

Institutional Effectiveness
Quality Improvements
Success Stories

August 22, 2013



Improvements: College of Engineering & Computer Science

Computer Engineering B.S.

Assessment method: In COP 4331, students will be evaluated using a midterm exam on the ability to write a professional style OO design model of a software system using UML diagrams such as use cases, class, and sequence diagrams.

Results: 76.8% (96/125) scored 75% or more on course outcome 1 – Unified Modeling Language (UML) in 2010–11 results.

Improvements: College of Engineering & Computer Science

Computer Engineering B.S.

Action taken: Additional lab sessions to provide examples and practice of UML diagrams.

Improvement: 2011–12 Results: 92.2% (83/90) students scored 75% or more on course outcome 1 (UML skills)
15.4% increase in the percentage of students scoring 75% or more on UML skills.

Improvements: College of Engineering & Computer Science

Computer Science M.S.

Assessment method: Student exit survey & portfolio

Results: 16% (of 32 graduating students) published at least 1 conference paper in a specialty area in 2010–11 results.

Action taken: Tighter advising of MS students by the graduate coordinator office to encourage them to take more specialization courses beyond the sequence pair of elective courses in that area or to attend a Computer Science colloquium on that topic.

Improvement: 2011–12 Results: 31% (of 17 graduating students) published at least 1 conference paper in a specialty area. 15% increase in the percentage of students publishing in a specialty area.

Improvements: Academic Affairs I

College of Medicine, Dean's Office

Assessment method: Annual survey of faculty, staff and administrators to determine satisfaction with a diverse and inclusive work environment.

Results: Positive rating of diverse and inclusive work environment increased from 66.7% (N=6) in 2010 to 100% (N=7) in 2011.

Action taken: Hired an Assistant Dean for Diversity and Inclusion in the fall of 2010; new programs initiated in 2011-12.

Improvement: Increase in satisfaction with a diverse and inclusive work environment. Liaison Committee on Medical Education noted: "The diversity of the student body and the faculty is impressive", as a strength of the College of Medicine.

Improvements: College of Sciences

Communication M.A.

Assessment method: 90% of students will demonstrate satisfactory or above satisfactory knowledge of quantitative research methods. A 3 member faculty panel will judge comprehensive exams rating them as above satisfactory, satisfactory, or unsatisfactory.

Results: 2009–10, of 21 students 5 scored above satisfactory, 8 satisfactory, and 8 unsatisfactory. Only 62% of students were rated satisfactory or above, far short of the 90% goal.

Improvements: College of Sciences

Communication M.A.

Action taken: Instructors teaching quantitative methods met to discuss curriculum and a more uniform statistics course was instituted. The program also introduced a faculty lead study session.

Improvement: 2011–12, of 32 students 8 scored above satisfactory, 16 satisfactory, and 8 unsatisfactory. 75% of students were rated satisfactory or above. Though still not at the goal of 90% we have seen a 12% increase in 2 years and believe results will continue to improve as course curriculum is refined and the study group grows.

Improvements: College of Sciences

Industrial & Organizational Psychology M.S.

Assessment method: The Graduate Program Experience Survey will indicate which of the 14 core areas outlined by the Society for Industrial and Organizational Psychology (SIOP) were “covered” in the program. Response choices are “adequate”, “somewhat”, or “none”. The target goal is for 10 of the 14 areas to be rated as “adequately covered” by 80% of respondents.

Results: In 2009–10, 100% rated 2 areas adequate. A majority (60%) rated 7 areas adequate. There was no clear consensus for 2 areas. 100% rated 5 areas inadequate.

Improvements: College of Sciences

Industrial & Organizational Psychology M.S.

Action taken: Changes to the curriculum for courses in the program were addressed to better cover the SIOP 14 core areas. In particular Organizational Psychology and Motivation, and Social Psychology courses were examined. The course sequence was revised placing theory courses before applied practices courses. A professional portfolio requirement was added so that students can highlight tangible evidence of their learning in core areas.

Improvements: College of Sciences

Industrial & Organizational Psychology M.S.

Improvement: In 2011–12, 81% rated 6 areas adequate. A majority (54.5%) rated 9 areas adequate. 5 areas still need improvement ranging from a 27.2% – 45.4% adequate rating. No areas were rated unanimously inadequate. Though still not at the target, we have seen improvement in the entire range. From 2 to 6 in areas rated adequate by at least 80% of respondents, from 7 to 9 in areas rated adequate by a majority, and from 5 to 0 in areas rated unanimously inadequate.

Improvements: College of Education & Human Performance

School Psychology, Ed.S.

Assessment method: Program Candidates take the Florida Department of Education Certification Examination/Subject Area Examination (SAE) for School Psychologist PK–12.

Results: Based on 2011–12 results, SAE subscore results indicated that candidates performed slightly lower in the following areas:

71.88%–Knowledge of measurement theory, test construction, research, and statistics

71.65%–Knowledge of consultation, collaboration, and problem solving

Improvements: College of Education & Human Performance *School Psychology, Ed.S.*

Action taken: To address scores at the 72nd percentile, the faculty members made modifications to the program: same instructor taught the required research methods and statistics courses; statistics course which is taught as a 6-week online summer course was extended to a 12-week mixed mode course; added additional competencies and course content in the areas of consultation, collaboration, and problem-solving in SPS 6606 and SPS 6801

Improvement : FTCE Subject Area Examination will be monitored in 2012-13 results.

Improvements: College of Education & Human Performance

Art Education, B.S.

Assessment method: Candidates take the Florida Department of Education FTCE Subject Area Examination (SAE). Art K–12 SAE subscore data for all content areas for monitored for all candidates.

Results: Assessment Coordinator tracks candidate performance in subscore data over a period of years: Example–“Knowledge of the processes of ceramics: 57% in 2008–9; 60% in 2009–10; 60% in 2010–11; 63 % in 2011–2012.” Provides evidence of continual program improvements as related to candidate performance.

Improvements: College of Education & Human Performance

Art Education, B.S.

Actions taken: Revisions in course content to address any areas deemed in need of improvement base on SAE subscore data.

Improvement: FTCE sub score data has been the most helpful in revising and updating instructional effectiveness. Program specific survey addenda have also identified opportunities for improvement. Both of these data sources allow the program to evaluate the effectiveness of resulting program improvement initiatives through year-to-year data comparisons. In most cases, this closed-loop process has proven successful in helping the program improve key student learning outcomes.

Improvements: Administration and Finance

Finance & Accounting

Assessment method: Reduce the cost of accepting on-line student payments for tuition and fees by restructuring of convenience fees for online payments

Results: Resulted in approximately \$800,000 reduction in merchant fees to the University.

Action taken: Allowed students to pay online with an electronic check with no convenience fee. Changed the convenience fee for credit card payments to 2% of the amount charged, rather than a flat \$10 fee.

Improvement: Students can pay online with an e-check with no charge, resulting in less merchant fee cost to the university and fewer payments being made in person or by mail.

Improvements: Administration and Finance

Environmental Health & Safety

Assessment method: Categorization scheme to classify injuries by type and by department

Results: Identification of areas with highest incident rates and numbers of lost work days

Action taken: Targeted safety training focused on those areas

Improvement: A 46% reduction in lost work days compared to previous year.

Improvements: Administration and Finance

Environmental Health & Safety

Assessment method: Analysis of data obtained from laboratory inspections using new comprehensive inspection program to determine if training programs are effective.

Results: Completion of laboratory inspections cycle for all the departments.

Action taken: Use of tablets to complete laboratory inspection checklists.

Improvement: A 74% reduction in laboratory safety findings for the first four departments inspected.

Improvements: Administration and Finance

University Police Department

Assessment method: Evaluate the data received from the victim services grant for the mandatory online sexual violence prevention module.

Results: 13,010 incoming undergraduate students increased their knowledge of sexual violence prevention awareness by a minimum of 30% between the pre and post test

Action taken: Continue to influence sexual violence prevention awareness and bystander intervention skills. Mentors in Violence Prevention (MVP) is the model selected to expand sexual violence prevention awareness and bystander intervention skills.

Improvement: The increase in bystander intervention skills creates positive contributions to the reduction of sexual violence perpetration in our community.

Improvements: Administration and Finance

Business Services

Assessment method: Tracked the quantity of meal plan sales, and customer satisfaction rating.

Results: Meal plan sales increased at the Marketplace by 17.3%, and at Knightro's by 3.7% for the 2011–2012 fiscal year. The Dining Styles Survey showed an increase in overall satisfaction by 5% for Spring 2012.

Action taken: A two phase design was developed and renovations completed to improve the aesthetic appeal of the dining hall, enhance the overall dining experience, and create more unique meal options for customers.

Improvement: Through the renovations, the menu was expanded, several unique meal stations were created and seating was expanded and enhanced.

Improvements: Administration and Finance

Facilities Operation

Assessment method: Weekly measurement of hours charged to work order by maintenance technicians.

Results: Improved the average number of work orders to which each technician charged time each day and the number of hours charged to work orders each day.

Action taken: Reorganized Maintenance and HVAC into the same department and organized into maintenance zones and implemented planning and scheduling.

Improvement: Increased the number of work orders to which time is charged each day by 116% and the number of hours charged to work orders per day by 185%.

Improvements: Administration and Finance

Facilities Operation

Assessment method: Weekly measurement of schedule compliance, which is the percentage of work orders on a technicians schedule to which they charged hours.

Results: Improved the schedule compliance from the start of the reorganization to present.

Action taken: Implemented formal scheduling and enhanced supervisor oversight of the work force.

Improvement: Increased schedule compliance from the start of each zone to present by 37%. Current schedule compliance is approximately 86% with a goal of 90%.

Improvements: President's Division

Ombuds Office

Assessment method: Revise and add new data collection processes based on Uniform Reporting Categories developed by the International Ombudsman Association (IOA). These categories include 9 broad categories and 85 sub-categories.

Results: New processes to the Ombuds data collection system were implemented by July 2011 and utilized to collect and report statistical data to include 620 issues for the fiscal year.

Improvements: President's Division

Ombuds Office

Action taken: Collaborated with subject matter expert at IOA to review in detail the desired changes to existing system. The data collection process was revised and updated to incorporate Uniform Reporting Categories for quarterly and annual data collection.

Improvement: This quality improvement initiative will allow the Ombuds Office to be able to report on issues and trends across campus and provide systemic feedback to administration. These Uniform Reporting Categories will also enable the office to compare data with Ombuds Offices across the nation and amongst different sectors, hence contributing towards the Ombuds profession as a whole.