

Institutional Effectiveness
Quality Improvements
Success Stories

August 25, 2014



Improvements: College of Engineering & Computer Science

Electrical Engineering B.S.

Assessment method: Graduates will have an ability to apply knowledge of mathematics, science, and engineering.

Measure: EEL 3004 Electrical Networks: Course outcome #2 circuit analysis using Node Analysis, Mesh Analysis, Principle of Superposition, Thevenin and Norton Theorems. Course Outcome #3: transient analysis of linear circuits involving RL, RC and RLC. Midterm Exam 1, Final Exam (1 question). 70% of passing students will score 70% or higher.

Results: N = 62 students

Course Outcome #2, 80% met the threshold

Course Outcome #3, 87% met the threshold

Improvements: College of Engineering & Computer Science

Electrical Engineering B.S.

Action taken or strategy implemented: EEL 3004 is a critical feeder course, and the performance of the students in the course will greatly influence their performance in higher level EE courses. The introduction of weekly quizzes one week prior to exams has helped the students keep up with the course material. Recommendation to add 2hour recitation section per week to the course.

Improvement: Course outcome #2 80% vs. 65% last year
Course outcome #3 87% vs. 63% last year

Improvements: College of Engineering & Computer Science

Information Technology B.S.

Assessment method: Graduates will be able to use current techniques, skills, and tools necessary for computing practice.

Measure: All passing students will score at least 70% proficiency on embedded questions in CNT 3004 that test students' ability to use Virtual LAN (VLAN) technology, VLAN grouping and VLAN configuration methods in improving network performance, enhancing security and facilitating the creation of workgroups in an organization.

Results: N = 61 students, Fall 2013

98.3% have a score of 70% or better in Quiz 7

78.7% have a score of 70% or better in the Final Exam

Improvements: College of Engineering & Computer Science

Information Technology B.S.

Action taken or strategy implemented:

- Giving more emphasis during teaching on relating the materials covered in the last few weeks of classes with the background materials covered in the first half of the semester.
- Adding more web pages with problem solving questions that help the students in improving their understanding of all materials covered in class and help them in better preparing for the comprehensive final exam.

Improvement: Significant improvement on the Final Exam
Fall 2013 (78.7%) vs Spring 2013 (46.2%).

Improvements: College of Engineering & Computer Science

Mechanical Engineering M.S.

Assessment method: Graduates will demonstrate competence in research. This includes defining a problem, understanding previous work in the area, formulating and implementing a research approach, and demonstrating effective oral and written communication. Data will be obtained from Committee Check Sheets for students defending their research thesis and by the faculty teaching EML 6085, Research Methods for students in the Non-Thesis option.

Measure: 85% of students ratings in Writing Skills will be judged High or Medium by the Thesis defense committee.

Improvements: College of Engineering & Computer Science

Mechanical Engineering M.S.

Results: 15 of 15 students successfully passed their thesis defense.

Writing Skills

Percentage of high marks: 84.62%

Percentage of medium marks: 15.38%

Percentage of low marks: 0%

Action taken or strategy implemented: Included a presentation from the UCF Writing Center on the subject of technical writing and exposition in the newly implemented MAE Graduate Seminar (EML5090).

Improvement: The faculty perception on students' Writing Skills with high marks increased from 72% last year to 84.62%.

Improvements: College of Engineering & Computer Science

Civil Engineering B.S.

Assessment method: Graduates will demonstrate the knowledge and ability required to solve problems in engineering fundamentals in the area of mathematics and statics. Measure 1.2: Based on a 3-year average, our student will be within 5% or exceed the national average of the “Statics” section of the Fundamentals of Engineering (FE) exam. Stretch target: Improve statics performance by 2–3% to exceed the national average.

Results: Based on 3-year weighted average data for 6 FE tests. Statics section: UCF=67% (n=359), National=66% (n=31,202). Percent passing results for previous year: Statics section: UCF=66% (n=280), National=67% (n=25,924).

Improvements: College of Engineering & Computer Science

Civil Engineering B.S.

Action taken or strategy implemented: The statics instructor tested students on the “Method of Sections.” It was observed that it was not used efficiently. The Instructor provided more emphasis and quizzes on the moment and shear diagram concepts.

Improvement: 2% increase relative to the national average

Improvements: College of Health and Public Affairs

Health Informatics & Information Management B.S.

Assessment method: HIIM graduates will demonstrate proficient skills in: medical coding, computer software, communication & business writing through case studies, projects and writing assignments.

Results: % of students scoring above the established threshold:

Medical coding: Year: 92.85–Year: 94.87%

Computer software (MS Project & MS Visio): Year: 92.86–Year: 97.6%

Communication: Year: 94.7–Year: 97.6%

Business writing: Year 95–Year: 97.5%

Improvements: College of Health and Public Affairs

Health Informatics & Information Management B.S.

Action taken or strategy implemented: Provided more explicit instructions, hands on lab time with instructor(s), and increased feedback. Also raised the threshold “bar” for some assignments.

Improvement: Refreshing assignments annually with instructor input and student feedback encourages optimal results. We aim to meet the needs of our community stakeholders as well as our accrediting body while pushing our students to meet stretch outcome targets.

Improvements: President's Division

Ombuds Office

Assessment method: As a benefit to the Ombuds Office, during FY 2012–2013, the Director will engage in efforts to take the certification exam which will include participate in professional development by staying current with national trends and best practices. This would ensure that UCF continues to be the only university in the State University System to have a certified Ombuds Officer.

Results: All Ombuds certification eligibility requirements were met and exam was successfully completed on November 2. An interview was held with a member of the Certification Committee on December 6. The Board of Certification for Certified Organizational Ombudsman Practitioners (CO–OP) granted certification on December 13.

Improvements: President's Division

Ombuds Office

Action taken or strategy implemented: Ombuds Officer attended and participated in appropriate trainings and workshops throughout the fiscal year to prepare for the examination. In addition, she ensured that the job description, website, brochures and all other descriptions of the UCF Ombuds Office reflected adherence to the IOA Standards of Practice and Code of Ethics.

Improvement: Certification enhances the status and credibility of the UCF Ombuds Office. Obtaining the certification demonstrates and recognizes the required knowledge and expertise as an organizational Ombuds. Future assessment methods will be used to ensure the Ombuds Officer is ready for the re-certification process in 4 years.

Improvements: President's Division

University Compliance, Ethics, and Risk

Assessment method: Launched a survey to all faculty, postdoctoral associates, and executive service personnel who are required to annually disclose outside activities and potential conflicts of interest or commitment using the online disclosure form AA-21. The purpose of the survey was to evaluate the level of satisfaction with the existing process and to find areas of improvement that would facilitate 100% compliance with the annual disclosure requirement going forward. The survey was available from March 10 to April 4, 2014. Email invitations were sent to 1,730 UCF personnel to participate, of which 338 responded (19.5% response rate).

Improvements: President's Division

University Compliance, Ethics, and Risk

Results:

- Although many respondents rated themselves positively in understanding the purpose behind the annual conflict of interest reporting process and what defines a conflict of interest, 31% (80) missed at least one conflict of interest objective and 27% (69) missed at least one example of a conflict of interest when presented with a list of choices.
- The improvement objective ranked most important by reviewers was “Revising the questions in the disclosure form to improve understanding for the discloser and aid the reviewer” with a 49% endorsement.
- Open-ended survey comments supported the language revisions on the disclosure form, and revealed additional improvement areas such as enhancing system functionality, streamlining the review and approval process, and compliance enforcement.

Improvements: President's Division

University Compliance, Ethics, and Risk

Action taken or strategy implemented:

- System improvements and changes to the questions in the AA-21 are in progress for implementation prior to the 2014-15 academic reporting period.
- Initiated a number of actions to bring UCF employees into compliance with the 2013-14 reporting period. As a result of these efforts, the number of outstanding disclosures dropped to 8 (from 63) and disclosures pending review went down to 39 (from 432).
- Awareness and training:
 - ✓ Conducted a joint workshop with the Office of Research and Commercialization Ethics and Compliance team for faculty interested in learning more about the conflict of interest and commitment reporting process.
 - ✓ Issued a joint communication with the Office of the General Counsel to all faculty and staff to remind them of the standards of conduct and reporting responsibilities under Florida ethics laws.

Improvements: President's Division

University Compliance, Ethics, and Risk

Action taken or strategy implemented (continued):

- Awareness and training:
 - ✓ Developed a communication plan for the 2014–15 reporting period, including additional guidance, and training, as well as a plan to address consequences for non-compliance.

Improvement: The office expects a significant improvement to the number of individuals submitting and reviewing online disclosures within the required deadline in the 2014–15 academic reporting period (Submission within 30 days, reviews conducted within 60 days).

Improvements: Administration and Finance

Office of Emergency Management

Assessment method: Tracking exercise opportunities
UCF OEM participated in to build better working relationships with the regional emergency management community.

Results: Exceeded our target by 200% and marked a 400% increase from the 2011–2012 fiscal year.

Action taken or strategy implemented: Hired a dedicated Training and Exercises Coordinator to manage the program.

Improvement: Due to hiring a dedicated staff member to manage the exercise program, we were able to host and participate in additional exercises with our partners.

Improvements: Administration and Finance

Human Resources Department

Assessment method: Collected data on 8,251 hire ePAFs to identify reasons for late paychecks.

Results: 362 (16.61%) late paychecks were processed due to ePAF errors/delays.

Action taken or strategy implemented: HR identified root causes of errors/delays and addressed ways to effect changes. Repeat measurements in 2013–14 to evaluate the effectiveness of changes.

Improvement: Implemented Electronic I–9 system. Developed training and presented “I–9/E–Verify” workshops to 386 university staff.

Improvements: College of Business Administration

Management BSBA

Assessment method: Students will identify interpersonal management styles and describe their impact on individual and team behavior by answering a set of embedded exam questions, chosen by the instructor to reflect the learning outcome. A minimum of 70% of students responding to the assessment questions will achieve at least 70% of the items correct.

Results: During the 2012–13 academic year, students met the 70% performance target for this measure (Mean: 74%, 38/49 (78%) scored 70% or higher). The results also showed significant improvement over those obtained in 2011–12, in which the mean score was 68% (N=20), and where only 9 students achieved the 70% criterion or higher (45%). Last year, faculty noted that there were only two assessment questions, which meant that students had to get both correct to meet the target.

Improvements: College of Business Administration

Management BSBA

Action taken or strategy implemented: The recommendation was that more questions should be added this year, and 10 questions were added. We believe that this increase in questions gave students a better chance to show their knowledge of this topic, and it increased the reliability and validity of the measure. We also continue to build a test bank for every course to increase the reliability and consistency of measurement across the Dept. Special training was also provided to faculty members at the beginning of Spring 2013 to ensure the quality of the data.

Improvement: During the 2012–13 academic year, students met the 70% performance target for this measure (Mean: 74%, 38/49 (78%) scored 70% or higher). The results also showed significant improvement over those obtained in 2011–12.

Improvements: College of Sciences

Advertising/Public Relations B.A.

Assessment method: Students will demonstrate the ability to use journalistic style (AP Style) to write material for mass media. Measure (4.1): 90% of students in PUR 3100 (Writing for PR) will demonstrate a proficiency in AP Style rules. A scored pre-test of AP Style rules and guidelines that will be covered in the course will be administered early in the term. A scored post-test on the same AP Style rules and guidelines will be given at the end of the term. 90% of the students will score a C average or better.

Results: (2010-11) Post-test Avg. Scores- Fall '10 = 88%
Spring '11 = 76%.

Improvements: College of Sciences

Advertising/Public Relations B.A.

Action taken or strategy implemented: Added online component to PUR3100 to conduct drills for AP style mastery.

Improvement: (2011-12 and 2012-13)

Post-test Avg. Scores- Fall '11 = 92% Spring '12 = 93%

Post-test Avg. Scores- Fall '12 = 100% Spring '13 = 100%

Over the course of 2 years after the change we saw improvements of 12% for the fall semester and 24% for the spring.

Improvements: Rosen College of Hospitality Management

Hospitality Management Ph.D.

Assessment method: PhD candidates will promulgate the results of their research efforts at educational and professional events, and through industry publications and referred journals. **Measure:** At least 75% of doctoral program candidates will present their research at a minimum of one international/national conference prior to graduation.

Results: 76% of doctoral program candidates presented their research at refereed conferences (16 presentations made in 2011–12).

Improvements: Rosen College of Hospitality Management

Hospitality Management Ph.D.

Action taken or strategy implemented: Financial support was provided to doctoral students to encourage them to present at professional conferences; graduate faculty are instructed to encourage Ph.D. students to attend conferences.

Improvement: All doctoral program candidates presented their research at refereed conferences (37 presentations made in 2012–13).

Improvements: Academic Affairs I

Rosen College of Hospitality Management Dean's Office

Assessment method: Provide high quality experience and program for graduate students at the Rosen College. **Measure:** 30% of referred journal publications by Rosen College faculty and/or graduate students will appear in top quality journals included in Social Science Citation Index (SSCI).

Results: Rosen College generated 65 peer-reviewed referred journal articles by 28 research active faculty members. Out of the 65 articles, 22 of them were published in journals indexed by Social Science Citation Index database, taking up 38.46% of the total published articles (2011–12 results).

Improvements: Academic Affairs I

Rosen College of Hospitality Management Dean's Office

Action taken or strategy implemented: An internal research grant program was introduced which awards 10 research grants (\$2500 each) to faculty members based on a proposal competition. One of the required deliverables for this grant program is to generate conference proceedings and refereed journal articles. Failing to do this will prevent the faculty to apply for such a program in the coming year.

Improvements: Academic Affairs I

Rosen College of Hospitality Management Dean's Office

Improvement: Rosen College generated 74 peer-reviewed referred journal articles. Out of the 74 articles, 27 of them were published in journals indexed by Social Science Citation Index database, taking up 36.49% of the total published articles. The total number of publications was increased by 9 articles, and the total number of SSCI articles was increased by 5 articles compared with 2011–12 (2012–13 results).

Improvements: College of Education & Human Performance

Sport and Exercise Science B.S.

Assessment method: 80% of the students enrolled in PET 4901, Capstone, will earn 80% or greater on the 2012/2013 Comprehensive Examination which will be administered at the conclusion of the term.

Results: 50% (n=73/146) of students earned 80% or greater on the 2012/2013 Comprehensive exam administered in Capstone, PET 4901 (~18% increase).

Action and strategies implemented: The Sport and Exercise Science B.S. program (formerly named Sport and Fitness) has been under revision in recent years to increase the rigor of the program.

Improvements: College of Education & Human Performance

Sport and Exercise Science B.S. (continued)

Action and strategies implemented: As part of that process, in 2010–11 the faculty added a comprehensive exam during the final capstone course. The IE data for the first year indicated that the comprehensive examination and/or program curriculum required revisions. The program curriculum had been revised in the previous year so the comprehensive exam was put under scrutiny. Faculty analysis determined that the examination was flawed, insomuch as some “correct answers” were incorrect. Additionally, some of the questions were unrelated to the core concepts of the revised program’s curriculum. The revision in the comprehensive exam resulted in a documented gain from 2011–12 to 2012–13 (i.e., 32.29% to 50%).

Improvements: College of Education & Human Performance

Sport and Exercise Science B.S. (continued)

Action and strategies implemented: With the comprehensive exam now aligned with the curriculum, the program faculty analyzed other aspects of the program that could account for a still decreased score expectation. Faculty determined a specific programmatic issue: there was no consistency between the different sections of the same course. For instance, a course could have five sections taught by five different faculty using five different textbooks. The program addressed this issue by reducing the number of adjuncts teaching the core courses and having fulltime faculty teach these courses. Continuity was implemented for course content, materials and textbook for all sections of the same course.

Improvement: There was an increase from 32.29% to 50% within the one-year time frame is explained by the first comprehensive examination adjustment. It is anticipated that the score improvements due to programmatic adjustments will be reflected in the 2013-14 IE results report.

Improvements: College of Education & Human Performance

Art Education B.S.

Assessment method: 60% or higher on all subject area competencies. **Assessment Instrument:** FTCE Subject area Sub-score data.

Results: 21 content areas tested; Results vary in each of the 21 areas; program monitors and records progress each assessment cycle.

Improvements: College of Education & Human Performance

Art Education B.S.

Action and strategies implemented: Address all FTCE competencies in special methods courses and with the FTCE Art Education Study Guide Posted to the Art Education Website and in FTCE Art Education Exam Preparation study sessions offered by the program; and implement brief study information discussion sessions during all Art Education courses, especially in the art methods courses ARE 4351, and 4352.

Improvement: FTCE Subject area Sub-score data increase significantly. Example on one sub-score: 2011-12 = 49% improved in 2012-13 = 69.81%.

Improvements: College of Arts and Humanities

Music B.A.

Assessment method: Music BA graduates will demonstrate appropriate musical performance skills.

Measure: All students (100%) will pass the Keyboard Skill Examination with at least an 80% utilizing the New Piano Proficiency Rubric (revised Fall 2012) which is designed to identify strengths and weaknesses of general musicianship in accord with the department's core curriculum, while establishing a clear passing level. At the end of Class Piano IV, students take a proficiency exam that reflects five areas of their study throughout the Class Piano sequence. A panel of professors/instructors oversees the examination and grades of students based on an established rubric.

Improvements: College of Arts and Humanities

Music B.A.

Results: Eight out of eight BA students (100%) passed the Keyboard Skill Examination with at least an 80%, as assessed with a New Piano Proficiency Rubric developed in Summer/Fall (2012). This shows a positive increase from previous assessments:

2008–09: 10 out of 14 passed (72%)

2009–10: 7 out of 10 passed (70%)

2010–11: 9 out of 13 passed (69%)

2011–12: 8 out of 11 passed (73%)

Improvements: College of Arts and Humanities

Music B.A.

Action taken or strategy implemented: Teachers of Class Piano (and other areas of the core curriculum) collaborated during the summer 2012 FCTL Faculty Development sessions and have completely revised the Class Piano curriculum. We have used our assessment to address areas of change to provide a more uniform delivery of concepts among the other core classes (Music Theory and Ear–Training/Sight–Singing).

Improvements: College of Arts and Humanities

Music B.A.

Improvement: Faculty members involved in the core music curriculum (theory, history, and class piano) have started to recognize the importance of making components of these classes more parallel in their delivery of content. We have seen our students benefit from being able to apply the various techniques they learn in theory to practical situations in sight-singing and piano courses. The students are starting to appreciate the cohesive nature of these courses and have reacted to these changes with great enthusiasm.

Improvements: Communications and Marketing

University Marketing

Assessment method: To enhance the university's image and reputation among prospective students (FTIC, transfer, graduate, international) and parents through print and digital marketing to aid in the recruitment of more diverse and higher quality students.

Measure: Implement annual media plan by January 2013 to reach 135,000 prospective students and families by June 2013.

Results: Reached 135,000 + prospective students and their families. Had 11.4 million media impressions.

Improvements: Communications and Marketing

University Marketing

Results: In 2012–13, UCF Marketing:

- Created enrollment marketing material (more than 700,000 printed/distributed). Through these efforts:
 - ✓ Undergraduate Admissions processed 22,000 applications, admitted 10,110 applicants and enrolled 3,400 freshmen.
 - ✓ Minority student population increased to 40 percent, a new school record.
 - ✓ Regional Campuses SCH overall grew more than 7 percent.
 - ✓ Regional Campuses enrollment reached 18.8 percent of total UCF enrollment.

Improvements: Communications and Marketing

University Marketing

Results: In 2012–13, UCF Marketing:

- Supported international recruitment efforts by producing 10,000 international recruiting brochures.
- Supported National Merit Recruitment by producing 7,500 UCF Scholar Newsletters, 300 National Merit Reception Invitations and 3,000 Profile brochures resulting in 61 National Merit freshmen and an all-time high of 247 National Merit Scholars enrolled at UCF.
- Recorded nearly 8 million visits to and page views on UCF.edu

Improvements: Communications and Marketing

University Marketing

Results: In 2012–13, UCF Marketing:

- Recorded 1.2 million visits to Undergraduate Admissions website.
- Designed View book iPad which was downloaded 800–plus times by prospective students, parents and guidance counselors.
- Developed weekly print advertising campaign for Central Florida Future totaling 1.2 million impressions.
- Achieved 144,847 Facebook fans.
- Attracted 121,118 viewers to UCF's YouTube channel.

Improvements: Communications and Marketing

University Marketing

Action taken or strategy implemented:

- Worked with our clients, asked a lot of questions, and took a lot of notes.
- Gathered intelligence and conduct research. This approach has allowed us to create trust and partnership between our clients. Our process for developing recruitment plans required a series of meetings.
- Once the goals and objectives were discussed, conducted research and competitive analysis. We looked at prospective student surveys and other institutions and Fortune 500 companies' marketing materials. We learned that prospective students are more inclined to apply and enroll at UCF if they visit the campus. We used this information to share the UCF story in a visually compelling way that encouraged potential students and their parents to visit the campus and apply.

Improvements: Communications and Marketing

University Marketing

Action taken or strategy implemented:

- Through our recruitment materials, we answered the question: Why UCF? We provided students and parents with information on degree programs, research opportunities, campus amenities and services, the Orlando area and the admissions process.
- New photography was shot to capture our modern and energetic campus life, new buildings and academic opportunities. Graphics and type treatments were also refreshed and modernized. Where appropriate, the design was enhanced by the use of icons and infographics to break up content and serve as a visual guide to readers.

Improvement: Due to our overall strategy and actions taken we were able to increase our target over last year by 8%, from 125,000 perspective students to 135,000.