

B6. Use of Evaluation Data

The school engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings.

The school implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.

- 1) Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.**

In 2013 the college established a Blended Learning Taskforce, with a mission “to examine application of new technologies to enhance the effectiveness of teaching in the College of Public Health and Health Professions.” While the foundation for blended learning was set between 2013 and 2016, the college’s instructional design team members have supported and promoted blended learning over the past three years to reach beyond the early adopters and encourage more faculty to teach in a blended format. These efforts have led to increases in the number of blended courses. Specifically, there were 93 fully blended courses in 2017-2018, 115 fully blended courses in 2018-2019, and 120 fully blended courses in 2019-2020. To achieve this level of blended learning in the college, a dedicated recording studio was built in 2016. Faculty schedule time in the studio to record with the assistance of a multimedia specialist, who handles all aspects of video production. The studio is fully outfitted with professional equipment, including a teleprompter, lightboard and green screen, which composites PowerPoint slides and other teaching content behind the faculty while they teach. Additional instructional content is also produced in the studio, including demonstrations, interviews, dramatizations and patient testimonials. These resources enable faculty to create high-quality recordings that students access outside of class. In class, students engage in active learning that promotes the application of the concepts learned in the recorded material. Recorded lectures are closed-captioned, which benefits not only those who are hearing impaired but also those whose first language is not English, and any student who learns best while reading and listening. Transcripts of the closed captions have also been made available to students. The early adoption and continual expansion of blended learning in the college became highly advantageous during the 2020 COVID-19 pandemic. Having a high percentage of faculty who were already delivering online lectures positioned the college to move very quickly to convert 129 in person course sections to fully online delivery while maintaining high quality instruction.

Example 2. Improving the quality of instruction.

As the Blended Learning Task Force moved towards implementation of blended courses throughout the college, the focus on educational quality and state-of-the-art methods transitioned to an integral part of the structure of the college. In 2016, the position of assistant dean for instructional design and educational technology was created and filled. Through this office, additional blended courses were developed, and other issues involving educational quality were identified. The highest priority issues were (1) relatively low course evaluation response rates, (2) needs of faculty for instructional design support, and (3) large class sizes in several undergraduate core courses. In the 2017 and 2018 State of the College addresses, the dean identified a goal of enhancing teaching quality, specifically addressing these priority issues. Efforts to address these issues were coordinated by the assistant dean with advice from former members of the Blended Learning Task Force. The specific steps the college took are identified below.

To improve course evaluation response rates, instructors and academic staff sent frequent email reminders to enrolled students during the time period when the electronic course evaluation site was open; academic coordinators emphasized the importance of course evaluations to their students; and time during the last class session of each course was allocated to complete the

evaluation for students who had not already done so. Instructional support needs were addressed by hiring two additional instructional designers. They developed online modules for faculty use, conducted face-to-face workshops on specific topics, and provided individual consultation to faculty members. To improve faculty-student ratios in classrooms, the college took advantage of UF's Faculty 500 initiative and over two years, hired 26 faculty, including 12 with primary assignments in teaching and research and 14 with primary assignments in teaching. This increase in faculty resources allowed the college to divide large undergraduate core courses into multiple sections, each capped at 49 or fewer students.

These steps have changed the instructional landscape in the college. During the past three years, course evaluation response rates increased from 39.18% to 51.87%, the number of courses that received instructional design support increased from 77 to 138, and the number of core undergraduate courses with more than 49 students in a single classroom dropped from 19 to one.

Example 3. Enhancing the impact and visibility of research conducted by college faculty.

After several years of successful efforts to increase research activity in the college, the number of applications submitted and the rate of application success were steadily increasing. These accomplishments were due in large part to university support for recruitment and hiring of pre-eminent scholars, ongoing communication and attention to research opportunities and metrics from the associate dean for research, and the increased strength of the college research support team. Given the college's research success, enhancing the impact and visibility of college research was added as a college priority in the dean's 2017 State of the College address. Three key measures and specific steps related to this priority were identified. The measures, as shown in Table B5-1.2, Objective 2.3 are the number of articles authored by faculty and published in high impact journals (impact factor 5-10, and >10), the number of national/international meetings hosted by departments or at the college level, and the number of presentations by national and international leaders hosted by the college.

To encourage publications in high impact journals, department chairs routinely include this objective in annual evaluation discussions and goal setting with faculty who conduct research. A sample goal would be: *submit x number of articles in journals with an impact factor of at least x*. Focusing on this measure has increased the number of publications with an IF of 5 to 10 from 51 in 2017-2018 to 73 in 2019-2020.

Hosting national and international meetings by departments and the college has been encouraged during meetings of the Executive Leadership Committee and at departmental faculty meetings. The college also provides funds to host highly regarded national and international keynote speakers for the college's annual Research Day and the Dean's Scholar speaker series. At the department level, leaders in specific areas of public health and in the health professions are frequently invited to give freestanding presentations, as well as addresses within organized professional meetings hosted at UF. Both professional meetings and invited presentations provide opportunities for national and international researchers to become familiar with the college and the research conducted by the faculty, as well for PPHP faculty and these outstanding researchers to engage in collaborative discussions that can contribute to innovative approaches to the next generation of studies.

The college hosted 16 meetings in 2017-2018 and 2018-2019. Within the same time period, the number of presentations increased from 122 to 174, a sizable increase. The COVID-19 pandemic effectively prevented on campus activity from March, 2020 through the end of the calendar year. Therefore, the college has used the Zoom platform for speakers, which it continues to utilize now, in February 2021.

- 2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

Strengths:

- The three examples presented in this section document how the college translates evaluation findings into specific programmatic plans. In turn, evaluation measures are monitored for improvement on at least an annual basis to assure that the changes implemented are contributing to expected improvements.
- The dean provides a summary of key priorities and progress to key college stakeholders on an annual basis.

Weaknesses:

- The process works well for the college. No weaknesses were identified.

Plans for improvement:

- Not applicable