



SLAAG/GLAAG Report 2021

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College of Business

1. Impact on assessment from COVID -19

The Spring, 2021, data assessment cycle was the first one following an AACSB re-accreditation review in Fall of 2020. Although the CoB was successfully re-accredited, the peer review team suggested several improvements to our AoL program. The first recommendation was to drop the “pre” from the “pre” and “post” testing protocol for measuring general business knowledge (using the same multiple-choice exam to measure knowledge at the entrance to and exit from the CoB). The stated rationale was that our goal should not be to measure “value-added” but rather to quantify what the student knows at graduation. A second recommendation was to benchmark our internally-developed, multiple-choice exam of general business knowledge (IDI) against a nationally known similar test of general business knowledge, the Major Field Exam in Business by the Educational Testing Service (the ETS-B). A third recommendation was to reduce the number of learning goals in both the undergraduate and graduate programs. These three recommendations were implemented for Spring, 2021. Additional suggestions included: a) having more than one evaluator for rubric-based assessments, b) better demonstration of AoL results leading to catalog changes in curriculum, and c) development of a curriculum map showing where skill areas are introduced, reinforced, and mastered.

2. Undergraduate Assessment Summary: 2020-2021 Academic Year

Benchmarking of the IDI to the ETS-B was achieved through construction of a composite exam, consisting of pairs of multiple-choice questions: one from the IDI paired with one from the ETS-B. Questions were matched for both discipline and topic within discipline to the extent possible (for example, a question from accounting on interpreting financial statements from the IDI was matched with a similar question from the ETS-B). There were 75 pairs of questions answered by undergraduate students; questions were analyzed both individually and as pairs. Student scoring on the IDI was slightly higher than on the ETS-B (74.37% correct on average versus 67.37%). Although the mean difference in student performance on the two sets of questions does not seem that large (in

practical terms), results of two measures of similarity (Phi Coefficient and McNemar's Test) failed to indicate statistical similarity for the two sets of questions (meaning the sets of questions differ in sensitivity and/or specificity). Overall, students were more likely to get an IDI question correct and the paired ETS-B question incorrect than to get an ETS-B question correct and its paired IDI question incorrect, and this drove the dissimilarity in the question sets. It is important to note that AACSB standards and guidelines do not require a member institution's IDI to equate to or correspond with the ETS-B or, for that matter, any minimum expected level of overlap in the curriculum of a given member institution and the universe of topics spanning the ETS-B.

Currently, the CoB has five undergraduate learning goals: general business knowledge, critical thinking, ethical reasoning, oral communication, and written communication. The first goal is assessed through a stand-alone, multiple-choice exam administered online during the capstone course. The other four goals are assessed using rubrics, based on course-embedded assignments completed by individual students. All CoB rubrics have multiple dimensions and five scaled levels of achievement with each level described by text. For the first goal, desired student performance is correctly answering 70% of questions. In Spring of 2021, only about 60% of students were above this level of achievement, likely due to questions tapping instruction encountered 3 to 4 semesters prior to examination. For the rubric-based goals, almost all students were at the desired level of 3 (meets expectations) on a 1 to 5 scale on all dimensions.

3. Graduate Assessment Summary: 2020-2021 Academic Year

The CoB presently has five graduate learning goals: general business knowledge, critical thinking, ethical reasoning, written communication, and global perspective on business. The process of assessment is similar to that for undergraduates. The first goal was assessed through a stand-alone online multiple-choice exam administered during the capstone course in the MBA program. The remaining goals are assessed using rubrics, based on course-embedded assignments completed individually by students. Similar to undergraduate rubrics, graduate rubrics have five levels of achievement with textual descriptors for incremental levels. For the first goal, the desired level of achievement is correctly answering 70% of questions. In Spring of 2021, about two-third (67%) of students were above this level. Again, this is likely due to questions tapping material covered several semesters in the past. For the rubric-based goals, the only problematic goal was critical thinking, where fewer than 74% of students were above the desired level of 3 (meets expectations) on a 1 to 5 scale for each of 4 dimensions.

Normally, an exit survey is administered online in Spring to CoB students in the capstone courses at both the undergraduate and graduate levels. The survey captures student perceptions of the educational process, demographic information, and current career plans. However, administration of the exit survey for Spring of 2021 was complicated by an unforeseen event. The exit survey is hosted by the survey platform SurveyGizmo. A URL to the survey page is e-mailed to students with a request to enter the site and respond. Unfortunately, in April of 2021, the AoL Coordinator was telephoned by the FSU cybersecurity officer and informed that the SurveyGizmo domain name had been co-opted by hackers, and SurveyGizmo URLs being sent out through FSU e-mail had been flagged as malicious by two security monitoring sites. The end result is that the e-mailed URLs were being dis-enabled by the e-mail system. An alternative survey platform could not be enlisted within the needed time frame, and, so, the exit survey was greatly truncated and added into the online 50-question exam of general business knowledge administered through Canvas to students enrolled in the capstone courses. The information obtained from this process was greatly diminished from prior years.

College of Education

1. Impact on assessment from COVID-19

Covid-19 had a direct impact on the Spring/Fall 2020 data. Internships within the Department of Educational Professions and Experiential Learning within the Department of Kinesiology and Recreation were completed either in fully remote and/or hybrid formats, due to district circumstances. Assistants did not complete a 3-week field experience. Assessment scoring was modified to allow for data collection. Some criteria were scored as Not Applicable and Assessment #8: Service-Learning Project Reflection was not completed, so data could not be collected. This led to gaps in the data reported.

2. Undergraduate Assessment Summary: Calendar Year 2020

Candidate strengths for the calendar year 2020 at the initial certification level for the Department of Educational Professions included knowledge of students (InTASC 1-90.91% average on all criteria 3.64/4), learning environments (InTASC 3-90.54%, 3.6/4), application of content (InTASC 5 91.08%, 3.64/4), professional learning and enthusiasm for teaching (InTASC 9 90.31%, 3.61/4), and leadership and collaboration (InTASC 10, 93%, 3.72/4). Candidate strengths in the areas of knowledge of students and leadership and collaboration were particularly strong. Candidate strengths in leadership and collaboration were evidence of EPP candidates utilizing technology to teach virtually. This platform required that candidates collaborate with their mentors and school personnel at a new level due to the virtual environment.

Areas identified for continuous improvement included differentiating instruction (InTASC 2 87.8%, 3.51/4), content knowledge (InTASC 4 86.41%, 3.46/4), assessment (InTASC 6 87.68%, 3.51/4) and utilizing multiple teaching strategies (InTASC 8 87.19%, 3.49/4). The areas of weakness in InTASC 3 are found in candidate's ability to differentiate technology strategies for diverse learners and differentiate in the common field lesson plan during Assistantship. This data needs to be analyzed through the lens of teaching during a pandemic (COVID 19). As the nation's teachers learned how to effectively teach students virtually the ability to utilize multiple instructional strategies was an evolving process. Closing the loop action plans include faculty training on specially designed instruction and instruction to support gifted and talented students by experts in the field (April 2021). Inter-rater reliability and validity were completed on the Initial Certification common assessments in the spring 2021 semester. This has improved fidelity of common assessments across campuses and faculty.

Students in the Department of Kinesiology and Recreation programs are performing well in relation to all the institutional learning goals. Our students are doing primarily better in relation to goal #1 (Liberal Knowledge and Skills of Inquiry, Critical Thinking, and Synthesis) and goal #2 (Core Skills) with an average of 90% or more of the students meeting or exceeding those goals. These two goals continue to be a strength of our programs when comparing this year's data with the previous year.

In terms of areas of improvement, the department programs need to dedicate more efforts toward goal #5 (Appreciation of Cultural Identities) where the average percentage of students meeting or exceeding the expectations was around 83% (the lowest in comparison with all the other learning goals). This percentage hasn't change at all from the previous assessment and this might be very much due to the pandemic and the limited ability for faculty to facilitate experiences that will come to address cultural understanding. More specifically, efforts need be dedicated in regard to student's ability to recognize and appreciate arguments supporting perspectives different from their own. The department will have to be more strategic and specific in

addressing the shortcomings in regard to this specific item. Furthermore, the department programs need to continue their efforts in strengthening student knowledge in relation to the following areas as well: make professional and personal judgments based on ethical considerations and societal values (under goal #4 Values and Social Responsibility), apply classroom learning in a combination of reflective practice and experiential education (under goal #3 Acquisition and Application of Specialized Knowledge), and understand and apply mathematical reasoning to evaluate and solve quantitative information and problems (under goal #2 Core Skills).

Based on the results presented here, the department needs to dedicate more effort to the following three areas: recognize and appreciate arguments supporting perspectives different from their own; apply classroom learning in a combination of reflective practice and experiential education; make professional and personal judgments based on ethical considerations and societal values; and understand and apply mathematical reasoning to evaluate and solve quantitative information and problems. To address the need to strengthen student's ability to recognize and appreciate arguments supporting perspectives different from their own, the faculty in the department will have to have a discussion and specifically plan for specific content to be integrated in their courses. One program emphasized that the low scores in this area were due to non-participation, which is not a true representation of the student knowledge and abilities. To address this shortcoming, the program is planning to increase the point value for the discussion assignment. Due to the pandemic, the faculty had limited ability to engage students in applying classroom learning in a combination of reflective practice and experiential education. We hope this will change in the new academic year and the faculty will have the ability to provide the experiential learning opportunities they used to do in the past. Otherwise, the department will have to engage in discussions on how to best use technology and virtual environments to engage students in hands-on experiences. To address the student's ability to understand and apply mathematical reasoning to evaluate and solve quantitative information and problems, the Exercise and Sport Science program is planning to provide students with more practice equations to the assignment portion of the course. Furthermore, the Recreation and Parks Management program is planning to integrate more budgeting content and practice opportunities in Excel in one of the courses. In addition, in order to address deficiencies in preparation (including student's ability to make professional and personal judgments based on ethical considerations and societal values), curriculum changes were proposed to better align course content and eliminate the strong emphasis on a few courses for assessment purposes. Instruments for data collection were revised to more accurately reflect the competencies that can accurately be addressed during an internship.

3. Graduate Assessment Summary: Calendar Year 2020

Candidate strengths for calendar year 2020 at the advanced certification level in the Department of Educational Professions include employment of data analysis to develop supportive school environments (A.1.1.c, 100%); Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents (A.1.1.d, 98%); and Supporting appropriate applications of technology for their field of specialization (A.1.1.e, 97.27%). Data reveal improvement from Fall 2019 to Spring 2020 for Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization (A.1.1.f, 85.96%). Advanced Programs faculty completed inter-rater reliability and validity evaluations of their common assessments. Their evaluation provided evidence that the common assessments were not providing the data needed for strong evidence of the CAEP Advanced Program proficiencies they were aligned to initially. EDUC 603 and EDUC 606 will be realigned by program faculty in May to accurately capture the knowledge, skills, and dispositions M.Ed. candidates should have in their foundational preparation as they begin their programs.

The results from the Department of Kinesiology and Recreation capture the percentage of students that have exceeded or met the established institutional learning goals. Overall, for all the graduate institutional learning goals 90% or more of the students showed competent proficiency or exemplary proficiency. Overall, the results depict that the majority of students in the graduate program in Recreation, Parks, and Sport Management met or exceeded the required competencies for the program and the university graduate learning goals expectations. It is important to mention that all the students who completed a thesis showed exemplary proficiency for the stated goals. All the students who completed a practicum as a capstone experience showed competent proficiency in two areas: breadth and depth of knowledge in the field of study and applied knowledge and skills in the discipline. The practicum capstone experience is available only for the students pursuing a concentration in Sport Management. In addition, one student who completed a research project showed unsatisfactory proficiency for all competencies. The student did not submit any preliminary drafts of work and did not communicate with the faculty during the semester. Thus, the work submitted was not at the level expected for a final capstone project.

We are planning to change the rotation for our courses to make sure students take relevant courses earlier in the program in order to strengthen their knowledge and skills in the discipline that will come to benefit their practicum work. Advising will be a critical piece as well in assuring students are successful in completing their practicum work. In addition, a new faculty will join the department in the Fall of 2021. Thus, the program will be able to offer multiple sections of core courses which will allow the sport management students to take core courses in the program taught by a faculty that will be able to make the content even more relevant for the sport industry.

College of Liberal Arts & Sciences

1. Impact on assessment from COVID-19-embedded within narrative.
2. Undergraduate Assessment Summary: 2019-2020 Academic Year

As of February (2021), all 33 programs in the College of Liberal Arts and Sciences (CLAS) have submitted student learning outcomes updates from the 2019-2020 academic year to the CLAS Assessment Council to be reviewed. After reviewing assessment updates, the Chair of the CLAS Assessment Council, Dr. Jill Morris, and Associate Dean Herzog selected three programs to highlight this year including Liberal Studies, Law and Society, and Wildlife and Fisheries. All three have implemented their assessment plans; utilized assessment as part of informed decision making; changed curriculum, courses, and/or assessment plans; and made continuous improvement to “close the loop.” Note that last year there were 34 programs. Ethnobotany was discontinued this past year.

The Liberal Studies (LBST) program had no student learning outcomes assessment done for a few years, but now the program has a new coordinator, Dr. Linda Steele, as of January 2020. She met with Dr. Scott Fritz and Dr. Cindy Herzog, Associate Deans of CLAS, on February 6, 2020 to develop a student learning outcomes assessment plan, and the final version was approved by Dr. Herzog. Dr. Steele implemented the plan in the spring 2020 semester and collected data in the LBST capstone course. The program has an assessment plan with learning outcomes tied to the Institutional Learning Goals of *Liberal Knowledge and Skills of Inquiry, Critical Thinking, and Synthesis; Core Skills; and Acquisition and Application of Specialized Knowledge*. Goals that were assessed in the capstone (LBST 450 course) included Developing a Rationale for Focus Area/Plan of Study, Demonstrating Research Skills, and Preparing Job Applications for Careers in Fields of Study. Learning outcomes were assessed using writing assignments, research, informational interviews, a video interview, and a job application. Data from rubrics was presented. The coordinator reviewed student strengths and weaknesses and then shared information with the LBST committee in the fall semester of 2020. She made changes in the course assignments to ensure student learning. Specifically, she will provide clearer

explanations for assignments, more detailed guidelines, further discussions, and more specific examples to follow in the LBST capstone course. The LBST program coordinator clearly analyzed data, discussed assessment results with a committee, and made informed decisions and changes to help students with their learning.

The Law and Society (LASO) coordinators, Dr. Scott Johnson and Dr. Dave Lewis, have been making improvements in the curriculum, course assignments, and assessment plan for several years. They consulted with Dr. Herzog each year about ways to make these improvements. The course that is used for assessment is the capstone, POSC 489, which was developed a few years ago in response to assessment efforts. The specified learning outcomes in the course are tied to the Institutional Learning Goals of *Liberal Knowledge and Skills of Inquiry, Critical Thinking, and Synthesis; Core Skills; and Acquisition and Application of Specialized Knowledge*. Exam and rubric data were collected and interpreted for the four learning outcomes: Articulating Multiple Views on Issues; Advancing and Defending Positions; Disciplinary Knowledge; and Writing about Issues in a Clear, Logically Sound, and Coherent Manner. The coordinators used the feedback from Dr. Herzog on the 2019-2020 report to write their 2020-2021 report since data is collected in the fall semesters. Results indicated for both reports that students wrote professional essays that were organized and had good formatting. The professor provided some coaching for students in these areas. The students, however, could do better on writing quality and content development. There may need to be more coaching in these areas in the future. When the LASO committee met to discuss student writing skills, the faculty decided to give students in the Constitutional Law class (POSC 422) an option to write a draft of their term paper or write an introductory section that will be reviewed by the instructor. The feedback should help the students improve writing quality, content development, organization, and format.

Another problem that was observed in the capstone course is that students are having difficulty with understanding the reasoning and justification for court decisions. For instance, students didn't seem to understand the justification for the Brown vs. the Board of Education decision. The LASO coordinating committee decided that there should be greater emphasis in the LASO program on the legal basis for court rulings. In Constitutional Law (POSC 422), students will have to present a second time if they fail to address the legal reasoning for Supreme Court decisions. Hopefully, this change in the course will help students understand justifications for rulings. Overall, the LASO coordinators are open to feedback and making changes to "close the loop" and to help students learn material. Dr. Johnson and Dr. Lewis will be collaborating with the LASO committee and members of the CLAS Assessment Council again in the future to improve curriculum, course assignments, and their assessment plan.

In the Wildlife and Fisheries (W/F) program, learning outcomes are assessed in the seminar course (BIOL 492). The learning outcomes are tied to Institutional Learning Goals of *Liberal Knowledge and Skills of Inquiry, Critical Thinking, and Synthesis; Core Skills; and Acquisition and Application of Specialized Knowledge*. The faculty in the program evaluate four student learning outcomes including Knowledge, Critical Thinking/Problem Solving, Communication Skills, and Job Preparation/Application. Data from an exam as well as rubric data from an oral research presentation and job application are reviewed. In looking at the data for the knowledge outcome, faculty discovered that General Biology and Genetics knowledge seem to be weak spots for students; therefore, they realized that basic concepts need to be repeated in later courses. Additionally, the Biology 149 course has recently changed and focused more on inquiry-based labs. That emphasis may be helping students in critical thinking and problem-solving, as scores have increased in those areas since the change was made. Another thing that seems to be helping students with critical thinking is that faculty are placing a greater emphasis on independent research and internships. Starting with the 2019 catalog, W/F students were required to complete either BIOL 494 (internship) or BIOL 499 (independent research). Another change was added to the capstone to help students with oral presentations and job applications. Faculty will be coaching and giving formal instruction on public speaking as well as construction of cover letters and resumes/CV's. Due to assessment, other changes were made to the curriculum including adding Interpretive

Biology and Natural History (IBNH) majors to the 492 seminar which is now called the Wildlife and Fisheries and IBNH seminar. The W/F and IBNH curricular committee is reviewing assessment data and procedures for improvement in overall assessment of student learning outcomes since the seminar has changed. In spring of 2021, new assignments and assessment activities will be used to collect pilot data. For instance, another presentation will be added to help students apply knowledge and interpret information. Students will also have a written assignment to assess their ability to use primary literature. Moreover, an exit interview and survey will be added to help students reflect on their educational experience. The results of the pilot study will be utilized to change the assessment plan and perhaps course and curriculum. There will be more communication amongst the faculty about assessment. In the past, there has been miscommunication and gathering of data that could not be interpreted. The pilot study will bring faculty together to look at data and make changes to “close the loop.”

In conclusion, significant progress in student learning outcomes assessment was achieved in several CLAS programs in the 2019-2020 academic year. All programs are doing assessment and making changes. Just three programs were highlighted in this report for using student learning outcomes assessment to make changes in the curriculum, courses, and assessment plans/procedures. Others could have been highlighted for excellence. It is of utmost importance for all programs to use data in informed decision-making to improve student learning and skills. The CLAS Assessment Council team will continue to monitor progress and ensure that all programs are “closing the loop.”

3. Graduate Assessment Summary: 2019 - 2020

Master of Science in Applied Computer Science

In the fall of 2019, the Department of Computer Science and Information Technologies' graduate committee began to discuss and develop a new course to enable the department to collect assessment data. They agreed to create a COSC capstone course. The department will change the program wording to require all students graduating from the program to take either COSC 700 or the capstone course. The addition of the capstone course will change the total hours of the MACS program from 30-credit hours to 30 to 31-credit hours. The department plans to put this proposal forward during the 2021 - 2022 academic year and be fully implemented starting the fall of 2022. During 2021 - 2022, the program coordinator will create rubrics that link the FSU Graduate Institution Learning goals to program learning goals and which use the results of course activities, assignments and projects in both COSC 700 and the capstone course as data for assessment. No assessment data were collected in 2019 – 2020.

Impact of Covid – Formal development of a proposal to alter the graduate program to incorporate the assessment mechanism and the creation of an assessment rubric were hampered due to the pandemic.

Master of Science in Counseling Psychology

The program assesses students on five learning goals that cover (1) breadth and depth of knowledge in the field; (2) communication of knowledge in the field; (3) analytical thinking in the field of study; (4) practices, values, and ethics of the profession; and (5) applied knowledge and skills in the discipline. These learning goals are evaluated through a combination of internship supervisor evaluations, written papers, responses to case studies, oral presentations, and research. All eight master's students earned “exemplary” scores for learning goals 2, 4 and 5. Similarly, nearly all earned exemplary scores for goal 1 with one scoring in the “competent” range. Regarding Goal 4 - Analytical Thinking in the Field of Study, the results were more widely distributed with two students earning scores of 5, one scored 4.5, four earned 4, and one graduate student tallied a 3.5. No changes to the assessment plan were deemed necessary however, some adjustments are planned to a few courses to address Goal 4 - analytical thinking goal.

Impact of Covid – The writer of the report indicates that preparation for comprehensive exams in the unit is always stressful for graduate students but was compounded due to the pandemic and this seems to have impacted assessment scores; last year most students received exemplary scores on the analytical thinking goal but in this report, the majority were “competent.” The threat of the pandemic presenting financial challenges to graduate students also may have added to their anxiety. Further, graduate students with internships, ran the risk of being furloughed as a result of the crisis.

Master of Science in Nursing – Leadership and Management Track, Education Track

The MSN assessment plan measures student learning outcomes based on the nine American Association of Colleges of Nursing Master’s Essentials. Data were collected from the students’ capstone assignments for the past academic year. These are analyzed the following fall semester, therefore the data presented was for summer 2019 through spring 2020. Each Essential is scored on a 1-4 Likert scale where 1=unsatisfactory, 2=below satisfactory, 3=satisfactory and 4=excellent performance. The benchmark set by the program is a minimum of “3.” The expected level of achievement for 2019 – 2020 was attained on all nine of the Essentials; in the last report, achievement was reached on six of the nine benchmarks. Changes made in the capstone course appear to have to address deficiencies and further refinement of assessment tactics for next cycle may include an e-portfolio and a cumulative paper. All four master’s concentrations will have graduates and data included in the 2020 – 2021 assessment report.

Master of Medical Science in Physician Assistant Studies

This report for 2019 – 2020 constitutes the first assessment of graduate students in the Physician Assistant program. Overall, 25 students were assessed on the five program goals using the rubric developed in 2018 – 2019. The measuring instrument employed a four-point scale ranging from 1 – Unsatisfactory to 4 – Exemplary. The standard of achievement for the students was a 3 – Competent. All 25 students were judged to be Exemplary on Goals 4 and 5 – “Practices, values, and ethics of the profession” and “Applied knowledge and skills in the discipline.” Twenty-four students scored at the competent level or higher on Goals 2 and 3 – “Communication of knowledge in the field of study” and “Analytical thinking in the field of study.” However, on Goal 1, “Breadth and depth of knowledge in the field of study,” 11 students scored lower than Competent. Faculty report that they will use the data and review the methods of assessment and instruction to attempt to improve the results relating to Goal 1 in 2020 – 2021.

Master of Science in Wildlife/Fisheries Biology & Applied Ecology and Conservation Biology

Five graduate students completed degrees during the 2019-2020 academic year – all in the Applied Ecology and Conservation Biology graduate program and none in Wildlife & Fisheries Biology. Each student successfully wrote a research-based thesis, publicly presented their results, hosted a Q & A afterward, and underwent an oral defense of it, as well. There was only one evaluator as two faculty members who were graduate student advisors, left the University for New Positions and were not available to participate in the assessment activities. The evaluator used a rubric with ratings ranging from 1 Unsatisfactory to 5 Exemplary to determine levels of achievement on each of the five goals. A score of 3.5 is considered the minimum level of achievement. Assessment scores for the students ranged from 3.8 to 5, with an overall average of 4.60. Averages for the five learning goals ranged from 4.4 to 4.8. Generally, students demonstrated excellent presentation skills during the public presentation and were well versed in their respective research areas. Revisions to theses requested by graduate committees were minor for 4 of the 5 students. The other student required several revisions prior to the thesis being accepted. No modifications of the assessment plan are planned.

Impact of Covid – The pandemic impacted Department of Biology graduate programs in various ways. The graduation of at least one student, possibly two, was delayed because of it. In both cases, limited, direct

interactions between the students and committees delayed thesis writing. One of these students has since graduated and the other is nearing completion of the thesis. The graduation dates of other students beginning degree programs during the 2019-2020 have been delayed because of limited opportunities to conduct thesis research due to restrictions imposed because of the virus. Uncertainties related to funding assistantships caused reluctance of faculty to seek new graduate students and contribute to further delays in the research of current graduate students.

General Education Program Assessment Summary

1. Impact on assessment from COVID-19

Report narratives are due from participating department partners July 30, 2021

2. Summary of GEP Assessment

To be added post July 30, 2021.

SLAAG and GLAAG Recommendations to AIEC and UAC

Based on its review of university-wide student learning outcomes assessment activities this past year, SLAAG/GLAGG makes the following recommendations to AIEC and UAC:

- Assure continuing opportunities for professional development and training related to student learning outcomes assessment, specifically exploration of the feasibility of assessing a student's learning at a mid-point in a course and or program of study.
- Recognition of future gaps in data collection due to COVID-19 disruptions in the continuity of instruction.
- Ensure that staffing and technology resources for the University and Office of Assessment and Institutional Research are aligned with FSU's commitment to high-quality student learning outcomes assessment.
- Continue to investigate and potential implement the integration of FSU's learning management system (Canvas) and an assessment management system such as Portfolium.
- Urge academic departments, colleges, and faculty governance to examine existing reward structures for faculty work related to student learning outcomes assessment and to engage external stakeholder groups to provide feedback to inform assessment plans.
- Encourage and support the development of student learning outcomes assessment in cocurricular activities.
- **AIEC requests a response from the UAC/AIEC related to how recommendations were received and resource allocations made to advance the SLAAG/GLAAG recommendations.**
- **Work to ensure that all faculty understand the diagnostic value of assessment and how learning outcomes can help faculty target topics or skills for improvements in instruction.**