



SLAAG/GLAAG Report 2020

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College of Business

Undergraduate Assessment Summary: 2019-2020 Academic Year

The seven undergraduate learning goals for the CoB were unchanged in 2019-2020 from the preceding academic year. These goals include skills and abilities in: 1) written communication, 2) oral communication, 3) critical thinking and problem solving, 4) teamwork and leadership, 5) ethical reasoning, 6) business core knowledge, and 7) a global perspective on business.

Assessment of these learning goals changed only slightly from the prior academic year. The assessment of oral communication was moved from CMST 122 to MGMT 405. The learning goal of oral communication had been the only learning goal not assessed by CoB faculty, so moving this task back to the CoB was desirable. A second change was moving administration of the multiple-choice AoL exam of general business knowledge (measuring the learning goal of general business knowledge) to an online environment rather than face-to-face. Given the unexpected COVID-19 pandemic that affected data collection in Spring, 2020, this was fortunate timing. Additionally, instead of all students in the orientation and capstone courses answering all questions on the 130 item exam, each student received a randomized draw of 50 questions from the 130 item testbank in Canvas. This was done to diminish student burnout on a long exam, while also ensuring that each test item was answered by a subset of students large enough to compute statistics for each question.

The CoB employs a “pre” and “post” test format for the exam of general business knowledge, administering the test to students in an orientation class to the CoB and then in the capstone class at the time of graduation. Comparison of pre and post groups for 2020 revealed a 26.93 point difference in mean percent of questions correctly answered (44.83 versus 71.76), and this is significant ($p < .001$) by independent samples t-test. The conclusion is that instruction enhances exam performance.

Data collection for two undergraduate learning goals, oral communication and leadership, was adversely affected by the COVID-19 pandemic. Measurement for both of these goals is behavioral, normally collected in a face-to-face setting. Issues from the pandemic resulted in samples that were much smaller than normal. That is, only data collected prior to conversion to online instruction was available. As in prior years, the

undergraduate learning goal of critical thinking and problem solving continued to exhibit the most profound student under-achievement. For three of five dimensions of that goal, the percent of students performing below expectations was in the 30% to 70% range.

Graduate Assessment Summary: 2019-2020 Academic Year

The six graduate learning goals for 2019-2020 and the process of assessment were unchanged from the prior academic year. The goals include skills and abilities in: 1) written communication, 2) ethical reasoning, 3) strategic integration and critical thinking, 4) leadership, 5) a global perspective, and 6) decision making under uncertainty. Data was collected for all goals except global business perspective. The faculty evaluator for that goal was out-of-state and experienced difficulty accessing the embedded assignment upon which the goal is based in Canvas after the semester ended.

Student achievement on the graduate learning goals generally met expectations, except for the goal of strategic integration of information and critical thinking, where student performance was below expectations for about 50% of students on two of four criteria. Assessment of this goal takes place in MGMT 680, the capstone course for the MBA program. Students may not have had to link financial metrics of the firm to strategy prior to this course, and this might explain the overall weak performance on the two dimensions. Integration of knowledge and application of that knowledge to solve problems is a difficult skill to master. This was the most problematic goal in the MBA program in the 2017-2018 and 2018-2019 academic years as well.

An exit survey question asked students in the capstone courses whether AACSB accreditation for the CoB was a “substantive influence” on their decision to attend the program here. For undergraduate students, 30% (10 of 33) said accreditation was an important influence, but this rose to 68% of MBA students (13 of 19 responding) saying that AACSB accreditation was important.

College of Education

Undergraduate Assessment Summary: Calendar Year 2019

Candidate strengths for the calendar year (spring 2019/fall 2019) at the undergraduate level in the **Department of Educational Professions** included learning environments (InTASC 3), application of content (InTASC 5), instructional strategies (InTASC 8), professional learning and enthusiasm for teaching (InTASC 9), and leadership and collaboration (InTASC 10). Candidate strengths in the areas of knowledge of students and valuing and promoting critical thinking were especially strong. Areas for continuous improvement included differentiating instruction (InTASC 2) and planning for instruction (InTASC 7). The areas of weakness in InTASC 2 are found in candidate’s ability to differentiate technology strategies for diverse learners and differentiate in the common field lesson plan during Assistantship. Areas of weakness in InTASC 7 are found in the planning for technology in the Technology 5 assessment.

Department of Kinesiology and Recreation students are doing primarily better in relation to goal #2 (Core Skills) and goal #1 (Liberal Knowledge and Skills of Inquiry, Critical Thinking, and Synthesis) with more than an average of 90% the students meeting or exceeding those goals. In terms of areas of improvement, our programs could 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). More specifically, efforts could be dedicated towards the following areas: understand the cultural and social exercise of power; and recognize and appreciate arguments supporting perspectives different from their own. This goal is even more imperative now considering current events in the country and the need to address racism and social injustice at our colleges and in our classes. Furthermore, the department programs need to continue their efforts in strengthening student knowledge in relation to the

following areas as well: demonstrate an awareness of and appreciation for the natural environment (under goal #4 Values and Social Responsibility), demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers (under goal #3 Acquisition and Application of Specialized Knowledge), comprehend and critically interpret information in written and oral forms (under goal #2 Core Skills), and acquire research skills and specialized vocabulary for critical discourse (under goal #3 Acquisition and Application of Specialized Knowledge).

Graduate Assessment Summary: Calendar Year 2019

Department of Educational Professions candidates' strengths for spring 2019 at the advanced certification level include learner development (InTASC 1), learning differences (InTASC 2), application of content (InTASC 5), assessment (InTASC 6), planning for instruction (InTASC 7), instructional strategies (InTASC 8), professional learning and ethical practice (InTASC 9), and leadership and collaboration (InTASC 10). Areas for continuous improvement include learning environments (InTASC 3), and content knowledge (InTASC 4).

CAEP transitioned from using InTASC standards to proficiencies for Advanced Programs in fall 2019. All rubrics used in the Advanced Programs were analyzed and updated and tagged to the 6 new Advanced Program proficiencies. The 6 proficiencies are: (1) Applications of data literacy; (2) Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; (3) Employment of data analysis and evidence to develop supportive school environments; (4) Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; (5) Supporting appropriate applications of technology for their field of specialization; and (6) Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. Advanced Programs candidates demonstrated strengths in each proficiency. The only area identified for continuous improvement was APA citations in Proficiency 6.

The Department of Kinesiology and Recreation data for graduate students reported capture the percentage of students that have exceeded or met the established institutional learning goals. Overall, as it can be observed in the table, for all the graduate institutional learning goals 90% or more of the students showed competent proficiency or exemplary proficiency. The most variance was observed for Goal #1 Breadth and depth of knowledge in the field of study, Goal #3 Analytical thinking in the field of study, and Goal #5 Applied knowledge and skills in the discipline, in which marginal competency was reported for one student. 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 the students who completed a practicum as a capstone experience tended to show less proficiency in the competencies assessed as compared with the students who complete a research project.

College of Liberal Arts & Sciences

Undergraduate Assessment Summary: 2018-2019 Academic Year

As of February (2020), 31 of the 34 programs in the College of Liberal Arts and Sciences (CLAS) have submitted student learning outcomes updates from the 2018-2019 academic year to the CLAS Assessment Council to be reviewed. Those programs that have not submitted outcomes include Ethnobotany, Liberal Studies (LBST), and Social Science. The Biology Department has recommended discontinuation of the Ethnobotany major and will initiate paperwork to formalize the process. The LBST program has a new coordinator, Dr. Linda Steele, who was hired in January of this year. She met with Dr. Scott Fritz and Dr.

Cindy Herzog, Associate Deans of CLAS, on February 6 to develop a student learning outcomes assessment plan, and the final version was approved by Dr. Herzog. Dr. Steele will implement the plan this spring semester and collect data in the LBST capstone course. Dr. Steele was also hired during January of 2020 to coordinate the Social Science program. She consulted with Dr. Fritz, Dr. Herzog, and Dr. Jodi Eirich (College of Education) to develop a student learning outcomes assessment plan for Social Science to be implemented this spring semester in the Social Science capstone course. Dr. Herzog approved this plan.

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 Mass Communication, Spanish, and Visual Arts. All three have implemented their assessment plans; utilized assessment as part of informed decision making; changed curriculum, courses, and/or assessment plans accordingly; and made continuous improvement to “close the loop.”

- 1) The Mass Communication program has an assessment plan with specified learning outcomes tied to the Institutional Learning Goal of ***Acquisition and Application of Specialized Knowledge***. Some of the assessment of writing skills could perhaps be tied also to ***Core Skills***. Goals that were assessed in the capstone (MCOM 498 course) included: identifying key terms, applying legal and regulatory impacts, critical analyses of the aesthetic qualities of a mass media product, and job readiness. Learning outcomes were assessed using an exam that faculty developed, writing assignments, and a career portfolio (cover letter and resume). Data included percentages for the exam and rubric data (numbers of students and percentages) for the writing assignments and career portfolio. The department looked overall at student strengths and weaknesses. They then made changes in the curriculum, course assignments, and assessment procedures to ensure student learning. Curricular changes were made for the 2019-2020 academic year to help with course sequencing and teaching key concepts which should ultimately help students on the assessment exam and capstone assignments. Specifically, MCOM 485 and MCOM 447 were made prerequisites for MCOM 498. The content in those prerequisite classes help prepare students for the capstone course. To help students with the legal and regulatory impact assignment, instructors are going to give more detailed instructions in the capstone course. Instructors will re-emphasize explicit legal concepts, encourage students to make more connections, give students an example of good written work, and instruct students to give more details in their answers. For the critical analyses of aesthetic qualities assignment, faculty decided to have students watch the same artifact instead of giving them choices. It is also believed that the new curricular changes will help students do better analyses. Additionally, faculty will be researching and providing more resume and cover letter examples for students. Faculty will emphasize and instruct students on grammar, syntax, and details. Finally, the department, overall, has been making small changes in the assessment plan and procedures for several years. An assessment plan was submitted for the 2020-2021 academic year and reviewed by Dr. Morris. The departmental assessment committee continues to review the assessment exam for validity, and new questions will be submitted and reviewed by the committee. The faculty also decided to give the assessment exam at the end of the semester in the capstone course rather than at the beginning. The Communication Department clearly analyzes data, talks about assessment results, and makes informed decisions and changes to help students learn what they need to learn for the profession.
- 2) The Spanish program has learning outcomes that are clearly defined by the American Council on the Teaching of Foreign Languages (ACTFL). Those outcomes are listening comprehension, reading, speaking, and writing. Additionally, students are evaluated here at FSU on aspects of culture. The courses that are used for assessment are Spanish 250 (Overview of the Spanish Language) and Spanish 489 (Capstone). The specified learning outcomes are tied to the Institutional Learning Goals of ***Core Skills, Acquisition and Application of Specialized Knowledge, and Appreciation of Cultural Identities***. Rubric data (numbers of students and averages) were collected and interpreted for oral presentations, portfolios of documents, and interviews with the instructor. All of these activities were communicated

in Spanish. Results indicated that faculty need to discuss how to increase the frequency of using Spanish language and conversations during classes, do more analytic reading activities in upper level courses, and emphasize the importance of the Hispanic culture in literature. Study abroad and other experiential opportunities are essential for students and need to be provided. Also, it is necessary to increase writing experiences for students using Spanish. After getting feedback from the CLAS Assessment Council, the program included more information about the assessment process in the student learning outcomes update this academic year. Overall, the Spanish faculty are open to feedback and will be collaborating to emphasize course content, assignments, and applications to increase students' Spanish language skills and knowledge of culture.

- 3) In the Visual Arts Department, learning outcomes are assessed in ART 291 (Studio Focus Review) and ART 491 (Senior Review). The department's newly simplified learning outcomes are tied to Institutional Learning Goals of ***Acquisition and Application of Specialized Knowledge*** and ***Core Skills***. All full-time faculty in the department participate in studio focus reviews as well as senior reviews to evaluate six student learning outcomes including: evidence of historical research/industry practices, evidence of working knowledge of design principles, original concept of form/idea, media control, professional level of presentation/display of portfolio, and verbal presentation skills which include self-assessment. Average scores were compared to previous years' means. Also, faculty wrote free responses that highlighted student strengths and weaknesses. Faculty discussed the reviews and how to improve students' skills. They agreed on several things that would help students in ART 291 including: emphasizing historical research as well as current trends, encouraging students to do a minor in Art History, doing mandatory mock reviews before Studio Focus Reviews, increasing the number of out-of-class projects, requiring students to enter an exhibition, and having students submit at least one matted and framed two-dimensional artwork for the review. To help students' skills in ART 491, faculty discussed encouraging students to complete a minor in Graphic Design, Fine Arts, or Art History. They also agreed that there should be mock reviews when appropriate in advanced studio courses, increased numbers of out-of-class projects/assignments, development of skills in technology/materials/tools, and fostering of students' abilities to plan a group exhibition. Students need to be trained to think analytically and creatively to produce artwork that reflects personal aesthetics as well as commercial interests. Students should also enroll in Art Criticism in their junior year.

In conclusion, significant progress in student learning outcomes assessment was achieved in several CLAS programs in the 2018-2019 academic year. 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. 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 ensure that all programs are "closing the loop."

Graduate Assessment Summary: 2018-2019

1. Master of Science in Applied Computer Science

The current assessment plan for the program was splintered and difficult to implement. There was not a common point in the program where assessment of students could take place. The program has COSC 700 Master Research Paper of Project, but the course is optional and not every student that completes the program takes this course. In order to solve this problem, the graduate committee decided to create a new required course for the program – a capstone. Since the graduate catalog is updated on a two-year cycle, the new course and program revisions will be implemented in the fall of 2020. The new course and program changes will be submitted to faculty governance for approval during the 2019/2020 academic year.

2. Master of Science in Counseling Psychology

The program assesses student on five learning goals that cover breadth and depth of knowledge in the field (1); communication of knowledge in the field (2); analytical thinking in the field of study (3); practices, values, and ethics of the profession (4); and applied knowledge and skills in the discipline. These learning goals are evaluated through a combination of internship supervisor evaluations, written papers, oral presentations, and research. Students scored “exemplary” or “competent” for each learning goal with an average performance of “exemplary” for all five learning goals. One student did score below a “4” on Learning Goal 3, but no explanation was offered. No changes to the assessment plan were deemed necessary.

3. Master of Science in Nursing/Administration & Education Tracks

The MSN Assessment Plan assesses student learning outcomes based on the nine AACN Master’s Essentials. Data is collected from the students’ capstone assignment for the past academic year. These data are analyzed the following fall semester, therefore the data presented was for the 2017-2018 academic year. 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 “3”. The expected level of achievement was attained on six of the nine Essentials. Performance on Essentials #2 and #4 fell below the benchmark- 2.8 for each for students in the administration concentration. These two Essentials deal with communication in a health-care setting. The program will require an oral presentation of their capstone project starting spring 2019.

4. Master of Medical Science in Physician Assistant Studies

This is a new degree program matriculating the first cohort in May 2019. Assessment data will be collected as this first cohort and subsequent cohorts progress through the program.

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

This is the first assessment conducted by the Department of Biology using a rubric reviewed by the Provost’s Office, but is still being refined by the Graduate Program Committee in the Department. There are five learning goals assessed using (1-2)-5 Likert scale with 1- 2=unsatisfactory and 5=exemplary. Five graduate students completed degrees in the 2017-2018 academic year: 4 in Applied Ecology and Conservation Biology and 1 in Wildlife/Fisheries Biology. The average assessment score based on the five learning goals ranged from 3.8 (exceeding “Marginal” and approaching “Competent”) to 5 (exemplary) with an overall average of 4.36. Generally, students demonstrated a high degree of proficiency in research topics and performed adequately in presenting and defending their research outcomes. No explanations were given for the two students scoring an average of 3.8 and no modification of the assessment were put forward.

General Education Program Assessment Summary

SLAAG and GLAAG Recommendations to AIEC and UAC

Based on its review of university-wide student learning outcomes assessment activities this past year, SLAAG/GLAAG 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 in the Office of Assessment and Institutional Research are aligned with FSU’s commitment to high-quality student learning outcomes assessment.

- Investigate the integration of FSU's learning management system (Canvas) and an assessment management system such as Portfolium.
- Examine alternative reporting platforms (possible replacements for Compliance Assist).
- 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.