

**Institutional Effectiveness
Quality Improvement
Success Stories
September 5, 2017**

Improvements: College of Engineering & Computer Science

Civil Engineering B.S.

Assessment method: An ability to communicate effectively.

Measure: External peer review of designs in CEG 4801C, CES 4743C, CWR 4812C, TTE 4601C, CGN 4808C using rubric. At least 75% of students will demonstrate “very good” or better skills in listening and engineering drawings.

Improvements: College of Engineering & Computer Science

Civil Engineering B.S.

Results:

Year	Score
2014-15	70% (108/154)
2015-16	93% (276/298)

Action or strategy taken: Add oral presentation component to labs and projects (including design courses). Peer review by external faculty or qualified GTA.

Improvement: 23% increase in student learning.

Improvements: College of Engineering & Computer Science

Industrial Engineering B.S.

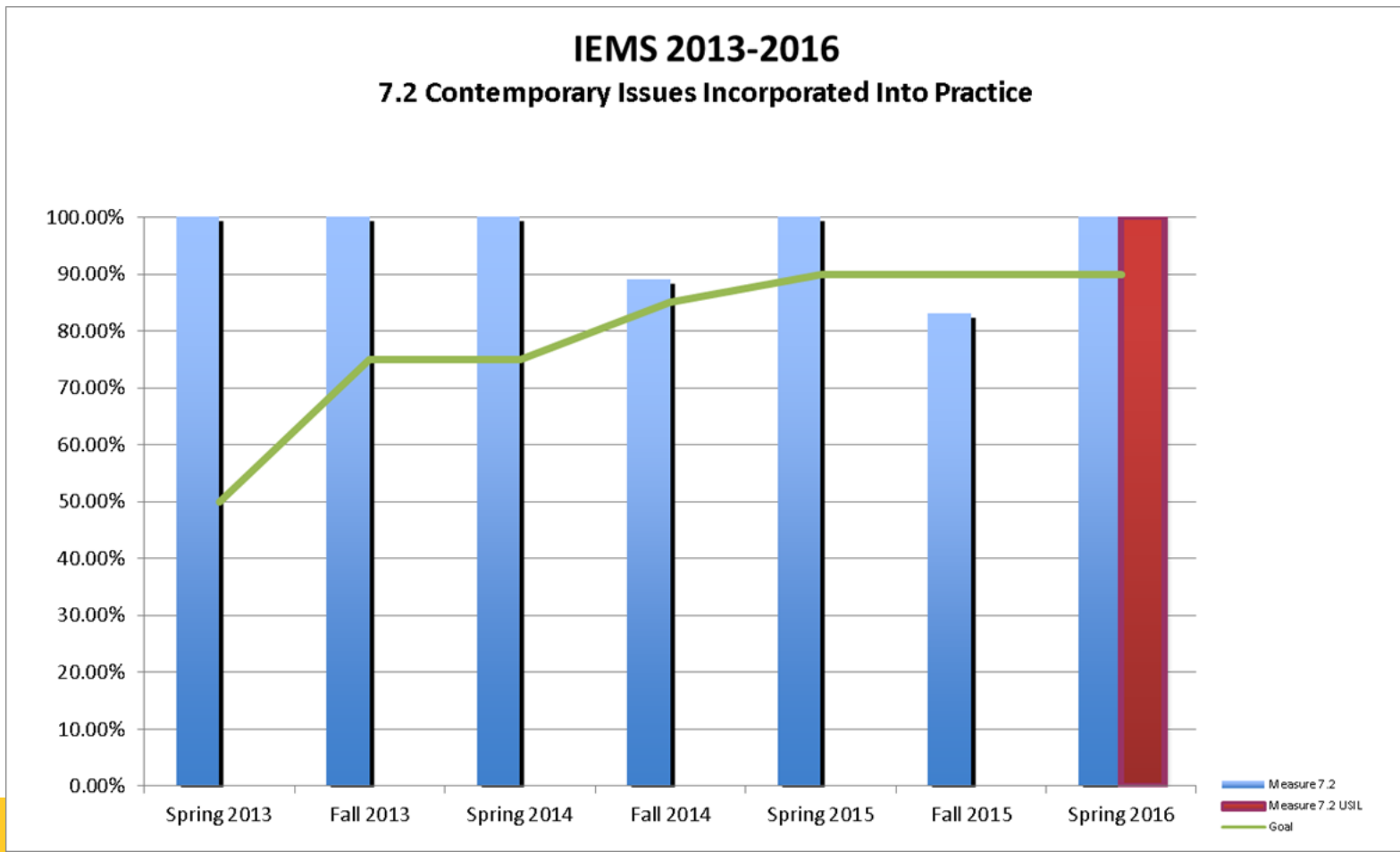
Assessment method: Students will incorporate contemporary issues into the practice of Industrial Engineering.

Measure: External peer review by industrial clients and internal peer review by instructor in EIN 4891 Senior Design. At least 90% of student teams will receive “Strongly Agree” or “Agree” ratings.

Improvements: College of Engineering & Computer Science

Industrial Engineering B.S.

Results:



Improvements: College of Engineering & Computer Science

Industrial Engineering B.S.

Action or strategy taken: Instructor worked closely with each industry partner to ensure project relevance; allowed students to select project based on interest; revamped assessment process for program.

Improvement: Consistent high ratings over 3 years (2013-2016) due to systematic input from industry. High ratings also for students in new joint program with Universidad San Ignacio de Loyola, Peru.

Improvements: College of Sciences

Social Sciences B.S.

Assessment method: Social Sciences majors, who minor in Anthropology, will have a solid understanding of the major subdivisions in the field, the way culture influences individuals and society while providing an overall historical and global perspective on the human condition.

Measure: Students will be asked five questions on the Social Sciences Exit Exam regarding anthropology concepts. Students will answer 65% or more of the questions correctly.

Improvements: College of Sciences

Social Sciences B.S.

Results:

Year	% Answered Correctly
2014-15	69.1% (n=11)
2015-16	82.8% (n=8)

Action or strategy taken: Anthropology faculty made a concerted effort to make sure that the pertinent information was receiving enough attention in the appropriate classes, and made improvements to the delivery of online course content.

Improvement: 14% increase in student learning.

Improvements: College of Sciences

Forensic Science B.S.

Assessment method: Students will demonstrate and understand the ethical and legal issues essential to the field of Forensic Science.

Measure: Students will be assessed using an exam following a lecture on ethics in Forensic Science in the Courtroom (CHS3595).

The average student score is expected to be 80% or higher.

Improvements: College of Sciences

Forensic Science B.S.

Results:

Year	Mean Score
2014-15	82.0% (n=49)
2015-16	87.5% (n=68)

Action or strategy taken: In 2015-16 the instructor provided more videos of courtroom testimony and held class discussions to analyze the videos and compare/contrast ethics related to the testimony. The instructor also included a video of himself participating in a mock trial.

Improvements: College of Sciences

Forensic Science B.S.

Improvement: While the target was met in both years, we saw a 5.5% improvement in 2015-16.

The added visuals, detailed discussions, and the personal aspect of watching the instructor participate in a mock trial all likely contributed to improved results.

Improvements: College of Health and Public Affairs

Health Administration M.S.*

Assessment method: To prepare current and future health administrators to make positive contributions in the healthcare industry by ensuring they have an understanding of the healthcare system and the environment in which healthcare managers and providers function.

Measure: At least 80% of students in Healthcare Finance I (PHC 6160) will earn an 80% or higher on Assignment 1, which is a calculation based assignment that covers, depreciation, cost of equity, and debt.

*Formally Health Services Administration M.S.

Improvements: College of Health and Public Affairs

Health Administration M.S.

Results:

Year	% Scored 80% or more
2013-14 (Assignment I in Finance I)	68% (n=31)
2014-15 (Assignment I in Finance I)	80% (n=82)
2015-16 (Assignment I in Finance I)	94% (n=68)

Action or strategy taken: In the fall of 2015, we revamped the finance pre-requisite exam in an effort to ensure that students were adequately prepared for Finance I and II.

Improvements: College of Health and Public Affairs

Health Administration M.S.

Improvement: From 2014-2015 to 2015-2016, a 14% increase in student scores across all sections occurred.

Improvements: College of Business Administration

Business Administration M.B.A.

Assessment method: Students will apply advanced theoretical concepts and knowledge from business functional areas in analyzing and solving practical problems (e.g., analyze business data using statistical tools, evaluate and interpret business research).

Measure: Students' will use appropriate statistical tools to analyze, evaluate, and interpret business data. Performance will be measured in ECON 6416 using a class project. 80% or more of the students will earn a score of competent or above (6 or higher) on the rubric to demonstrate mastery of this outcome.

Improvements: College of Business Administration

Business Administration M.B.A.

Results:

Year	Mean Score	% Scored 80% or more
2014-15	86.9%	71% (n=80/112)
2015-16	90.1%	92% (n=69/75)

Improvements: College of Business Administration

Business Administration M.B.A.

Action or strategy taken: MBA faculty recommended that a new, online general MBA-preparation assessment developed in-house should be made available to the incoming 2015-16 MBA students, as well as associated online preparation modules in statistics.

Improvement: These recommendations were implemented, including a 4-hour, face-to-face review class on statistics offered to students just prior to the start of the term. We believe that the combination of these two added review and preparation tools were the key factors in our students' performance improvement.

Improvements: College of Arts and Humanities

Latin American Studies B.A.

- *Assessment method:* Students will develop life-long learning skills and awareness of a wide variety of learning experiences outside of the classroom.
- *Measure:* 90% of LAS students who participate in study abroad programs will score at the “competent” level on the profile of a globally competent student.

Improvements: College of Arts and Humanities

Latin American Studies B.A.

Results:

Four LAS students participated in study abroad programs; all students (100%) scored at the competent level or higher on the profile.

Improvements: College of Arts and Humanities

Latin American Studies B.A.

Action or strategy taken: Increase the number of study abroad opportunities.

Improvement:

New Faculty Hire

Increase in SCH production

Increase in LAS courses

Increase in Majors

Interdisciplinary Collaborations

Improvements: College of Medicine

Doctor of Medicine M.D.

Assessment method: The MD program has established objective criteria based on student perception and performance to define when a module or clerkship needs in-depth review. The college will demonstrate that the internal review system can identify courses with problems and close the evaluation loop by restoring such courses to health in a timely manner.

Measure: At least 80% of modules and clerkships will exceed the performance criteria established by the Program Evaluation Subcommittee.

Improvements: College of Medicine

Doctor of Medicine M.D.

Results: A total of 3 modules were brought in for full review in the 2015-16 academic year because they did not meet performance criteria. 85% of the modules and clerkships exceeded the performance criteria.

Improvements: College of Medicine

Doctor of Medicine M.D.

Action or strategy taken: Upon completion of full review, the Program Evaluation Subcommittee (*PES*) provided tangible recommendations for the course director to implement the following academic year (2015-16). Assessment data indicated improvement to modules in areas addressed by the *PES*.

Improvements: College of Medicine

Doctor of Medicine M.D.

Action or strategy taken (continued): Example of COM Program Evaluation Subcommittee (PES) Recommendations

Module: BMS 6050 Psychosocial Issues in Healthcare

Summary of PES Recommendations after 2014-15:

1. Align module objectives to course requirements
2. Reduce amount of mandatory reading
3. Provide formative quizzes
4. Better align summative exam to the curriculum

Improvements: College of Medicine

Doctor of Medicine M.D.

Improvement: All four recommendations translated to improvement in their corresponding module evaluation question ratings by students in 2015-16.

BMS 6050 Psychosocial Issues in Healthcare Module Evaluation			
Question	2014-15 (N=120)	2015-16 (N=112)	Change
	% Positive	% Positive	
Module content was clearly related to the learning objectives	67.2%	85.7%	+ 18.5%
There was sufficient time for self-directed/independent study	62.4%	71%	+ 8.6%
Formative assessments (online quizzes) helped me prepare for summative assessments	45.3%	70.2%	+ 24.9%
Summative assessments accurately reflected learning objectives	47.8%	67.3%	+19.5%

Improvements: College of Medicine

Doctor of Medicine M.D.

Assessment method: 90% or more of Module 1 and Module 2 students will complete all faculty and module evaluations.

Improvements: College of Medicine

Doctor of Medicine M.D.

Results:

Completion Rate of Module and Faculty Evaluations

Year	2014-15		2015-16		Change
	%	N	%	N	
1 st Year (M1)	87.7%	122	94.0%	121	+ 6.3%
2 nd Year (M2)	69.4%	119	98.0%	126	+28.6%

Improvements: College of Medicine

Doctor of Medicine - M.D.

Action or strategy taken: In response to less than ideal student participation rates on module and faculty evaluations, the COM Assessment office switched to a process that sends multiple automated reminder e-mails only to students who have not yet submitted evaluations.

Improvements: College of Medicine

Doctor of Medicine - M.D.

Improvement: Response rates above 90% across all modules in 2015-16. Evaluations are now better reflective of an entire class. This provides improved feedback to faculty and administration on the strengths and areas for improvement in each module.

Improvements: Division of Teaching and Learning

Operational Excellence and Assessment Support

Assessment method: OEAS will expand and enhance informed, data-driven decision making across campus.

Measure: OEAS will increase the number of statistical studies and published analytical reports to support university decision-makers. The target will be increased to 125 statistical studies and 900 analytical reports annually.

Improvements: Division of Teaching and Learning

Operational Excellence and Assessment Support

Results:

Academic Year	2013-14	2014-15	2015-16
# Statistical Studies	<i>Target= 125</i> <i>n=165</i>	Target=125 <i>n=162</i>	Target=125 <i>n=132</i>
# Analytical Reports	<i>Target=800</i> <i>n=2,325</i>	<i>Target=800</i> <i>n=16,049</i>	<i>Target=900</i> <i>n=20,060</i>

Improvements: Division of Teaching and Learning

Operational Excellence and Assessment Support

Action or strategy taken: OEAS worked with UCF faculty, administrators and staff members to design statistical studies and produce analytical reports to inform improvement in student learning and operations. Analytical reports support several integrated planning processes to include Institutional Effectiveness Assessment and Strategic Planning

Improvement: There was an increase of nearly 4,000 analytical reports produced by OEAS.

Improvements: Division of Information Technologies and Resources

Division of Digital Learning

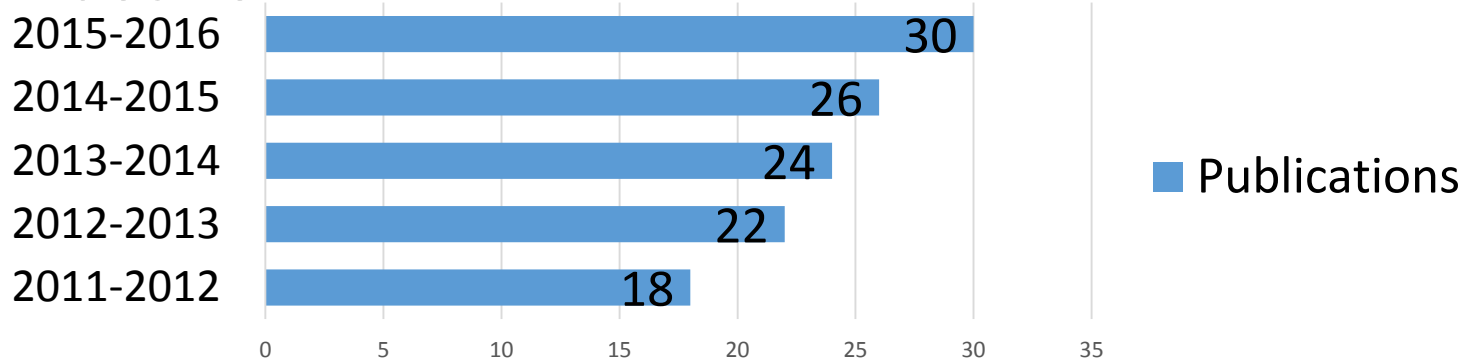
Assessment method: Increase the visibility and prominence of Online@UCF through professional engagement.

Measure: Analyze and calculate the number of relevant professional publications written by CDL personnel during the year noting those that were peer reviewed. Tabulate singular and collaborative authorship to indicate inter-institutional collaboration. Describe the breadth of topics characterized in publications.

Improvements: Division of Information Technologies and Resources

Division of Digital Learning

Results:



Action or strategy taken: This improvement is a consequence of promotion plan orientation to professional development and specific managerial emphasis.

Improvements: Division of Information Technologies and Resources

Division of Digital Learning

Improvement: An annual higher education survey by US News and World Report asks for assessment of the distant learning quality of peer institutions. This peer assessment is a key component of the organizations annual ranking of school's online programs, and UCF rank improved in 2016 to #20, up from #50 in the previous year.

Improvements: President's Division

UCF Athletics Association

Assessment method: Using UCF Athletics Association participation records, demonstrate success of student-athletes off the field through increased participation in various implemented leadership programs in Athletics such as Knights Without Borders and Everyday Champions.

Improvements: President's Division

UCF Athletics Association

Results: During the 2015-2016 year, we saw 84 students participate in Knights Without Borders compared to 30 the previous year, representing an 180% increase in participation.

Improvements: President's Division

UCF Athletics Association

Action or strategy taken: Increased participation opportunities with Knights Without Borders (KWOB):

Launched first annual KWOB Orlando edition. Through this week long project, 62 students and 20 staff members collaborated with several different charitable organizations including Habitat for Humanity, Orlando Rescue Mission, and Second Harvest.

Improvements: President's Division

UCF Athletics Association

Action or strategy taken (continued): In addition, 22 students participated in KWOB Costa Rica. During this service trip, students and staff partnered with Courts for Kids to build a multipurpose court for local elementary school students to play basketball, soccer, volleyball, and other sports. This court will also be used to house various community events. To date, there have been six KWOB projects with footprints in Panama, Ireland, St. Vincent & the Grenadines, Costa Rica, and Orlando.

Improvements: President's Division

UCF Athletics Association

Improvement: Our main goal was to have as many students and staff participate as possible. With the addition of KWOB Orlando to our annual international trip, we were able to increase participation by 180%, from 30 student participants in 2014-15 to 84 participating in 2015-16.

Improvements: President's Division

Office of Diversity and Inclusion

Assessment method: The Office of Diversity and Inclusion (ODI) launched a campus-wide campaign to raise awareness of the university's commitment to and expectations associated with diversity and inclusion, and through tracking attendance, the office set out to increase participation in ODI's educational workshops by 5% (211 participants) in comparison to 2014 - 2015 by June 2016.

Improvements: President's Division

Office of Diversity and Inclusion

Results:

Year	# Participants in Diversity and Inclusion Educational Workshops	% Increase
2014-15	4,264	
2015-16	5,195	22%



Improvements: President's Division

Office of Diversity and Inclusion

Action or strategy taken: The Office of Diversity and Inclusion launched an awareness campaign during 2015-16 which included workshops and trainings as well as event programming, and hired an additional staff member, to meet the demands of the UCF community. The awareness campaign involved the numerous interactive and engaging outreach initiatives targeting students, faculty and staff members in the UCF community.

Improvements: President's Division

Office of Diversity and Inclusion

Action or strategy taken (continued): For example

Conducted an interactive survey with members of the UCF community at the Free Assembly Zone near Millican Hall, John C. Hitt Library, Cocoa and Palm Bay.

Participated in Pegasus Palooza by sharing a video developed by staff in ODI on the event theme, Diversity Through the Greeks.

Designed and installed a display on the large wall of the 2nd floor in the John C. Hitt Library featuring the submissions of the top 10 poster contest winners in 2015 as well as the stories of 12 members of the UCF community.

Hosted A Rally for Respect at the UCF Reflection Pond. Approximately 450 members of the UCF community attended, with the keynote speaker, Dr. Carolyn Walker-Hopp, sharing her story with the crowd, including her experiences during the Civil Rights Movement.

Improvements: President's Division

Office of Diversity and Inclusion

Improvement: In 2015-2016, the number of participants in ODI's diversity and inclusion educational workshops increased by 931 individuals, or 22%, to 5,195. This increase is attributed to the campus-wide campaign designed to increase ODI's visibility and to raise awareness of the university's commitment to and expectations associated with diversity and inclusion.

Improvements: Student Development and Enrollment Services

Department of Housing and Residence Life

Assessment method: As a result of living on campus, students will report increased knowledge of conflict resolution strategies.

Measure: Students who participate in an internally developed conflict mediation web course will score 10% higher on the post-test compared to the pre-test. Residential students who complete the 2016 ACUHO-I/EBI Benchmarking survey will respond “moderately-extremely” when asked, “To what extent has living in on-campus housing enhanced your ability to resolve conflict.”

Improvements: Student Development and Enrollment Services

Department of Housing and Residence Life

Results:

Year	Mean Score
2015-16 (Pre-Post web course test)	Pre-test 9.2 (n=51) Post-test 9.9 (n=51)
2015-16 (ACUHO-I/EBI Benchmarking survey)	4.44 (n=530 residential students) Mean score indicates that living on campus moderately enhanced students' ability to resolve conflict.

Improvements: Student Development and Enrollment Services

Department of Housing and Residence Life

Action or strategy taken: Assessed the new residential curriculum which is focused on student learning. When developing the Residential Curriculum, conflict management became a critical component. The program has expanded the conflict management offerings from 2015-16 to now include conflict management conversations using multiple strategies to reach all students living on campus.

Improvements: Student Development and Enrollment Services

Department of Housing and Residence Life

Action or strategy taken (continued): This approach includes multiple co-curricular learning opportunities designed to educate students about the value of managing conflict and the importance of communication in their relationships. The information developed for the conflict management web course was incorporated into our Residential Curriculum through community meetings and roommate agreements to reach all students living on campus.

Improvements: Division of Administration and Finance

Facilities and Safety: Resource Management

Assessment method: Provide customer service to the stakeholders that we serve through customer training and labor efficiencies within IT. Reduce the number of customer IT trouble service tickets by 15%.

Improvements: Division of Administration and Finance

Facilities and Safety: Resource Management

Results:

Year	% Reduction in IT Trouble Tickets
2013-14	30%
2014-15	34%
2015-16	34.8%

Improvements: Division of Administration and Finance

Facilities and Safety: Resource Management

Action or strategy taken: Since 25% of trouble tickets were related to email, IT partnered with F&S Training to produce and distribute a bulletin and a how-to guide addressing issues discovered through ticket analysis.

IT completed an inventory of all F&S IT equipment. Based on this, as well as trouble ticket data, IT was able to advise departments of what equipment needed to be replaced. Beginning in November 2014, IT identified and replaced over 100 obsolete desktop computers and other hardware which were prone to failure.

To assist with reducing user error, IT partnered with F&S Training to provide online and in-classroom training to increase computer skills.

Improvements: Division of Administration and Finance

Facilities and Safety: Resource Management

Improvement: Steady reduction in IT service requests because of: 1. Changed business process that included monthly review of IT tickets to assess common problems as part of the change review procedure; 2. Implemented a hardware replacement life cycle model and performed a software inventory to ensure software standardization across desktops; and 3. Produced IT informational user bulletins/self-help guides to resolve existing problems or anticipate future computing issues.

Improvements: Division of Administration and Finance

Facilities and Safety: Facilities Operations

Assessment method: Facilities Operations, in support of Facilities & Safety's Mission to provide service to faculty, staff, students, and the community by creating, maintaining, and protecting the educational environment of the University of Central Florida, will provide a safe environment for the university community.

Measure: Perform 95% of the all inspections and preventive maintenance work orders within the required completion timeframe. AiM reporting will be utilized to keep track of the work orders and their completion dates.

Improvements: Division of Administration and Finance

Facilities and Safety: Facilities Operations

Results:

Year	% Completion of All Preventative Maintenance and Inspections within Timeframe
2014-15	86.7% (19,361/22,326)
2015-16	95.7% (23,862/24,937)

Improvements: Division of Administration and Finance

Facilities and Safety: Facilities Operations

Action or strategy taken: Used weekly compliance reports for the maintenance zones to proactively manage their compliance

Implemented an overnight shift to complete intrusive inspections and preventive maintenance in classrooms, offices, and labs during non-peak hours for less interruption to campus operations and to provide maintenance access to complete the work orders.

Nurtured a cultural change within the workforce. Now they better understood the work they do is critical to the operation of the University. This cultural change also focused on empowering the work force to ownership of the work performed by holding people accountable for their actions and rewarding those top performers.

The cultural change, compliance reporting, clear direction and prioritization of inspections and preventive maintenance work order phases facilitated a paradigm shift to a proactive organization.

Improvements: Division of Administration and Finance

Facilities and Safety: Facilities Operations

Improvement: An increase of 11.7% in total generated inspection and preventive maintenance work order phases with a 9% increase in performance.

Improvements: Division of Administration and Finance

Public Safety and Police

Assessment method: The Crime Prevention Unit will review use of the Police Department Property Registration log as a method of decreasing property theft and increasing return of stolen property.

Items that can be registered include any device, piece of audio equipment, TV's, laptops, tablets, cellphones or bikes that have a serial number.

Measure: Increase use of the property log by 5%.

Improvements: Division of Administration and Finance

Public Safety and Police

Results:

Property Registration by Year



Improvements: Division of Administration and Finance

Public Safety and Police

Action or strategy taken: 2013-14: Implemented the UCFPD Property Registration system.

2014-15: Marketing efforts included Public Service Announcements on video loops in campus buildings, poster campaigns, and informational cards and other printed material. Implemented outreach strategies to address marketing gap for program. Targeted student orientations.

2015-16: Expanded orientation visits and distribution of printed material.

2016-17: Targeted community members through agency social media accounts.

Improvements: Division of Administration and Finance

Public Safety and Police

Improvement: Increased use of the property registration log by students and other community members enhances the opportunity for more accurate police reports in the event the item is lost or stolen. Loss of technology devices used to access online classes, library resources, and other sources of research material, reduce the opportunity for success among impacted students as these devices are rarely insured and not easily replaced. Access to serial numbers does not guarantee recovery, but it does increase the opportunity for a successful investigation and recovery.

Improvements: Division of Administration and Finance

Parking and Transportation Services

Assessment method: Determine the need to install Electric Vehicle (EV) charging stations to support constituents who drive electric vehicles to campus. Data will be collected to determine the total fuel displaced, costs of the installation of EV stations, and total greenhouse gas reduction. The department will assess the data to analyze gaps in services. The program will be evaluated by soliciting feedback from users via surveys. After feedback is shared, the department will identify service gaps such as the need for additional EV stations and provide solutions. The target is to have a 5% increase in the average fuel displaced and greenhouse gas reduction.

Improvements: Division of Administration and Finance

Parking and Transportation Services

Results:

Baseline: Average fuel displaced per month is 40.31 gallons and average greenhouse gas reduction per month is 403.61 pounds.

2015-16: Averaged fuel displaced 90.32 gallons/month, which saved 1,752 pounds of Carbon Dioxide.

140 EV users vs. 128 last year.

92% user satisfaction and request for additional units.

Improvements: Division of Administration and Finance

Parking and Transportation Services

Action or strategy taken: Solicited feedback from EV customers. Increased the amount of EV users by implementing a time limit on existing machines, which promoted the spaces to turnover. Installed 12 additional charging units.

Improvements: Division of Administration and Finance

Parking and Transportation Services

Improvement: Increased fuel displaced and greenhouse gas reduction. Enhanced customer service experience and promoted clean transportation.

Improvements: Division of Administration and Finance

Procurement Services

Assessment method: Provide quality customer service to university departments which shall be measured using a survey providing both quantitative and qualitative results. The survey was used to better identify the issues and concerns of customers regarding the usefulness of the website. Target is to implement at least two suggestions from survey results and increase website usefulness ratings in the annual customer survey.

Improvements: Division of Administration and Finance

Procurement Services

Results:

Survey questions addressed various areas of the website including ease of finding information, graphic design, how to improve the website and suggestions for additional features or topics.

Most survey respondents' comments (n=27) related to difficulty finding information easily (either not knowing where to find it or having to click through various pages and documents) and not being able to find contracts or what contracts are available.

Improvements: Division of Administration and Finance

Procurement Services

Action or strategy taken: Using user feedback, website functional revisions included: simplified and organized the information; created a search button; and added an interactive listing of all our competitively competed contracts and related documents.

Improvements: Division of Administration and Finance

Procurement Services

Improvement: After website upgrades to increase website functionality and ease of use, the percent agree and strongly agree responses in the customer satisfaction survey ratings related to website usefulness, increased from 89% (n=156) in 2014-15 to 91% (n=94) in 2015-16.

Improvements: Division of Administration and Finance

Human Resources

Assessment method: Improve compliance with the Family Medical Leave Act (FMLA) to reduce liability to the University, protect the employee's confidentiality by requiring medical certifications be submitted directly to the Department of Human Resources, and improve service by reducing response time to FMLA requests.

Measure: Collected and analyzed data on 613 Family Medical Leave Act leave requests. Identify the sources for all FMLA requests. Decrease the number of medical certifications submitted by the employee's supervising college or department by 3%.

Improvements: Division of Administration and Finance

Human Resources

Results: Submissions by Source 2015-16

CHCP Source	2 nd quarter	3 rd quarter	4 th quarter
Physician	48 30.97%	61 38.13%	52 30.59%
Employee	24 15.48%	22 13.75%	39 22.94%
Other	14 9.03%	8 5.00%	9 5.29%
Department	69 44.52%	69 43.13%	70 41.18%
Total CHCP's	155 100%	160 100%	170 100%

Improvements: Division of Administration and Finance

Human Resources

Action or strategy taken: Identified the source of all medical certifications coming to HR. Made changes to forms, notice letters and training with specific language to submit medical certifications directly to HR rather than to the college or department of the employee.

Improvements: Division of Administration and Finance

Human Resources

Improvement: Proportion of medical certifications submitted by supervising college or department decreased while there was an increase in submission directly to HR by employees.







We Are UCF



UCF