ACCOUNTING(BS): Excerpt from Assessment Report for 2006-2007

*Example of Expected Outcome:*
Work effectively in a team toward the successful completion of a project; develop effective working relationships with individuals and team members (Collaboration)

*Methods of Assessment and Results*
Students will meet or exceed the benchmark score of 3.0 on a rubric scale of 1-4 in Capstone Course Experience (MAN 4720) to assess students’ effectiveness in working in teams based on major group projects completed in the course.

Students exceeded the 3.0 benchmark on teamwork skills in data collected in Spring 2007 by obtaining a mean rating of 3.84. For the Teamwork Skills learning outcome, students’ mean rating exceeded the targeted benchmark score of 3.0. (The maximum score was 4.0.) Their rating for Peer Teamwork Skills was 28% over the benchmark. Thus, as measured by an assessment rubric in MAN 4720, the School’s capstone undergraduate course in business management, the B.S. program in Accounting is achieving its learning outcome for Teamwork Skills.

*Use of Results and Evidence of Improvement*
Since the outcome of the measure of teamwork exceeded expectations, faculty teaching relevant courses will continue to use group projects and to educate students on how to further develop effective team skills. The 2007 NSSE survey will be used to further assess learning outcomes of this learning goal. Faculty will continue to use team approach to teaching and learning to further educate students on how to develop effective team skills.

Theatre (BA/BS): excerpt from Assessment Report for 2007-2008

*Example of Expected Outcome:*
Graduates should be able to demonstrate the concept of theatre as a collaborative art.

1. Build a creative performance ensemble.
2. Build a creative design and technical team.
3. Engage in discussions of production concept to determine strategies for audience development.

4. Transfer acquired knowledge from group research to others.

5. Build trust, relationships and skills of conflict resolution.

(Collaboration)

Methods of Assessment and Results

75% of majors will earn a grade of “C” or better in the following courses: TPP 2110 (Elements of Acting), TPP 2111 (Advanced Acting), TPA 3200 (Production Lab), TPP 3310 (Intro to Play Directing), Improvisation for the Theatre (TPP 2120) and Principles of Movement (TPP 2500). 80% of graduates responding to specific items on the Senior Exit Survey for Theatre Majors will respond that they were very satisfied or satisfied with their undergraduate experiences relative to theatre as a collaborative art.

The students were able to exceed these expectations as evidenced by the following results: 100% of students passed with a “C” or better in TPP 2110 and TPP 2111. 90% passed with a “C” or better in TPP 2120. 89% passed with a “C” or better in TPA 3200. 85% passed with a “C” or better in TPP 2500. 78% passed with a “C” or better in TPP 3310. 100% responded in the Exit Survey that they were either Very Satisfied, or Satisfied with opportunities for interaction with faculty and opportunities for hands-on experience in theatre courses.

Use of Results and Evidence of Improvement

The results suggest that the criteria for success were adequately met for 2007-2008. Moreover, a review of assessment reports for this program over the past 3 years indicates that the program continues to head in the right direction in the area of collaboration. For instance, while only 50% of the students met the criteria for success in TPP 2110 (Elements of Acting) in 2005-2006, 100% of the students did so in 2007-2008. Additionally, the percentage of graduating seniors who were satisfied with opportunities for interaction with faculty increased from 79% in 2005-2006 to 100% in 2007-2008.
The high failure rate (50%) of students enrolled in TPP 2110 (Elements of Acting) resulted in a transcript audit within the program in 2005-2006. This audit revealed that 75% of those that failed did so across the curriculum. Their semester averages ranged from .500 to 1.0 while the cumulative averages ranged from 1.6 to 2.0. Since 2005-2006, the program has continued to review process, procedures, and instruction to insure that there is continued growth and progress toward 100% passage in all areas of the program. The program decided in 2006-07 to implement a new Theatre Comprehensive Exam to ascertain total student knowledge base, and serve as a means by which the faculty is able to gauge student retention of information and total preparation for transition into the professional market upon completion of the four year degree. A pilot Theatre Comprehensive Exam was administered in 2007-08 that will ultimately be developed to give to all students as a program Exit Exam required for graduation.


*Example of Expected Outcome:*
Graduates will demonstrate the ability to work both individually and collaboratively in the examination of architectural topics (*Collaboration*).

**COMPETENCIES:**
Graduates will demonstrate the ability to cooperate with other students when working as members of a design team and in other settings. (Competency derived from National Architecture Accrediting Board Student Performance Criteria #7: Collaborative Skills — Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.)

Graduates will demonstrate the ability to employ basic methods of data collection and analysis to inform the programming and design process. BARCH Level Only. (Competency derived from National Architecture Accrediting Board Student Performance Criteria #4 Research Skills — Ability to gather, assess, record, and apply relevant information in architectural coursework.)
Graduates will demonstrate the ability to formulate ethical responses to clients’ needs. BARCH Level Only. (Competency derived from National Architecture Accrediting Board Student Performance Criteria #34: Ethics and Professional Judgment — Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.)

*Methods of Assessment and Results*

**Competency Coursework**
Every graduating student will receive a “C” or better in the following courses:

- Design Analysis
- Design 4.2
- Design 5.1
- Design 5.2
- Practice 1
- Practice 2
- Architectural Research

**4th Year Comprehensive Project**
Every graduating 4th year student will receive a “Pass” grade (or higher) on the career and professional success components of the comprehensive studio project. Project components are evaluated and graded using the SOA Studio Rubric by a professional jury (including faculty members, employers, and other professionals).

**4th Year Portfolio**
80% of a Professional Jury (including faculty members, employers, and other professionals), using the SOA Portfolio Rubric, will conclude that each graduating student’s potential for career and professional success meets or exceeds the professional standards for an entry-level position.

**5th Year Capstone Project**
Every graduating 5th year student will receive a “Pass” grade (or higher) on the career and professional success components of the capstone studio project. Project components are evaluated and graded using the SOA Studio Rubric by a professional jury (including faculty members, employers, and other professionals).

Employer Interviews and Surveys
A minimum of 70% of employers responding to questions like: “How well did the program perform at preparing students for professional success and formulating ethical responses to client’s needs?” will evaluate the program’s performance as meeting or exceeding their expectations for entry-level employees.

The results indicate that:

Competency Coursework
During the graduation check, it was verified that every graduating student had received a “C” or better in the following courses:

- Design Analysis
- Design 4.2
- Design 5.1
- Design 5.2
- Practice 1
- Practice 2
- Architectural Research

4th Year Comprehensive Project
Every graduating 4th year student received a “Pass” grade (or higher) on the career and professional success components of the comprehensive studio project. Project components were evaluated and graded using the SOA Studio Rubric by a professional jury (including faculty members, employers, and other professionals).

4th Year Portfolio
80% of a Professional Jury (including faculty members, employers, and other professionals), using the SOA Portfolio Rubric, concluded that each graduating student’s potential for career and professional success met or exceeded the professional standards for an entry-level position.

5th Year Capstone Project
During the graduation check, it was verified that every graduating 5th year student had received a “Pass” grade (or higher) on the career and professional success components of the capstone studio project. Project components were evaluated and graded using the SOA Studio Rubric by a professional jury (including faculty members, employers, and other professionals).

Employer Interviews and Surveys
Employer interviews and surveys were completed at various times throughout the year. On April 19, 2007 the School of Architecture Advisory Council met and concluded that graduates’ potential for career and professional success and ability to formulate ethical responses to client’s needs met or exceeded their expectations for new employees.

*Use of Results and Evidence of Improvement*
No changes were made.

**AGRICULTURAL SCIENCE (BS): excerpt from Assessment Report 2007-2008**

*Example of Expected Outcome:*
All graduates will display the competence needed to achieve success as employees, graduate students, employers or entrepreneurs. (Life-Long Learning)

*Methods of Assessment and Results*
During the year after graduation, at least 80% of graduates will be employed, involved in entrepreneurial activity, or be in graduate school. In their exit surveys, the majority of graduates will indicate that they believe that the overall quality of their education was
above average using a scale of superior, above average, average, below average and inferior. And in a triennial survey of graduates 80% will indicate satisfaction with their educational preparation. In their exit interviews graduating seniors will be asked to rate the quality of the education they received using a scale of excellent, above average, average and worse than average.

The data regarding the success of Agricultural Science graduates in obtaining jobs, entering graduate school, or starting their own businesses is incomplete and is still being compiled. 100% of graduates believed that the education they received was above average or superior. No one thought that it was average or worse. The triennial survey of graduates is scheduled for the 2008-2009 academic year.

**Use of Results and Evidence of Improvement**

Indirect results indicate that an above average preparation is being done in this major. Hopefully this will be borne out by the triennial survey of graduates, which is scheduled for the 2008-2009 academic year. The lack of a direct measure in 2008 makes comparison with 2007 impossible and the lack of an indirect measure in 2007 makes comparison with the 2008 results impossible. In 2009, all efforts will be made to ensure that both measurements are completed in time for an evaluation.

The various academic programs will improve the tracking of their graduates so that there will be an improved feedback on them. Many of the food science students are now eligible to participate in a capstone course in food safety that incorporates visits to the Florida Departments of Agriculture and Health as well as to private industry. This capstone course exposes students to the skills and competencies needed for success.

**HEALTH INFORMATION MANAGEMENT (BS):** excerpt from Assessment Report 2007-2008 [6]

**Example of Expected Outcome:**
Graduates will further their education by pursuing a graduate degree or professional degree in a related discipline. (Life-Long Learning)

Methods of Assessment and Results

80% of graduating students will have joined AHIMA to demonstrate their commitment to continuing professional development by the completion of the HIM program as indicated in HIM 3930 and HIM 4932 records. 10% of graduating students responding to the Exit Survey item – Are you applying to graduate school? - will indicate that they are pursuing graduate studies.

25 out of 27 (93%) students have joined AHIMA according to HIM 3930 records. 31 out of 32 (97%) students have joined AHIMA according to HIM 4932 records. 16 out of 29 (55%) of graduating students, responding to the exit survey, noted they were applying to graduate school.

Use of Results and Evidence of Improvement

Program faculty use results to determine student interest in advanced studies and commitment to the HIM profession.

Faculty will continue to identify professional meetings and networking opportunities for students. The benefits of AHIMA membership will be promoted throughout the professional curriculum, beginning with HIM 3930 and ending with HIM 4932.


Example of Expected Outcome:

Graduates of this program will be exposed to an environment that enables them to pursue their goals in an innovative program that is rigorous and challenging, open and supportive. They will be in possession of skills and knowledge to advance in industry and to be successful in graduate studies. (Life-Long Learning)
Methods of Assessment and Results

Employer Surveys, which will be conducted every two years, will show that 80% of the graduates are progressing in their career at least at an average rate. Alumni surveys will be conducted every two years, and will show that 80% of the graduates are progressing in their career at least at an average rate. More than 80% of graduates will say that their classroom and laboratory facilities and equipment were adequate for their training.

Employers contacted stated that more 80% of the graduates are progressing in their career at least at an average rate. More than 90% of alumni contacted stated that they are progressing in their career at least at an average rate. More than 80% of graduates said that their classroom and laboratory facilities and equipment were adequate for their training.

Use of Results and Evidence of Improvement

Faculty are now able to incorporate more technology in their teaching. We also purchased more AV equipment for classrooms. There are: Requests for more technology in the classrooms, Request to upgrade Computers, and Request to increase the financial support for the program.


Example of Expected Outcome:

Graduates will use effective technological techniques to access electronic resources and support student learning and instructional management. The graduate will be able to:

- Use technology to manage, evaluate and improve instruction.
- Demonstrate knowledge of fundamental concepts in technology.
- Train students to use available computers and other forms of technology
- Facilitate access to electronic resources for students

(Technology Literacy)
Methods of Assessment and Results

1. At least ninety percent (90%) of the teacher candidates will demonstrate acceptable performance (rating of 3) on the E-Portfolio Final Assessment technology section.

2. At least ninety percent (90%) of the teacher candidates will earn a mean score of 80 or greater on class projects or products.

3. Candidates will score at least 35 points out of a possible 50 points on their reviews of educational technology.

4. Ninety percent (90%) of the candidates will receive positive comments on the Directing Teacher Candidate Summative Evaluation form regarding their knowledge of technology.

5. Responding to the Exit Interview conducted by the Office of Student Teaching, 98 percent of the candidates will indicate that they are satisfied with the curriculum and their knowledge of technology.

6. Fifty-one percent of the candidates rated 4 ‘favorable’ on skill and 51 percent rated 4 ‘favorable’ on knowledge; 48% rated 3 ‘acceptable’ on skill and knowledge of Technology section of the FEAPs E-Portfolio final assessment.

7. Forty percent of the candidates scored 70 or greater on the development of a math brochure using technology skills and knowledge.

8. Twenty-five out of 28 candidates or 90% of the candidates scored 35 points or more on technology reviews.

9. Sixty-nine percent (69%) of candidates earned a favorable rating (4) on skill; 84 percent earned favorable rating on disposition; and Seventy two (72%) earned favorable on knowledge FEAPs competency technology in the E-portfolio. Sixty-nine percent (69%) of students in math earned a grade of “C” or better on technology assignment.

10. Responding to the Exit Interview conducted by the Office of Student Teaching, 100 percent of the candidates indicated that they were satisfied with the curriculum and their knowledge of technology. Eighty-two percent (82%) of the candidates received positive comments on the Directing Teacher Candidate Summative Evaluation. Six Directing Teachers did not complete the comments section. Sixty-two percent of teacher candidates participating in the Exit Interview indicated that they are satisfied with the curriculum.
and their ability/skills to perform effectively as a teacher. Thirty-seven percent made
comments unrelated to the curriculum or did not respond.

*Use of Results and Evidence of Improvement*

Require candidates to use more technology in assignments; require candidates to
incorporate more technology in their lesson plans during internship. Faculty will maintain
and/or increase performance through monitoring students’ performance, instructional
delivery and intervention strategies