

2009–2010  
Institutional Effectiveness  
Quality Improvements  
*Success Stories*

August 4, 2010



# Improvements: Provost A

## *College of Health and Public Affairs, Dean's Office*

**Assessment method:** Chair and research faculty survey; grant application submissions and awards.

**Results:** Established baseline for tracking grant submission/awards and research faculty mentorship.

**Action taken:** Created COHPA Faculty Research Fellowship Program.

**Improvement:** Grant applications increased by 150% from \$6.4M to over \$16M; grant awards increased 14% from 36 to 41.

# Improvements: Student Development and Enrollment Services

## *Counseling Center*

**Assessment method:** Students who participate in the QPR training will perceive increased knowledge by indicating their response of “agree” or “strongly agree” on the following statement: “As a result of this training I feel more comfortable to talk about suicidal thoughts or feelings with someone I am concerned about” as measured by evaluation forms.

**Results:** A sample of 509 students completed the evaluation forms. 90.8% of the students responded “agree” or “strongly agree” to the following statement: “As a result of this training I feel more comfortable to talk about suicidal thoughts or feelings with someone I am concerned about.”

# Improvements: Student Development and Enrollment Services *Counseling Center (continued)*

**Action taken:** In an effort to expand on collecting data related to student learning outcomes, qualitative data and more direct measures were collected to better assess outcomes in the following year's plan.

**Improvement:** Qualitative feedback obtained from the evaluation forms was used to improve the program by creating a specific learning plan that incorporated various learning styles such as additional role plays, group interaction, and detailed examples of how QPR has been used. In addition, by adding a new direct measure, we were able to gather specific information about the program and its overall effectiveness.

# Improvements: Student Development and Enrollment Services

## *Student Academic Resource Center*

**Assessment method:** 1. Generate rosters and records of participation in Physical Science (PSC) 1121 Supplemental Instruction (SI) sessions; 2. Analyze final semester grades to compare academic performance of participants in AST 2002 tutoring versus non-participants.

**Results:** Participants in PSC 1121 SI sessions had significantly higher mean final grades, were more likely to receive A, B, or C grades, and less likely to withdraw or receive D or F grades.

# Improvements: Student Development and Enrollment Services

## *Student Academic Resource Center (continued)*

**Action taken:** Continue SI services for PSC 1121 with stronger collaboration with physics faculty; improved selection and training of SI leaders for PSC 1121 courses.

**Improvement:** SI sessions continued to be effective the following year with significant increase in student participation in PSC 1121 SI sessions in subsequent academic years.

# Improvements: Student Development and Enrollment Services

## *University Testing Center-CLAST Services*

**Assessment method:** 1. Generate Transfer Student Report to identify, track, and target transfer students with more than 60 hours who are CLAST-liable ; 2. Send email notification for on-line CLAST presentation and quiz; 3. Compare and analyze results of locally developed on-line quiz.

**Results:** Transfer Student Report and email notification was effective and reduced the number of CLAST-liable transfer students; Locally developed on-line quiz was not utilized by students.

# Improvements: Student Development and Enrollment Services

## *University Testing Center-CLAST Services (continued)*

**Action taken:** Implement and continue using Transfer Student Report and email notification; Continue collaboration with Registrar's Office and Transfer and Transition Services to identify, target, and intervene with CLAST-liable transfer students.

**Improvement:** Transfer Student Report and email notification continued to be effective the following year.



# Improvements: President's Division

## *Equal Opportunity and Affirmative Action Programs*

**Assessment method:** The objective was to utilize EO and AA's Minority Community College Transfer Scholarship program to enhance the pool of protected-class students enrolling at that level with the A.A. The program awards priority to majors in STEM disciplines. One assessment method for 2008-09 was to calculate an increase in the Spring 2009 renewal rate for the senior year of study, based on student records.

**Results:** Increasing the renewal rate is an ineffective measure of program success. A lower renewal rate can be a sign of success.

# Improvements: President's Division *Equal Opportunity and Affirmative Action Programs (continued)*

**Action taken:** EO and AA verified incoming major and graduation major, noting STEM disciplines as a priority. The “annual rate of success” was calculated as a best-of-three years standard, which controlled for any annual fluctuations. The renewal rate was assessed and its logic was compared with measuring the annual rate of success.

**Improvement:** Acceptable academic progress and graduation now are combined to calculate the rate of success. A false-positive report of success has been avoided when students continue scholarship-supported enrollment after they could have graduated. The rate of success is used as the effectiveness measure for this program. A goal will be set for 2010-11 regarding attraction of a competitive pool to ensure that this program remains viable. That goal will be based on three years of data.

# Improvements: President's Division

## *Ombuds Office*

**Assessment method:** Position UCF to become the first Florida university in the State University System to have a certified Ombuds Officer by fiscal year-end, 2010.

**Results:** All Ombuds certification eligibility requirements were met and exam was successfully completed by December 4, 2009. The Board of Certification for Certified Organizational Ombudsman Practitioners (CO-OP) granted certification on February 26, 2010.

# Improvements: President's Division

## *Ombuds Office (continued)*

**Action taken:** Ombuds Officer attended and participated in appropriate training and workshops throughout the fiscal year to prepare for certification examination, and ensured that the job description, Web site, brochures, and all descriptions of the UCF Ombuds Office reflected adherence to the International Ombudsman Association (IOA) Standards of Practice and Code of Ethics by the examination deadline.

**Improvement:** Certification by the CO-OP recognizes and demonstrates the required knowledge and experience as an organizational ombudsman. Certification enhances the status and credibility of the profession and presents a reliable image of the UCF Ombuds Officer to the public. Future assessment methods will be used to promote, examine, and maintain the key ethical values and standards of practice defined by the IOA.

# Improvements: Provost A

## *College of Engineering & Computer Science Dean's Office Plan*

**Assessment method:** AAO's Academic Alert program identified 108 students at risk of probation in Fall 08 (high risk with <2.25 cumulative UCF GPA; medium risk 2.25-2.50 UCF GPA). These students were asked to participate in an online, Tegrity lecture workshop instead of the basic ppt workshop used in the previous year.

**Results:** Of the 38 students who completed the online workshop, 92% improved or remained stable in their performance.

# Improvements: Provost A

## *College of Engineering & Computer Science Dean's Office Plan (continued)*

**Action taken:** Enhanced workshop by including a Tegrity lecture instead of a basic ppt. Invited students in the medium risk range to participate. Required an advising meeting for high risk students returning to "at risk" status.

**Improvement:** Compared to the previous year (Fall 07) when the ppt workshop was used for high risk students only, there was an increase of 15 percentage points (92% vs. 77%) in workshop students with improved or stable performance.

# Improvements: College of Engineering and Computer Science

## *Information Technology B.S.*

**Assessment method:** 70% proficiency on the test questions that address programming and algorithm design concepts and principles on the final examination in COP 3330 and COP 3502.

**Results:** 100% (20 out of 20) of the students met the 70% proficiency threshold.

**Action taken:** Increased the number of programming assignments using Java.

**Improvement:** Improvement achieved from 2008-09 to 2007-08. COP 3330: 87.0% (67/77) fall 08 and 71.4% (55/77) fall 07. COP 3502: 85.5% (53/62) fall 08 and 54.8% (34/62) fall 07.

# Improvements: College of Engineering and Computer Science

## *Digital Forensics M.S.*

**Assessment method:** All students will score at least 70% proficiency on embedded test questions that addressed computer and networking technologies.

**Results:** CGS 5131: 71% (29/41); CGS 5132: 95% (35/37). A higher percentage of students performed well in CGS 5132 probably due to fewer qualified students withdrawing from the program after CGS 5131.

**Action taken:** Added remedial materials on computer technology in CGS 5131.

**Improvement:** No assessment results were collected in 2007-08 cycle because MSDF started in spring 2008. Data analysis for 2009-10 is in progress.



# Improvements: College of Business Administration

## *Sport Business Management M.S.*

**Assessment method:** Essay Exam and critical application. To ensure Sport Business Management students understand material and apply learning to other professional sport business areas. Students read The NASCAR Way and responded to one of two essay questions on an exam.

**Results:** Based on a rubric. Mean 90% (Range 79%-92%), N=22, 68% (N=15) scored 85% or better.

**Action taken:** Scoring template created following 2007-08. Acceptable performance improved from 45% to 68%. Positive change demonstrated, but improvement still desired.

**Improvement:** To determine if subject matter impacts performance, the reading assignment was changed for 2009-10, because students were not familiar with NASCAR. Assessment will examine the effectiveness of the new reading material.

# Improvements: Administration and Finance

## *Human Resources*

**Assessment method:** Tracking e-mail and telephone calls and communication "categories."

**Results:** HR identified 33 categories of common communication requests. Despite budget cuts, 25% reduction in staff, and PeopleSoft update, HR managed to return 94% of all e-mails/calls received within 24 hours.

**Action taken:** Data collection and benchmarking to understand the cause and solution.

**Improvement:** Managed the categories identified to achieve a 65% reduction in calls/e-mails. Used current resources on the HR website as an inexpensive communication tool. Created Online Processors and Authorizers training to allow 24/7 training. Created and posted mini-guides to improve information to the university end users. Overall customer satisfaction by providing assistance; understanding the cause and solution to the problem.

# Improvements: Administration and Finance

## *Human Resources*

**Assessment method:** Reduce payroll overpayments decreasing the total funds to be recovered for the university.

**Results:** 55% decrease in the total funds to be recovered. 80% of all overpayments are the results of late or incorrect hours keyed.

**Action taken:** Data collection and benchmarking; implemented electronic workflow (ePAF).

# Improvements: Administration and Finance

## *Human Resources (continued)*

**Improvement:** Revised UCF Salary Overpayment Penalty Policy which included a limited recovery fee. Established Overpayment Tracking Log to determine specific information about overpayments. 26% decrease in overpayments saving the university hundreds of thousands of dollars. Streamlined electronic work-flow process for all personnel actions at the university. Established a line of open communications between HR Payroll services and all UCF departments offering correct procedures and training as appropriate.

# Improvements: College of Education

## *Mathematics Education, B.S.*

**Assessment method:** Florida Teacher Certification Examination Subject Area Examination Subscore Data.

**Results:** The overall correct response rate for each competency area on the FTCE Subject Area Examination for Mathematics 6-12 for all students in the program who completed the exam in 2008-2009 ranged from 60.87% to 91.23%. The target goal was met.

# Improvements: College of Education

## *Mathematics Education, B.S. (continued)*

**Action taken:** Although all competency areas were above the 60% mark for the sub-score reporting, added emphasis on knowledge of geometry and mathematical connections will be incorporated into methods coursework and advising.

**Improvement:** Most recent sub-score data indicates that Knowledge of Mathematical Connections has improved from 60.67% in 2008-09 to 81.82% in 2009-10.

# Improvements: Provost B

## *Division of Continuing Education*

**Assessment method:** Increase division overall net revenue by 10% FY to FY through increased program revenues, operational efficiencies, and employing alternative training delivery modalities to expand the division's customer base.

**Results:** The End of Year Cost Center report for FY 08-09 measured total program revenues in 4 quarters: July-Sept, 2008: \$ 71,230; Oct-Dec, 2008: \$ 147,947; Jan- March, 2009: \$ 483,512; April-June 2009: \$ 539,032. Data is based on program budget closeouts for each quarter as well as total dollars directly deposited to DCE cost centers. Total Program revenue for FY 08-09 was \$1,241,721, compared to \$1,056,921 in 07-08, while division profits increased \$111,236, or 25% over FY 07-08.

# Improvements: Provost B

## *Division of Continuing Education (continued)*

**Action taken:** We provided a service that allows UCF's academic colleges to recoup some of their budget cut losses through auxiliary revenue generated by CE programmatic offerings. Operational expenses increased by \$73,564, or 12% over the previous fiscal year, primarily due to investment in new technology infrastructure and hardware to allow alternative delivery methods increasing both program access and geographic market penetration. This investment yielded increased unit profitability through increased program subscription and margins and new training contracts. The IT investment costs are already being recouped through the incorporation of these new delivery technologies and the expanded geographical customer base realized through online, web based delivery modes.



# Improvements: Provost B

## *Division of Continuing Education (continued)*

**Improvement:** While DCE reduced staffing levels, the DCE core team increased efficiencies and reworked program deliveries through package customization and enhanced applications of new technologies. Since our affiliation with UCF Regional Campuses, we are now working as a team to increase staffing and skills to expand new online Professional degree program offerings.

# Improvements: Office of Research and Commercialization

## *Institute for Simulation and Training*

**Assessment method:** Enhance reputation for high caliber faculty and staff research through in-house research grant sponsorship. Use results for peer-reviewed publication, conference papers, seminars, and proposal development.

**Results:** Four in-house grants resulted in (1) a paper used for curriculum development, (2) Four conference papers presented, (3) More than four used in support of proposals. One in-house project resulted in higher-level outside support and otherwise unavailable opportunities for student exposure to experts in the field.

**Action taken:** Continued program.

**Improvement:** More student involvement in research activities; increased proposal success.

# Improvements: Strategy, Marketing, Communications, and Admissions

## *Student Outreach Programs*

**Assessment method:** Pre-test and post-test administered to students enrolled in a SAT Preparation Course.

**Results:** 87.5% of participants increased their scores by 50 points or more.

**Action taken:** Continue to offer the course to increase the students' performance on the standardized test.

**Improvement:** Will be determined when students participate in the course during the next year.