
<th>Implementation Year</th>
</tr>
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<tr>
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</tr>
</tbody>
</table>

\(a\) For example, BA, BSBA, MEd.

\(b\) For degrees not currently offered as stand-alone programs; will require submission of requests to Faculty Senate and Board of Trustees.

\(c\) For new specializations within an existing degree program; will require submission of request to Faculty Senate but not to Board of Trustees.
Appendix 5-G  Completed Academic Department Annual Report, Section on Academic Learning Compacts
Standard 3.4.1

Sample Completed Academic Department Annual Report, Section on Academic Learning Compacts

Annual Report, 2004-2005

Department/Division: Psychology

College (if applicable): College of Arts and Sciences

Part I-AFL, Summary Report on Academic Learning Compacts (ALF)

The Psychology Department ALC is composed of the 5 major focus areas endorsed by the university and college. Within each of these areas, we have defined several ALCs, specific to the discipline of Psychology, for a total of 17 specific ALCs. These were developed in the 2004-2005 academic year and finalized in the spring of 2005. Consistent with the focus of the college and university, the initial assessment plan for the department is focused on direct assessment of just one of the 5 areas, project management. This plan is scheduled to be implemented in the 2005-2006 academic year. In addition, the department has implemented an indirect assessment of all 17 ALCs, by way of an exit survey of graduating seniors. The response of the first group to be surveyed this summer was limited. Therefore, for the 2004-2005 academic year, we have very limited assessment data to report for the departmental ALC.

Program Title\(^a\): Psychology

Degree\(^b\) Bachelor

CIP Code: 42.0101

<table>
<thead>
<tr>
<th>Student Learning Outcome(^c)</th>
<th>Method of Assessment(^d)</th>
<th>Assessment Results(^e)</th>
<th>Use of Assessment Results to Improve Program(^f)</th>
<th>Comments(^g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Content. Recognize and apply terminology, concepts, and theories in these 5 areas: 1. Research methods and.</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>Each year, the department undergraduate curriculum committee will review the assessment data for use in developing curriculum enhancements. Recommendations for curriculum change and/or revision of the assessment plan will be presented to department faculty for discussion and decision. Other recommendations for curriculum enhancements,</td>
<td>5-year program review to take place in 2005-2006 will yield recommendations for modification of ALC components and assessment</td>
</tr>
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</table>
### Standard 3.4.1

<table>
<thead>
<tr>
<th>Student Learning Outcome&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;d&lt;/sup&gt;</th>
<th>Assessment Results&lt;sup&gt;e&lt;/sup&gt;</th>
<th>Use of Assessment Results to Improve Program&lt;sup&gt;f&lt;/sup&gt;</th>
<th>Comments&lt;sup&gt;g&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>statistics</td>
<td></td>
<td></td>
<td>instructional development, and technological support, will be directed to appropriate faculty for consideration and action.</td>
<td>measures.</td>
</tr>
<tr>
<td>2. Social influences on behavior</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>3. Influences of learning and cognition</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>4. Biological influences on behavior</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>5. Developmental influences on behavior</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td><strong>II. Critical Thinking.</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Describe and apply the scientific method to answer psychological questions</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
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<td>“”</td>
</tr>
<tr>
<td>7. Describe, use, and interpret statistical data</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
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</table>
### Standard 3.4.1

<table>
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<th>Student Learning Outcome&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;d&lt;/sup&gt;</th>
<th>Assessment Results&lt;sup&gt;e&lt;/sup&gt;</th>
<th>Use of Assessment Results to Improve Program&lt;sup&gt;f&lt;/sup&gt;</th>
<th>Comments&lt;sup&gt;g&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Critically evaluate and integrate psychological literature</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
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<tr>
<td>9. Apply psychological theory to practical problems</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td><strong>III. Communication.</strong> 10. Use clear and professional language in oral and written work</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>11. Correctly use the editorial style of the APA</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
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<tr>
<td>12. Use technology appropriately to communicate</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
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</table>
### Standard 3.4.1

<table>
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<tr>
<th>Student Learning Outcome&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;d&lt;/sup&gt;</th>
<th>Assessment Results&lt;sup&gt;e&lt;/sup&gt;</th>
<th>Use of Assessment Results to Improve Program&lt;sup&gt;f&lt;/sup&gt;</th>
<th>Comments&lt;sup&gt;g&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Integrity/Values.</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>13. Describe and apply ethical principles in the use of humans and nonhuman animals in research</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
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<tr>
<td>14. Describe and adhere to professional ethical principles</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
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<tr>
<td>15. Describe and adhere to principles of academic honesty</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
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<td>“”</td>
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<tr>
<td>V. Project Management.</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
</tr>
<tr>
<td>16. Design and implement (individually or with others) a project to examine a psychological question effectively</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
<td>“”</td>
<td>“”</td>
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</table>
### Student Learning Outcome

<table>
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<tr>
<th>Student Learning Outcome</th>
<th>Method of Assessment</th>
<th>Assessment Results</th>
<th>Use of Assessment Results to Improve Program</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Complete projects that requires planning and time management</td>
<td>Exit survey of graduating seniors</td>
<td>Underway in Fall 2005</td>
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*a* Prepare separate summary table for each degree program.  
*b* For example, BA, BSBA, MEd.  
*c* From approved ALC.  
*d* From ALC Assessment Plan.  
*e* Summary of data.  
*f* Brief description of use of assessment information in decision making about program.  
*g* Optional.
Part I - ALC, Summary Report on Academic Learning Compacts (ALC)

**Consistent with the university and college focus on the undergraduate programs for development of ALCs as the first priority, a formal ALC for the graduate program in the Psychology Department has not been developed. This will be a goal for the 2005-2006 academic year. The SLOs described below are those that were originally developed for the 2002-2003 strategic plan.**

<table>
<thead>
<tr>
<th>Program Title&lt;sup&gt;a&lt;/sup&gt;: Psychology</th>
<th>Degree&lt;sup&gt;b&lt;/sup&gt; Masters of Art</th>
<th>CIP Code: 42.0101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcome&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Method of Assessment&lt;sup&gt;d&lt;/sup&gt;</td>
<td>Assessment Results&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mastery at an advanced level of psychology principles related to the Biological Bases of Behavior, Social Bases of Behavior, Acquired Bases of Behavior and Individual Bases of Behavior.</td>
<td>Students must complete one course from each of the core bases (four in total) and maintain a GPA of 3.0 or higher.</td>
<td>16 students graduated in academic year 2004/2005 and completed the 4 core requirements with a GPA of 3.0 or higher.</td>
</tr>
<tr>
<td>Student Learning Outcome(^c)</td>
<td>Method of Assessment(^d)</td>
<td>Assessment Results(^e)</td>
</tr>
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</tr>
<tr>
<td>Mastery of advanced principles in Statistics and Research Design.</td>
<td>Completion of Research Design with a grade of “B” or higher on Research Design paper. Completion of a graduate level course in Statistics (Special Topics, Analysis of Variance or Regression) with a grade of “B” or higher.</td>
<td>16 students graduated in academic year 2004/2005 and completed the Statistics and Research Design requirements with a GPA of 3.0 or higher. Both students and faculty report anecdotally that stronger preparation is needed in practical applications of data analysis.</td>
</tr>
<tr>
<td>Demonstrate mastery of psychology principles in subspecialty areas: Counseling, General or Industrial/Organizational.</td>
<td>Students must complete all requirements in subspecialty area, complete a thesis/internship project and maintain a GPA of 3.0 or higher. Chairperson review</td>
<td>16 students graduated in academic year 2004/2005 and completed the subspecialty requirements with a GPA of 3.0 or higher.</td>
</tr>
</tbody>
</table>
### Standard 3.4.1

<table>
<thead>
<tr>
<th>Student Learning Outcome&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;d&lt;/sup&gt;</th>
<th>Assessment Results&lt;sup&gt;e&lt;/sup&gt;</th>
<th>Use of Assessment Results to Improve Program&lt;sup&gt;f&lt;/sup&gt;</th>
<th>Comments&lt;sup&gt;g&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>of all theses and internship papers.</td>
<td>Considerable variability in theses and internship papers submitted to dept. chair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will become involved in the professional aspects of psychology.</td>
<td>Record the nature of student activity in professional conferences and organizations.</td>
<td>Current and former students were co-authors on 12 papers presented at various conferences including the Society of Industrial/Organizational Psychology and the Southeastern Psychological Association. Additionally, nine poster presentations were presented at the Southeastern Psychological Association. Students have increased involvement in professional activities.</td>
<td>Increased involvement of students in professional activities indicates that we should continue to promote this activity. The recently established fund to support such activities will allow us to provide meaningful support for students to increase their professional activities.</td>
<td></td>
</tr>
</tbody>
</table>

---

<sup>c</sup> Student Learning Outcome

<sup>d</sup> Method of Assessment

<sup>e</sup> Assessment Results

<sup>f</sup> Use of Assessment Results to Improve Program

<sup>g</sup> Comments
### Standard 3.4.1

#### Recommendation 5 (continued)

<table>
<thead>
<tr>
<th>Student Learning Outcome&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Method of Assessment&lt;sup&gt;d&lt;/sup&gt;</th>
<th>Assessment Results&lt;sup&gt;e&lt;/sup&gt;</th>
<th>Use of Assessment Results to Improve Program&lt;sup&gt;f&lt;/sup&gt;</th>
<th>Comments&lt;sup&gt;g&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td></td>
<td>organizations, through</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>collaborative research with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>faculty members.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Prepare separate summary table for each degree program. <sup>b</sup>For example, BA, BSBA, MEd. <sup>c</sup>From approved ALC. <sup>d</sup>From ALC Assessment Plan. <sup>e</sup>Summary of data. <sup>f</sup>Brief description of use of assessment information in decision making about program. <sup>g</sup>Optional.
Appendix 5-H Excerpt from Academic Program Reviews: Procedures and Guidelines

(Text is shaded to show references to Academic Learning Compacts and student learning outcomes. The complete document is available at http://upic.uwf.edu/pubs/Files/Guidelines%20Procedures%202006(CAB-cdw)%2011-05.doc.)

Three-Part Process of Program Review

The Program Review Process consists of three parts:
I. Strategic Plan Update, Self-Study, and Program Review Report;
II. Independent Review Team Examination of the Program Review Report, Site Visit; and
III. Report of Finding and Recommendations, and

Part I: Strategic Plan Update, Self-Study, and Program Review Report

The core of the program review process is an update of the department’s Strategic Plan and a self-study conducted by the program chair, faculty, and staff. The program chair is responsible for developing and publishing a Self-Study Report and appropriate supporting documentation. This self-study report must incorporate information appropriate to UWF’s overarching concern for program quality as appropriate to the particular program. The Self-Study Report should respond to how well the program faculty, staff, and students performed in its efforts to accomplish the department’s Strategic Plan.

The self-study must respond (within the strategic plan), at a minimum, to the following issues:

a. The success of the department in accomplishing its Strategic Plan for each academic program
b. The success of the program in attracting a high-quality and diverse group of students
c. The quality of instruction and the appropriateness of the curriculum in the program and tracks
d. The success of students in completing the program, and their accomplishments after graduating
e. The degree to which the program has implemented Academic Learning Compacts as required by the Board of Governors
f. The quality of research and service by the faculty of the program, including opportunities for students to participate in such activities and the relationship of such activities to classroom instruction
g. The cost of the program, and the extent to which the quality and performance of the program justify the resources required
h. Strengths, weaknesses, opportunities, and threats that support or impede achievement of program goals.

Other issues may be added to this list by the Department Chair, Dean, or Provost when appropriate to the particular circumstances of the program under review.

* * * * *

**Program Descriptions**

Program Review Reports are characterized by a complete identification and description of the program (much of which is in the University Catalog and other recruitment and marketing pieces) including at least the following:

- History
- Tracks/specializations
- Academic Learning Compacts
- Curriculum
- Curriculum maps
- Assessment plan(s)
- Faculty, adjuncts, and staff
- Program resources (facilities, equipment, library, OPS funds, expense funds)
- Relationships with other programs
- Admissions requirements
- Degree requirements
- Student placement (advanced degrees, job placements, etc.)
- Prior program reviews and accreditation reviews (including the status of responses to review recommendations)
- Strengths, weaknesses, opportunities, threats
- Other information as appropriate
Appendix 5-I College of Business Undergraduate Capstone Course Embedded Assessments

(Excerpts from College of Business Quality Enhancement Plan Project proposal and summary report)

From the Proposal

Background

The University of West Florida has undertaken a major project of developing and implementing an assessment plan for its programs. On one hand, this is a requirement of the Southern Association of Colleges and Schools (SACS). On the other hand, the University considers it an opportunity to learn more about the effectiveness of its academic programs and then devise strategies to improve these programs. The University has developed a comprehensive Quality Enhancement Plan (QEP) to be the broad umbrella for assessing and improving the quality of its program offerings.

Further, the College of Business is also developing a plan to meet the Assurance of Learning standard of AACSB the international accreditation agency for colleges of business. The College of Business plan is expected to be broad enough to meet the requirements of both the above mentioned accreditation agencies. The College is developing a set of learning goals for the undergraduate business degree, to be followed by a tentative plan for assessment.

All undergraduate students in business complete a capstone course in Business Policy. The policy course is designed to integrate the various business disciplines and provide students with skills in identifying issues facing a firm and developing an appropriate strategy to address those issues and achieve the firm’s objectives. A number of pedagogical approaches are utilized in the policy course to help students achieve course goals. One pedagogical approach is the use of a computer simulation where student groups develop strategies to compete against other student teams or computer simulated firms in a business market place.

Another pedagogical approach is a series of case analyses culminating in an individually written case analysis. For the written case analysis, students are required to work independently in analyzing the competitive position of a firm, identifying the strategic issues facing the organization, and the development of an appropriate strategy and implementation plan. This case analysis gives students an opportunity to independently demonstrate their understanding of the business disciplines through their
analysis and recommendations. Because the capstone course written case analysis is accomplished by all graduating business students, it is a natural setting for developing an assessment device for capturing the level of success of the COB for achieving its learning objectives. Specifically, this individual case analysis provides an opportunity to assess student use of business concepts, integration of knowledge across disciplines, and ability to communicate findings in writing.

**Pilot Study**

Although it is straightforward to envisage use of the capstone course for assessment, the implementation is currently confounded because there are three instructors who teach the course. At the present time they use different cases, a different set of instructions, and have different content requirements. Hence, the first tasks are to develop a common case description, a common set of instructions, and common grading criteria. In subsequent step the nature and type of data to be collected would be defined, and the pilot assessment device developed and administered.

In an initial review of similar efforts at other institutions, it was found that only a few institutions had promulgated assessment standards. It was also clear that none of these schools had assessment devices or approaches that would be suitable for adoption at UWF or for the COB. However, there are conferences where discussions and early research findings specific to learning assessment are available. It would be extremely beneficial to the quality of our pilot study and subsequent assessment development to have the investigators attend such conferences and network with the leaders in this field. Attendance at these conferences would enable us to learn more about assessment from professionals in the field and colleagues at other universities who have already implemented assessment plans or are conducting research in this area.

**Proposed Activities**

A. Select common case for written case analysis. [Fall 2004]
B. Develop written case analysis instructions. [Fall 2004].
C. Develop written case grading criteria. [Fall 2004].
D. Implement pilot study using written case analysis criteria and grading [Spring 2005].
E. Collect data on common case analysis [Spring 2005].
F. Evaluate data on common case analysis [Summer/Fall 2005].
G. Attend conferences to learn about pitfalls and challenges of assessment [Spring 2005 and/or Fall 2005].
From the Summary Report

Name of Program: Bachelor of Science in Business Administration

A. Learning Goal: Demonstrate facility in use of terminology and concepts in business framework.

B. Measurement and Reporting

A pilot study was conducted in Spring 2005 to assess the above mentioned learning goal. Instructors of each of the four sections of MAN 4720 (Business Policy) assigned an individual case study for student completion. The case study was standardized across all sections. The case study had appropriate questions that permit investigation of student facility in the use of terminology and concepts in a business framework. The case study was analyzed using a standard rubric developed by the instructors. Each instructor provided to the Chair of the Management/MIS department a report summarizing results on a standard form. The summary report is shown below.

C. Summary Report on Student Performance

<table>
<thead>
<tr>
<th>Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>4</td>
<td>78</td>
<td>40</td>
<td>122</td>
</tr>
<tr>
<td>Percent</td>
<td>3</td>
<td>64</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

D. Major Problems Identified and Action Recommended

The instructors have identified the following two major problems and recommended intervention plans:

1. Students were found to be very weak on financial understanding, specifically balance sheet ratios. It is recommended that the Dean discuss this finding with the Chair of the Accounting/Finance department for appropriate intervention in Accounting/Finance courses. [This discussion has occurred.]

2. Students were found to be very weak in their understanding of key success factors (critical success factors). It is recommended that capstone instructors allocate more class time on discussing additional examples of this concept. [These discussions are underway.]
Appendix 5-J Excerpts from Quality Enhancement Plan Project Management Project Proposals

Project Title: *Integration of a discovery-based project into a Biology course*

Project Description: The task of the project is for students to use certain human genetic information, which is in the form of a DNA sequence, to develop a proposal related to enhancing human health. This project requires student familiarity with three basic techniques that they will learn during the course: genetic information data search (genome data mining), science literature search, and the DNA amplification experimental technique called PNR.

Assessment Plan Summary:

<table>
<thead>
<tr>
<th>Project Student Learning Outcomes/Activities</th>
<th>Assessment Plan</th>
<th>Assessment Measure(s) and Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize public access database, perform data analysis, and accurately perform analytical experiments.</td>
<td>Determine whether students can utilize public access database, perform data analysis, and accurately perform experiments.</td>
<td>Direct measurement of success by correct answer to problem. Incorrect answers require remediation.</td>
</tr>
<tr>
<td>Develop one aspect related to the significance of the gene, such as bad gene causing genetic disease, and communicate it by writing a research report. Propose a future investigation of the gene or disease.</td>
<td>Determine if students have obtained the scientific knowledge related to the inquired gene, and were able to develop a related global knowledge.</td>
<td>First draft of the paper will be returned with comments for improvement. Second draft will be peer reviewed and returned. The final revisions will earn the grade. The instructor will also have indirect measurement which will be based on how much a student has improved in revised the report.</td>
</tr>
<tr>
<td>Poster design and presentation.</td>
<td>Determine whether students can integrate several facets of a disease provide by fellow students and integrate that knowledge into a professional presentation. Asses the students' ability to objectively score other's work using a rubric.</td>
<td>Direct measurement of the poster presentation will be based on the group grade composed of inputs from fellow students from other groups based on a rubric posted in the course syllabus. Indirect measurement will be based on the comments from instructors, fellow students, and guest faculty member.</td>
</tr>
</tbody>
</table>
Project Title: History Portfolio/Capstone Experience

Project Description: The History Capstone Experience will provide the History Department with the capability to directly assess specific student learning outcomes addressed in the Academic Learning Compact and the Quality Enhancement Program. The assessment procedure will measure the student’s ability to develop a proposal, identify resources, plan and implement a project, and to present the project to a faculty member for assessment.

Outcomes Assessment Procedures: Assessment for the capstone portfolio comprises two steps. Upon completion, the student fills out an online interactive self-assessment of his/her portfolio. The student must reflect upon his/her performance and ability to manage the portfolio successfully. The self-assessment will follow a rubric that measures specific student learning outcomes within the broader areas of content knowledge, critical thinking, communication, ethics and integrity, and project management. In the self-assessment the student has the ability to explain his/her decisions as he/she completes the portfolio. In this way, History Capstone Experience gives insight into what the student understands, what he/she does not understand, and what instructional strategies and materials might best serve in the interest of student learning.

The faculty member then assesses both the portfolio and the student’s self-assessment. This faculty assessment will follow a rubric that parallels that of the student self-assessment. History will coordinate with the Associate Dean of the College of Professional Studies to explore the possibility of linking the Teacher Education QEP Project Assessment System to the online annotation program, Hylighter, that is intended as the basis for the student’s self-assessment rubric.

Data from both student and faculty assessments will be used to locate areas needing improvement in the course curriculum to address deficiencies with the lower-level or general education history courses.
Appendix 5-K  Position Description: Director, Center for University, Teaching, Learning, and Assessment

(Shaded entries relate directly to academic program assessment)

Director, Center for University Teaching, Learning, and Assessment
University of West Florida

Position Description
The Director of the Center for University Teaching, Learning, and Assessment is a member of the Academic Affairs leadership team with primary responsibility for administering campus faculty development programs, particularly those focused on teaching and learning, and the University’s assessment program.

Rank: Negotiable
Responsible to: Associate Vice President for Academic Affairs

Qualifications and Experience

Required
- The terminal degree in an appropriate discipline
- A significant record of excellence in teaching, scholarship, and service
- Significant administrative experience in one or more of the areas of responsibility
- Demonstrated commitment to diversity

Desired
- Strong academic leadership skills to address needs of students, faculty, staff and community through collaboration
- Leadership experience with academic program assessment of student learning
- Ability to coordinate and direct the faculty development functions of the center to provide a variety of opportunities for faculty and graduate assistants in such areas as new faculty orientation, best practices, instructional strategies, mentoring, portfolio development, strategies to assess teaching and learning, etc.
- Knowledge of and experience with research on teaching and learning and/or assessment
- Commitment to active involvement and leadership in professional organizations related to teaching, learning and assessment.
- Experience with generating grant support for faculty development

Responsibilities

Strategic and Policy Planning
- Coordinating annual and long-term planning for the Center for University Teaching, Learning, and Assessment, consistent with the University’s mission statement and strategic goals and objectives and the specific initiatives of Academic Affairs.
- Working in collaboration with Academic Affairs to provide data required for academic and resource planning.
- Collaborating with the Student Affairs division on planning that will result in joint and complementary initiatives to improve student learning.

Leadership and Management of the Center
- Planning and directing the faculty development functions of the center to provide a variety of opportunities
- Selecting and supervising Center fellows to assist with such responsibilities as mentoring, assessment, and instructional strategies
- Managing the day to day operations of the University’s academic program assessment program, including faculty development in assessment, assessment reporting and analysis, and assisting academic affairs in maintaining a website for assessment and policy documents
- Serving as co-director in implementing the UWF Quality Enhancement Program
- Managing the University’s plagiarism prevention program and providing training to faculty and teaching assistants
• Providing consultation to faculty and graduate teaching assistants related to teaching effectiveness, such as pedagogy, active learning strategies, and effective grading and assessment
• Leading grant initiatives in faculty development

Communications
• Acting as spokesperson and advocate for areas of responsibility on campus and in the profession, including networking with the regional and national faculty development community
• Serving the campus with effective web-based, online and print information about services and opportunities for faculty development
• Providing leadership for teaching and learning initiatives on the campus
• Developing campus reports on outcomes assessment and the implementation of the UWF Quality Enhancement Program

Assisting the Associate Vice President for Academic Affairs
• Carrying out the directives of the Associate Vice President for Academic Affairs
• Advising the Associate Vice President of questions and problems related to Center and Academic Affairs functions
Standard 3.5.1

The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

Committee Judgment: Non-Compliance

Committee Comment:

The existing general studies curriculum has been in place for approximately ten years, and college-level competencies in communication, mathematics, social perspectives, humanities, and natural sciences (known at UWF as knowledge clusters) have been in place for approximately two years. These knowledge clusters include one to three outcomes related to content for each of the above five areas. In the last few months, the university has undertaken an examination of learning outcomes for general studies in light of the state-mandated Academic Learning Contract. However, the primary evidence that graduates have attained these competencies is only through the course grade. Course completion alone is inadequate as a measure of the degree to which students have attained the competency.

(Recommendation 6) The committee recommends that the university provide evidence that graduates have attained those college-level competencies identified in the general education core.
Response:

Actions Taken Since the Visit of the Reaffirmation Committee

Subsequent to the Committee’s visit in March 2005, the Dean of Arts and Sciences worked with the departments offering courses in the University's general education program, employing suggestions provided by Dr. Barbara Walvoord, Fellow of the Institute for Educational Initiatives and Concurrent Professor of English, University of Notre Dame. The result is a refined set of Academic Foundations (general education) outcomes based on four of the six learning domains (see response to Recommendation 5) used for categorization of student learning outcomes for the state-mandated, discipline-based Academic Learning Compacts for bachelor’s degree programs:

<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Values/Integrity</th>
<th>Project Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Analysis/Evaluation Skills</td>
<td>Writing/Visual Skills</td>
<td>Academic Integrity</td>
<td>Project Planning</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Problem Solving</td>
<td>Speaking/Oral Skills</td>
<td>Personal Values Expression</td>
<td>Self-Regulation</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Creativity</td>
<td>Interpersonal Communication</td>
<td>Ethical Reasoning</td>
<td>Team Work Skills</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Information Literacy</td>
<td>Quantitative Reasoning</td>
<td>Civic Engagement</td>
<td>Project Delivery</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Technological Literacy</td>
<td>Diversity Skills</td>
<td></td>
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</tr>
</tbody>
</table>

The timetable for identifying the courses in the academic foundations component that include instruction and assessment related to the outcomes, developing the assessment measures, and providing assurance that students have acquired the competencies, is as follows:
Fall Semester 2005

- Review and adoption of the refined set of Academic Foundations student learning outcomes by the General Education Council and associated academic departments.
- Identification (by the Dean of Arts & Sciences working with the General Education Council and academic departments) of courses to be associated with specific outcome areas
- Collaboration by instructors on common outcomes within disciplines and development of rubrics to be used in student attainment of outcomes
- Pilot data collection on target outcomes to address operational issues

Spring Semester 2006

- Revision of course syllabi to reflect academic foundations outcomes
- Collection of data for departmental review
- Analysis of data by departments, the General Education Council, and the Dean

Summer 2006

- Request by the College for QEP funding for refinement of the assessments in academic foundations courses
Academic Year 2006-2007

- Full implementation of revisions to academic foundations courses including use of assessments to ensure students have attained desired college-level academic foundations competencies, and use of data to inform decision making about additional modifications

**Plans**

[Excerpted and edited from the “Preliminary Proposal for Developing Academic Foundations Assessment” prepared by the Dean, College of Arts & Sciences]

**What We Need to Do.** The review by the SACS Reaffirmation Committee indicated that we were deficient in providing evidence that students have attained the competencies identified in our general education core. This proposal addresses an efficient, individualized, flexible, and helpful way to assess General Education and other related courses that build foundation skills so we have better systems in place provide evidence that students have attained the desired competencies and to measure and improve course quality. Our target will be better academic foundations preparation so that students can be even more successful in their advanced courses.

**Basic Structure.** Our university plan calls for assessment planning across five common learning domains—content, critical thinking, communication, integrity/values, and project management—and one optional discipline-specific domain. Our goal in developing a viable general education assessment plan is to
provide strategies to collect and use data on the contributions that various departments make toward a foundation liberal education. Whereas departments to date have focused their assessment activity on four-year outcomes, the challenge for Academic Foundations/General Education will be looking at the contributions of specific courses/disciplines to basic academic skill development.

Following the advice of consultant Barbara Walvoord, we will not incorporate the assessment of content domain objectives in general education. The variable pathways to achieve general education objectives do not support planning to assess specific content of different disciplines. However, the remaining four common domains lend themselves to definition in clusters of skills. Each of the four domains can be subdivided in either four or five relevant skill subsets. These 18 potential outcome areas could then serve as the infrastructure for assessment planning. The boundaries between the areas proposed are somewhat artificial; however, this proposal represents a measurement structure that should not detract from teaching but enhance the ability to figure out the quality of the department’s *measurable* contributions (as opposed to total contributions) to the Foundations over time.

In consultation with those faculty assigned to relevant courses, departments will select a minimum of two outcome areas as the basis for a “summative” rubric that can capture the performance of students in foundations courses. The outcome selections need not be in the same domain, but should be common across all general education courses offered by the department contributing to contributions for academic foundations to facilitate systematic coverage and
efficient reporting. Departments can include more than two areas if they so choose, but a minimum of two outcome areas should produce appropriate coverage across all the areas. For our purposes, Academic Foundations include the First Year Experience program, General Education courses, the multicultural course requirement, and co-curricular Activities. The primary goal of this strategy is to develop a system that will assist departments in monitoring the quality of student performance in academic foundations classes by gathering those data that will assist with assuring that student have attained the desired core competencies and with informing program decisions. The proposal provides for integration of diverse learning options to produce a more coherent learning experience: co-curricula opportunities, general education, the university multicultural requirement, and first-year experience. For example, the required multicultural course would no longer hang outside of general education. Co-curricular activities contribute to learning experiences in a significant way to enhance overall academic development.

**Design Issues.**

- We want to adopt a system that is as simple as possible for all stakeholders to understand and use.
- With respect to program improvement, we continue to define our assessment objectives from the standpoint of collective achievement of the students rather than tracking individual student performances.
- With respect to evidence that graduates have attained core academic foundation (general education) competencies, students should not be able
to earn a passing grade in a course in which critical assessment of a core competency occurs without having demonstrated achievement of the competency.

➢ The department has the primary responsibility for design of the selected system, data collection and interpretation, and reporting of results in pre-existing venues: annual report and program review self-study.

➢ Departments will choose target outcomes in accordance with class size and ease of measurement and tracking. For example, writing may not be a good choice for a large enrollment class.

➢ Departments may select more than two outcomes if the department wishes to make this kind of investment in the reporting aspects of foundations; however, we encourage just two to minimize reporting functions. With each department bearing weight for two outcome areas, we should be able to maximize coherence in each department’s foundation offerings and cover the territory.

➢ Any specific outcome can be represented in the plans of more than one department; multiple opportunities to demonstrate learning of various outcomes is an advantage in this plan in that it provides overlapping practice from different disciplinary perspectives.

➢ We anticipate this strategy will lead to complete coverage of all of the foundation outcomes, but we may need to negotiate with specific departments if the ultimate selections leave some outcomes unaddressed. Once we receive department preferences for outcome choices, we may
Standard 3.5.1

Recommendation 6 (continued)

want to try to coordinate these options with discipline clusters to ensure students will get the experiences we want for foundations skills.

➢ The General Education Council working with the Center for University Teaching, Learning, and Assessment (CUTLA) will develop common rubrics for each of the 18 outcomes that will facilitate tracking, should the departments choose to use them. (See sample rubric in Appendix 6-A.) Departments need not restrict themselves to these rubrics but can use them as an intellectual starting point for the design challenge.

**Implementation Issues.**

➢ Selection of outcomes can produce unique grading rubrics that can be used to provide a roadmap for what the student is expected to accomplish as well as offer developmental feedback for students. The uniqueness of departmental selection will discourage interdepartmental comparisons. (See Appendix 6-A for an example of such a comprehensive rubric.)

➢ The General Education Council should have a role in ensuring that we have provided sufficient coverage of the four domains by monitoring the choices of the department related to academic foundations/general education offerings. A larger monitoring body may be required and the relationship of that body to the General Education Council will need to be determined.

➢ Adoption of this system means that course syllabi should reflect the Academic Foundations required outcomes. Older courses will need some retooling to reflect this new strategy; new courses will need to address
their relevance from the standpoint of the proposed framework. The Curriculum Change Request (CCR) process will be an essential ingredient to the success of this overall strategy.

- Faculty members teaching in Academic Foundations will need to complete a progress report on their students’ achievements. (We may think of this as a “report card” on outcomes progress for the course). With some forethought, the progress report format lends itself to grading rubrics for assignments within the courses, which can minimize faculty design work and facilitate student understanding of expectations.

- Students can be enlisted to assist in this effort. The sample outcomes typically address student self-assessment. Joint completion of the summative rubric of course performance could be built into courses as a final learning opportunity.

- Rubrics tend to be “works in progress.” These may need revising as faculty get experience with their expectations and hone their assignments to generate the kinds of performance from students that will satisfy department goals.

- Progress reports on contributions to Academic Foundations/General Education should be part of the annual report as well as the five-year program review.

- Adoption of the proposal should help us consolidate goals for faculty development in the various foundations outcomes. We may need to import some experts in helping us flesh out the expectations.
We should not expect that every single foundations faculty member will comply with requests to follow outcome-oriented design of their courses; however, we should pursue methods that will assist departments to get compliance from their faculty, up to and including reflection in annual evaluation expectations. The only manner in which assessment practices should be reflected in annual evaluation for faculty is whether or not they participate. Data gathered will be used for documenting that students have acquired the core competencies and for program evaluation purposes not for individual faculty performance.

With respect to indirect measures of assessment, the Office of University Planning will develop items for the University’s graduating student and alumni surveys related to acquisition of academic foundations student learning outcomes.

Preliminary General Education Enhancement Projects

Three initiatives are underway to enhance planning for general education. The projects focus on enhancing the freshman-year experience and for developing some model strategies for assessing specific outcome areas of information literacy and problem-solving. The first two received funding in conjunction with the exploratory phase of the Quality Enhancement Plan.

**Freshman-Year Experience Seminar.** The freshman-year experience seminar, SLS 1301, is an elective course for new students taught by Arts and Sciences faculty and staff from the Division of Student Affairs. For Fall 2004, the Advising
Center created a UWF textbook for the course based on models from other institutions. Although there is a common curriculum, each section is taught independently.

The course faculty determined that the textbook needed more specifics related to UWF and agreed to work as a team to modify the text and the course around common learning outcomes for UWF first-year students. The course faculty agreed to use the following framework in modifying the textbook and redesigning the course to meet the needs of currently enrolled UWF students and to meet the goals of the QEP project.

- University Learning Outcome Domains
  - Content, Communication Skills, Critical Thinking, Project Management, Values and Ethics

The outcomes for the project will be as follows:

- Common Student Learning Outcomes related to the domains
- Common Syllabus and course curriculum
- Common Textbook for students to read and common workbook/manual or website for student success in the first year (to be developed by course faculty)
- Faculty Development
- On-line course evaluation in collaboration with the Center for University Teaching, Learning, and Assessment (CUTLA)
- Building a community of learners of faculty who teach freshman-year experience and general education courses at UWF
Information Literacy. Two faculty members—Michelle Williams of Government and Amy Mitchell-Cook of History—have joined with Kristy Padron of the Library to develop multiple strategies for infusing information literacy learning and assessment in beginning courses. They will share a 15-minute presentation at a community meeting in Fall 2005 as we begin our academic foundations/general education discussions. This work will facilitate the work of any department that selects information literacy as a goal.

Problem-Solving. In a similar fashion, we have also received a model regarding how to teach problem solving in chemistry. Tim Royappa, Department of Chemistry, has taken on this design process. We anticipate that all of the sciences will opt to measure problem-solving for their contributions and this preliminary work should accelerate their design processes.
Appendix 6-A   Sample Rubric for Student Performance in Academic Foundations Experience

Profile of Student Performance in Academic Foundations Experience

Student ________________________  
Context ___(course name or co-curricular activity)___  Faculty ____________  
Department _________________________________  Date ______________

Targeted Foundation Outcome: Diversity Skills and Team Work

Brief Description of Basis of Performance:

Summary of Student’s Performance

<table>
<thead>
<tr>
<th>TEAM WORK SKILLS</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Fails to Meet Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes responsibilities as a team member</td>
<td></td>
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<tr>
<td>Practices appropriate ethical behavior</td>
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<tr>
<td>Contributes positively to task completion</td>
<td></td>
<td></td>
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<tr>
<td>Manages conflict among team members</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVERSITY SKILLS</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Fails to Meet Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes personal characteristics that arise from heritage</td>
<td></td>
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<tr>
<td>Articulates influence of individual/personal/cultural differences in context</td>
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<tr>
<td>Identifies advantages and disadvantages to personal heritage</td>
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<tr>
<td>Makes effort to bridge differences related to diversity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Extracts personal meaning from diversity experiences</td>
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</tbody>
</table>