



Institutional Effectiveness
Quality Improvement
Success Stories

October 9, 2018

College of Nursing

Bachelor of Science in Nursing Program

Outcome: Synthesize knowledge from nursing and the physical, biological, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.

Measure: Correct preparation/administration of medications in simulation. 75% of students in NUR 4227L Nursing Care of the Adult II CHF Simulation will 1) accurately prepare furosemide and 2) correctly administer furosemide.

College of Nursing

Bachelor of Science in Nursing Program

Results: Percent of students who 1) accurately prepare furosemide and 2) correctly administer furosemide improved over last year and moved toward reaching this goal but the 75% target remains “not met.”

2016-2017			2015-2016		
Fall 16	Spring 17	Total	Fall 15	Spring 16	Total
70%	83%	76.5%	55%	48%	51.5%

College of Nursing

Bachelor of Science in Nursing Program

Strategies/Initiatives:

- Change Strategy: Changes offered up by the faculty included additional course examination questions to supplement the simulation experiences. Scores continued to rise.
- Although simulation changes were made to enhance the medication administration experience, differences in scores may be related to the different cohorts compared, basic v. coast-basic and accelerated students. Further investigation to tease this out may be warranted.
- Minor curriculum changes continue and will result in ongoing assessment data changes and updates.

College of Nursing

Bachelor of Science in Nursing Program

Improvement:

- National examination data is consistently available to determine the impact of curriculum changes.
- Simulation is consistent with Strategic Plan: Promise Innovate academic models to transform higher education
- We have previously fallen short of this benchmark, and with these students feeding our doctoral pipeline, scholarship of written communication is critically important.
- BSN Assessment Rubric moved down to “accomplished.” There are several newer measures for which this past year provided our first outcome results. Therefore comparisons could not be made. Several additions reflect current trends in care including a simulation with a transgender patient.

College of Nursing

Master of Science in Nursing Program

Outcome: Demonstrate competence in written and oral communication and critical thinking.

Measure: A random sample of 20% of written Evidence Based Scholarly projects (NGR 6813) completed by graduating students will be evaluated. Eighty-five per cent of students will achieve a score of good or excellent on all items. For further analysis, the count of any item that is not rated at least "good" will be tallied and reported to support program improvement.

College of Nursing

Master of Science in Nursing

Results: Doctoral prepared faculty members who did not serve as instructor or consultant for student's project, evaluate the project on nine criteria, including critical thinking. Overall ratings for projects scoring a “good” or higher on each criterion are given below. Target moved from “not met” to “met.”

2016-2017	2015-2016
17/20 (85%)	15/19 (79%)

College of Nursing

Master of Science in Nursing

Strategies/Initiatives:

Change Strategy: A new faculty member has been key to improvements in this area through varied course changes.

Review rigor remained the same.

College of Nursing

Master of Science in Nursing

Improvement:

- This Evidence-Based Practice Project is considered the graduating Master's degree students' Capstone Project. An improvement in student work quality is positive for the program. This year the Master's program moved to "exemplary."
- This measure is consistent with the UCF strategic plan: Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us and the CON strategic plan goal #2: Recruit and retain quality faculty, staff and students.
- We have previously fallen short of this benchmark, and with these students feeding our doctoral pipeline, scholarship of written communication is critically important.

College of Arts and Humanities

Text and Technology, Ph.D.

Outcome: Students will demonstrate ability to conduct and present sustained independent and interdisciplinary research.

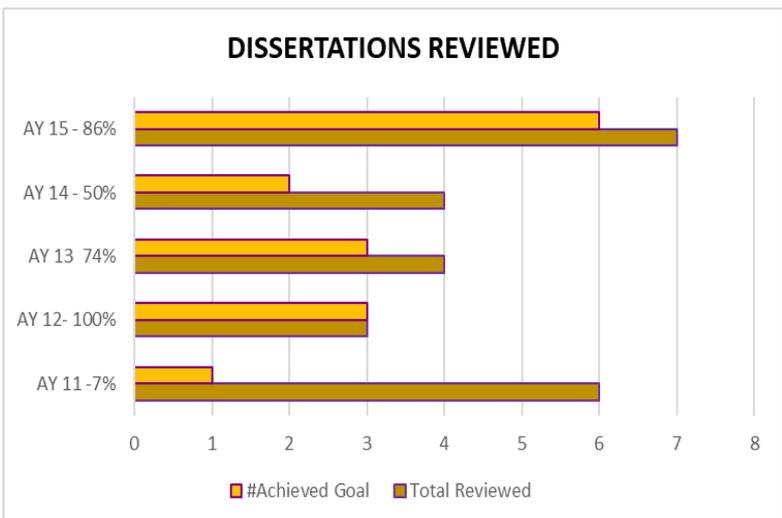
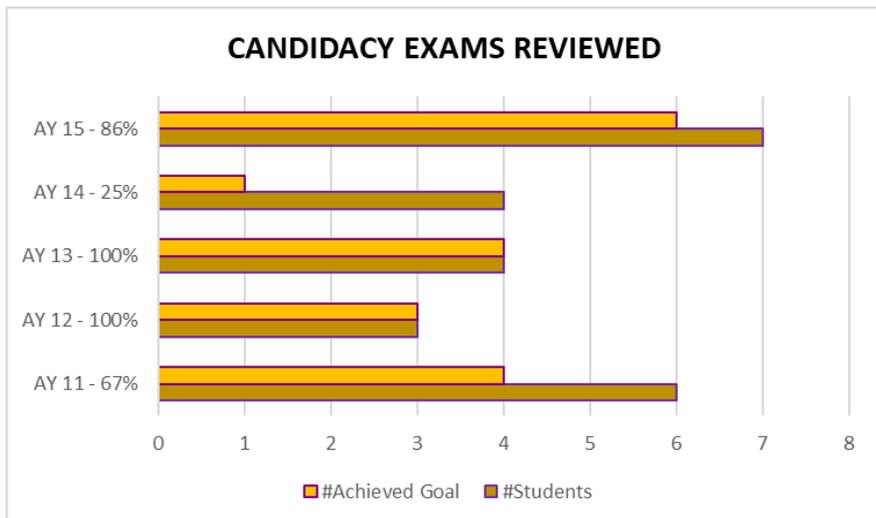
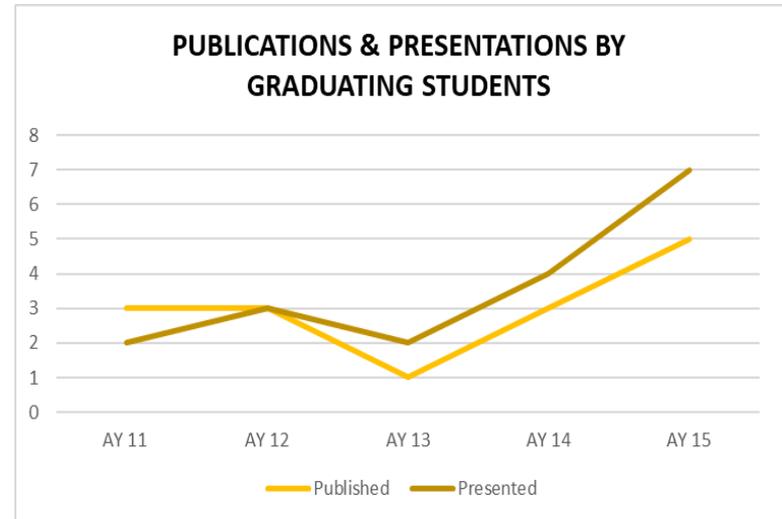
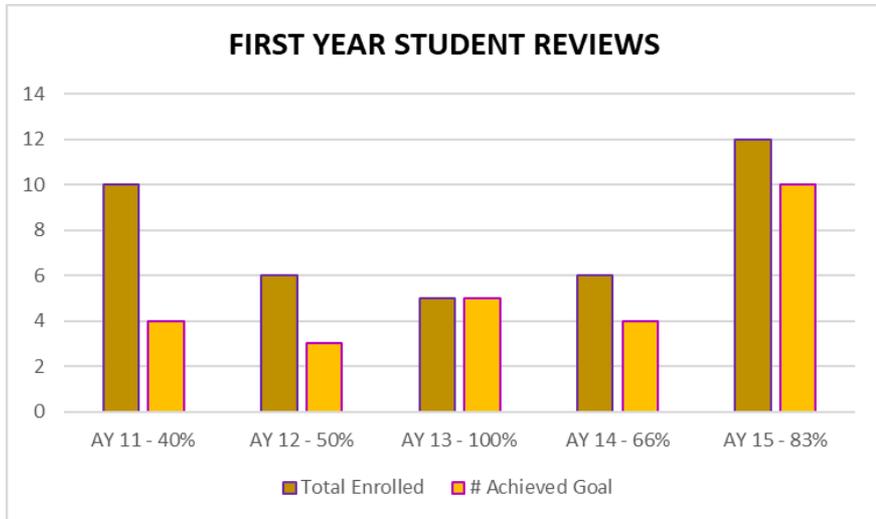
Measures:

- Course evaluation rubrics used to assess each student's performance in core courses
- First Year Review evaluation conducted with program director at the end of 18 hours
- Candidacy Exams reviewed by T&T faculty not on student committee using rubric
- Dissertations reviewed by T&T faculty not on student committee using rubric
- Graduating student publication records reviewed

College of Arts and Humanities

Text and Technology, Ph.D.

Results:



College of Arts and Humanities

Text and Technology, Ph.D.

Strategies/Initiatives:

- Schedule core courses in a consistent order so that the arc of the program is similar for all students and enrollment maximized
- Refine course objectives to avoid overlap; build knowledge base deliberately
- Add specific technology objectives to each core course
- Assign faculty advisers and student mentors before a student begins the program
- Include detailed prospectus requirements in handbook
- Increase feedback from dissertation committees regarding student writing
- Encourage student writing groups
- Offer professionalization workshops

College of Arts and Humanities

Text and Technology, Ph.D.

Improvement:

- Length of time to degree has decreased
- Confusion over path to the degree has decreased
- Writing quality on exams has improved
- Student writing improved
- Staying on track once ABD improved

Areas of specialization developed to help students organize a meaningful and timely path through the program

Candidacy exam rubric developed which has helped students prepare for and improve on exams

Candidacy exam purpose and format more clearly defined

Prospectus expectations clearly detailed for students

Dissertation chairs meet with students more frequently

Dissertation writing groups encouraged

College of Arts and Humanities

Philosophy B.A.

Outcome: Students will demonstrate proficiency in communication and critical thinking by identifying and expressing opposing arguments or evidence against their theses, expressed both verbally, in class participation, as well as in their own philosophical writing.

Measures:

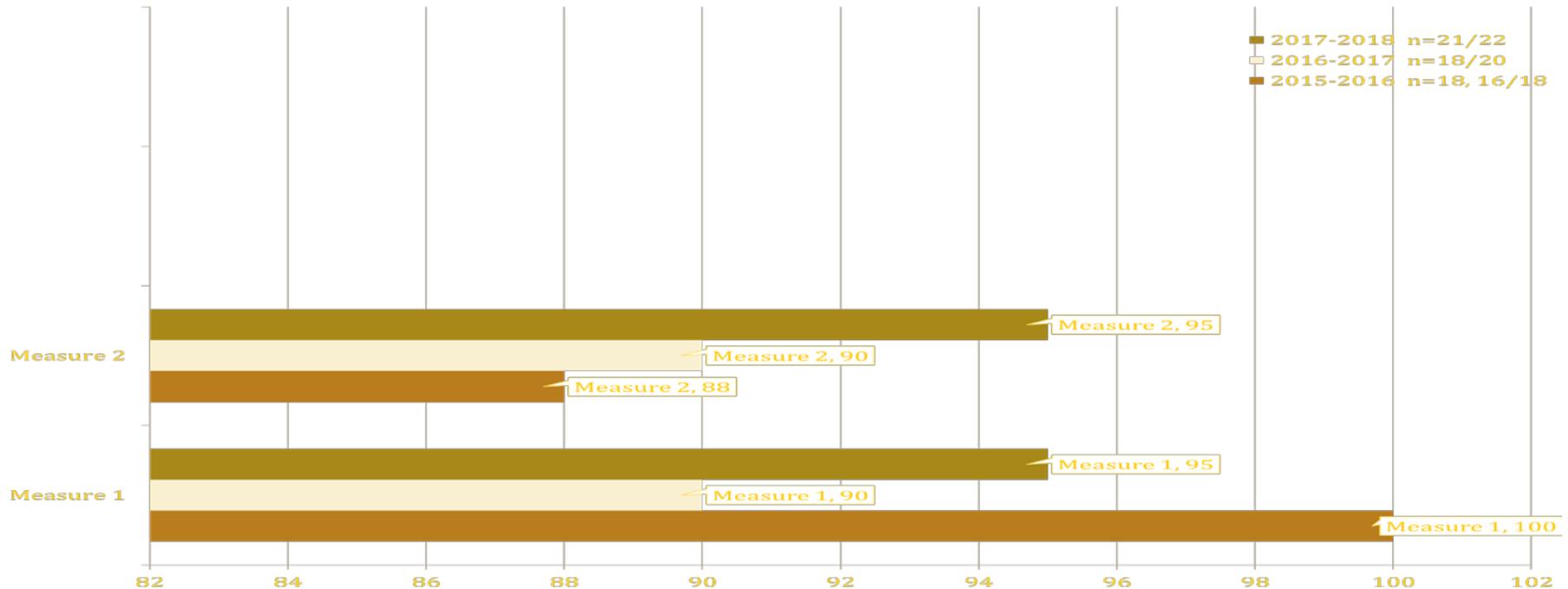
Seniors will participate in seminar level discussion in which to formulate and consider opposing arguments or evidence against their own positions and theses.

Seniors will be given an advanced writing assignment that will require them to be able to formulate and consider opposing arguments or evidence against their own positions and theses.

College of Arts and Humanities

Philosophy B.A.

Results:



College of Arts and Humanities

Philosophy B.A.

Strategies/Initiatives:

- Held Department and Curriculum Committee discussions to raise awareness and motivation to work on writing and critical thinking.
- Had year-long follow up by Chair and other concerned faculty to keep alive the concern about writing and critical thinking.
- Motivated students to think of their work in a more professional way as aimed for publication in a philosophy journal or as presentation to a philosophy conference.

College of Arts and Humanities

Philosophy B.A.

Improvement:

- Developed ways to measure improvements in writing.
- Developed original ways to measure improvement in critical thinking. Started to implement them and to develop baseline data for two years.
- Turned methods and results into faculty scholarship by presenting critical thinking assessment results to conferences on assessment.
- Noticed possible relationship between oral work and increased quality of research papers and critical thinking. Increased amount of oral work in so far as it was related to research paper development and to critical thinking improvement.

College of Arts and Humanities

French B.A.

Outcome: Graduating students will demonstrate the writing and oral skills developed in the French B.A. program through the submission of a required online portfolio that summarizes their tenure in the French B.A. program.

Measures: Portfolio advising - As part of the admission requirement, students will meet with a French faculty advisor to determine their program of study. This meeting will constitute the first step towards the creation of their exit online portfolio.

Every semester, students will meet with their advisor in order to evaluate their progress. Students must receive a satisfactory rating at the end of each semester.

College of Arts and Humanities

French B.A.

Results:

14-15: Implementation of the measure created to improve student learning and the quality of the program. Students that were part of this measure were expected to graduate between 2016 and 2018.

15-16: We collected our first set of data. This measure immediately proved successful, as we were now able to assess the students' audit comprehensively and guide them to the right path to graduate in 4 years, which is the goal of the program.

16-17: We already saw improvement: students were aware of the program requirements, there was no ambiguity and there were fewer problems at graduation time. Transfer students who graduated in spring 2016 completed their degree in 4 years without complications

College of Arts and Humanities

French B.A.

Strategies/Initiatives:

- Make the initial meeting mandatory in the catalog.
- Degree Requirements: Students must see their advisor to obtain proper counseling and have their schedule approved before registering for courses in their major.
- During their first meeting, students specify their expected semester/year of graduation and a plan of action is put in place.
- Students are required to discuss their plan of action at the end of every semester with a French advisor in order to review/adapt for graduation expectation.

College of Arts and Humanities

French B.A.

Improvement:

- By knowing our students' **course needs** at the beginning of their tenure in French, we are able to select courses for the next year according to their plans of action.
- By knowing our **students' aspirations**, we have been able to develop new courses and certificates that correspond to their professional plans.
- We are able to see early on which students show strong **research potential** and guide them towards a HIM thesis or other undergraduate research programs.
- We have been fostering a stronger relationship with our body of students that not only encourage them to take an **active role** in their own academic development at UCF, but also in their future professional life.
- Faculty are now keeping in touch with many more **alumni** than in the past, as students regularly update us with their life strategies. It seems that our alumni still feel like part of the program.

Academic Affairs II

IT&R/UCF IT

Outcome: UCF IT will strive to provide outstanding service to customers contacting the UCF IT Support Center. Faculty, students, and staff will rate the services provided by UCF IT staff as satisfactory or higher.

Measures: The UCF IT Support Center will conduct an ongoing user satisfaction survey for its customers. Upon “closing” a ticket, customers will receive an e-mail asking them to complete a survey. Respondents will indicate an overall satisfaction rating of 95% or greater

Users will be asked if they found the online self-service portal helpful/easy to use. We believe more than 25% of respondents will indicate they used the online self-service portal to submit a ticket.

Academic Affairs II

IT&R/UCF IT

Results:

Year	Overall satisfaction	Prefer to use online self-serve portal
2017-18	96% (n=5,613)	21% (n=4,656)
2016-17	96% (n=3,950)	20% (n=3,814)
2015-16	88% (n=249)	20% (n=260)
2014-15	88% (n=303)	18% (n=393)

Academic Affairs II

IT&R/UCF IT

Strategies/Initiatives:

- Aiming to increase overall customer satisfaction, UCF IT focused on improving the customer experience by implementing an online self-service portal.
- By empowering customers to request assistance through the web (other than just email or phone), the online self-service portal aimed to offer a more convenient, efficient and cost effective means for customer inquiries to be resolved/fulfilled.
- Through continuous service improvement, the online self-service portal has been enhanced on a recurring basis with the customer in mind.
- By reducing the number of calls/emails coming into the UCF IT Support Center, the self-service portal maximizes efficiencies, reduces workload and increases overall customer satisfaction.

Academic Affairs II

IT&R/UCF IT

Improvement:

- On a monthly basis, the IT Service Management (ITSM) Governance Committee meets to discuss current and future initiatives for ServiceNow (the university ITSM application). Enhancement requests to the application are proposed and approved through this committee.
- The online self-service portal backed by ServiceNow is constantly being modified through committee discussion. Based on customer feedback and best practices, ServiceNow is enhanced to meet the needs of the customers.

Academic Affairs II

IT&R/University Libraries

Outcome: Planning, design and creation, incorporating the stated needs, preferences and desires of students, of a quiet study space in the John C. Hitt Library, resulting in a learning space that meets those needs for nurturing individual, focused research, reading and class work.

Measures and Results:

Prior to Quiet Zone design and construction: complaints about noise

9 iterations of the LibQUAL+ survey, all containing comments asking for quiet study, 2002 – 2011

Charrettes (sessions with architects, librarians, graduate and undergraduate students)

Suggestion box comments, social media comments

Focus groups with graduate students

Library Student Advisory Board

Input from students during planning:

Library Student Advisory Board

Furniture testing, 413 student participants

Academic Affairs II

IT&R/University Libraries

Strategies/Initiatives:

- Initially, with no way to construct a quiet zone, efforts made with patrolling and signage to enforce quiet on 4th and 5th floors, 2003 and forward.
- Those efforts made a difference, but there were not enough seats, and the layouts of the floors and furniture did not foster an atmosphere of silence.
- Were able to incorporate the Zone with 21st Century Library Plans, funded by CITF.
- Student input during planning and construction, Advisory Board and furniture testing.
- “Grand Opening” for students---awareness building.

Academic Affairs II

IT&R/University Libraries

Improvement:

Currently collecting evidence of impact. Preliminary qualitative findings are positive:

Sample comments from our website:

- There are plugs EVERYWHERE!! It's GREAT!
- Introverts Paradise
- UCF keeps getting better and better. Grateful that we are Knights and eager to continue producing results.
- It's a very nice study place!

Verbal comments:

- It's as if you asked me exactly what I wanted in a place to study. Amazing!
- I love it---it's perfect.

Academic Affairs II

IT&R/University Libraries



College of Sciences

UCF Arboretum

Outcome: Serve the community through partnership and outreach initiatives that increase awareness and understanding of key issues in ecology, natural resource conservation, and urban horticulture.

Measure: The number of participants in annual Arboretum hosted events will be at least 1,000. Assessment Instrument = Arboretum records of event attendance.

College of Sciences

UCF Arboretum

Results:

2016-17	2015-16
Number of Participants	Number of Participants
2,880	747

Strategies/Initiatives:

To increase the number of participants in our Arboretum hosted events, we developed and continue to cultivate a very strong relationship with the COS Marketing team.

College of Sciences

UCF Arboretum

Improvement:

- We more than doubled the number of participants we hoped to have at our events. This is because of our relationship with the COS Marketing team, and because we are working on our website and social media outlets to share information with the public.
- The high quality of marketing materials that COS Marketing has produced, along with their advanced marketing skills have really allowed us to reach more of the campus community and therefore increase participation in our events.

College of Sciences

Statistics B.S.

Outcome: Students will identify and carry out statistical procedures such as regression analysis and analysis of variance.

Measure: Embedded questions in exams in STA 4164 (Statistical Methods III) will be reviewed to assess the appropriateness of the chosen analyses. It is expected that at least 80% of students will score at least 75% on the embedded questions.

College of Sciences

Statistics B.S.

Results:

2016-17	2015-16
Percent of student who scored 75% or better on embedded exam questions	Percent of student who scored 75% or better on embedded exam questions
90.9% (20/22)	78.5% (n=24/35)

Strategies/Initiatives:

- A new instructor was assigned to teach the course. The instructor changed lecture notes, and provided a variety of examples. The assignment of the new instructor was not directly due to assessment, but the changes within the course that the instructor made were certainly due to recognizing a need and attempting to improve the course.

College of Sciences

Statistics B.S.

Strategies/Initiatives (Continued):

- Students used to be limited to using SAS software. The program made a change to allow more software options. Students can now use SAS, SPSS, and/or Python software. Allowing students to use the software they are most comfortable/familiar with means more time spent learning the procedures and less time learning software.
- A new textbook was introduced a few years ago. The program identified a textbook that offers numerous examples for student practice, and introduced it in hopes that the additional examples and practice would create improved results.

Improvement:

Results improved from 68.5% of students meeting the performance target in 2015-16, to 90.9% of students meeting the target in 2016-17. Results improved from 6.5% below target to 10.9% above the target. A total improvement of 22.4%

College of Sciences

Radio and Television B.A.

Outcome: Graduates in each track will write proficiently for electronic media in their area

Measure: RTV student interns in Broadcast Production and Broadcast Generalist will be evaluated by their internship supervisors. Evaluators will rank the intern's level of expertise in critical areas of WRITTEN skills. Eighty percent (80%) of student interns will score an 8 or higher on a 10pt. scale.

College of Sciences

Radio and Television B.A.

Results:

2016-17		2015-16	
80% of student interns will score an 8 or higher on a 10 point scale measuring level of expertise in critical areas of written skills.		80% of student interns will score an 8 or higher on a 10 point scale measuring level of expertise in critical areas of written skills.	
Production	Generalist	Production	Generalist
71% (22/31)	75% (9/12)	60% (24/40)	67% (12/18)

College of Sciences

Radio and Television B.A.

Strategies/Initiatives:

- Assigned a full-time faculty member to teach RTV 2100 “Writing for the Electronic Media” and to modify course content/assignments.
- The program was also changed such that Broadcast Journalism students no longer take this course.
- This allowed instructors to focus on writing skills specific to needs of production students, instead of spending time on writing for reporters as was previously part of the course.

College of Sciences

Radio and Television B.A.

Improvement:

- We currently only have one year of evidence to support the findings, but as we have seen improved ratings of 11% and 8% respectively across two separate measures impacted by the changes it is likely that the implemented strategies have had a positive impact on performance.
- Also, while both measures are still below target we have seen pretty encouraging improvement in year one, and look forward to monitoring these changes to see if they will help the program meet the expectations for these measures in upcoming years.

College of Business Administration

Accounting BSBA

Outcome : Accounting majors will calculate and interpret major indicators of financial performance.

Measure: Students in TAX 4001 will calculate taxable income for a business entity. Measurement will consist of analyzing their responses on selected exam questions. Analysis will indicate that 70% or more of the students who were assigned the exam questions will earn a score of 70% or higher.

College of Business Administration

Accounting BSBA

Results:

2016-17	2015-16
70% or more of students will score 70% or higher on exam questions	70% or more of students will score 70% or higher on exam questions
Mean score=88.2%	Mean score=82.2%
92% (256/277) of students met the 70% target	82% (114/139) of students met the 70% target

College of Business Administration

Accounting BSBA

Strategies/Initiatives:

- A new instructor was added last year, which made enrollment in the tax sections smaller.
- Course faculty added oral presentations associated with class projects and shifted the exams from multiple-choice to more problem-based.

Improvement:

- Faculty believe that these changes had a positive effect on the results.
- In addition, there continues to be good coordination between the faculty that teach the course sections, which may have also contributed to the improvement.

Administration and Finance

Human Resources Department

Outcome: Increase the number of employees using the W-2 Tax Electronic self-service.

Measure: Human Resources will collect data on the total number of W-2 processed and track the number of eW-2s.

Administration and Finance

Human Resource Department

Results: University's highest W-2 Tax Electronic participation rate - 75% in 2017

Strategies/Initiatives:

As a result of the 2015-17 assessment cycles, Human Resources:

- Collected data on “why” employees are not using the eW-2
- Created targeted message to new hires and rehires during the critical timeframe for employees to consent
- Implemented PeopleSoft Communication Generator, an automated, custom email
- Processed the paper W-2s in-house cutting the cost from \$1.085 per unit to \$.46
- Saved the university money

Administration and Finance

Human Resource Department

Results: Lowest paper W-2 processed since 2010 with 4,020. Saving the university \$15,128.36 (38% increase)

Comparison of Data Collected for 2015-2017

Calendar Year	W-2 Total	Paper	Electronic	Cost per unit	Postage	Electronic Method Savings	Electronic Participation Rate
2010	13057	6049	7008	\$ 0.47	\$ 0.44	\$ 6,377.28	54%
2011	13372	4387	8985	\$ 0.61	\$ 0.45	\$ 9,524.10	67%
2012	13865	4361	9504	\$ 0.64	\$ 0.46	\$ 10,454.40	69%
2013	14465	4845	9620	\$ 0.67	\$ 0.48	\$ 11,063.00	67%
2014	14528	4918	9610	\$ 0.60	\$ 0.48	\$ 10,378.80	66%
2015	15214	5070	10144	\$ 0.60	\$ 0.485	\$ 11,006.24	67%
2016	16026	4020	12006	\$ -	\$ 0.46	\$ 5,522.76	75%

Administration and Finance

Human Resources Department

Strategies/Initiatives:

As a result of the assessment, Payroll Services partnered with HRIS on using the Communication Generator. The Communication Generator sends specific messages to a defined target audience on a set recurring schedule. The option required a one-time set-up. Employees in the following categories received template emails:

- Non-consented new hires (one time after their first paycheck had been processed)
- Non-consented rehires (one time after their first paycheck had been processed)
- Non-consented existing employees (one-time annual process in December)

Administration and Finance

Human Resources Department

Improvement:

- Human Resources will continue to provide high-quality services and cost effectiveness.
- Payroll Services will continue to update the email verbiage to include information about UCF's commitment to protecting personal information.
- In addition, requesting assistance from the HR liaisons may further the goal of increasing electronic W-2 participation.

Administration and Finance

Procurement Services

Outcome: Enhance customers' knowledge of procurement rules, procedures, and cost-saving best practices. This will be accomplished through customer training.

Measure: We will conduct training sessions with university department employees which will focus on procurement policies, procedures, and processes. Target is to host a minimum of three training sessions and to increase attendance by 50%.

Administration and Finance

Procurement Services

Results:

Reporting Year	Number of Attendees	Percentage Increase from Last Year
2017-18	155	319%
2016-17	37	-18%
2015-16	45	62%
2014-15	117	N/A

Administration and Finance

Procurement Services

Strategies/Initiatives:

- We hosted a training session open to all university faculty and staff in order to reach out to more users and educate them about procurement policies, processes, and procedures.
- This strategy allowed us to reach a broader audience and increase awareness of our departmental functions. Broadening our training helped increase the number of attendees from 37 last year to 155 this year, a 318.9% increase.

Administration and Finance

Procurement Services

Improvement:

- By increasing the university community's awareness and understanding of procurement policies, processes, and procedures, we managed to improve UCF's compliance with procurement regulations.
- Our expanded trainings helped decrease the number of unauthorized procurement actions from 96 last year to 80 this year, a 16.7% decrease.

Administration and Finance

UCF Police Department

Outcome: The UCFPD Community Partnership Unit will review use of the Police Department Property Registration log as a method of decreasing property theft and increasing return of stolen property. Property that can be registered in the database include any device, piece of audio equipment, tvs, laptops, tablets, cellphones or bikes that have a serial number.

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

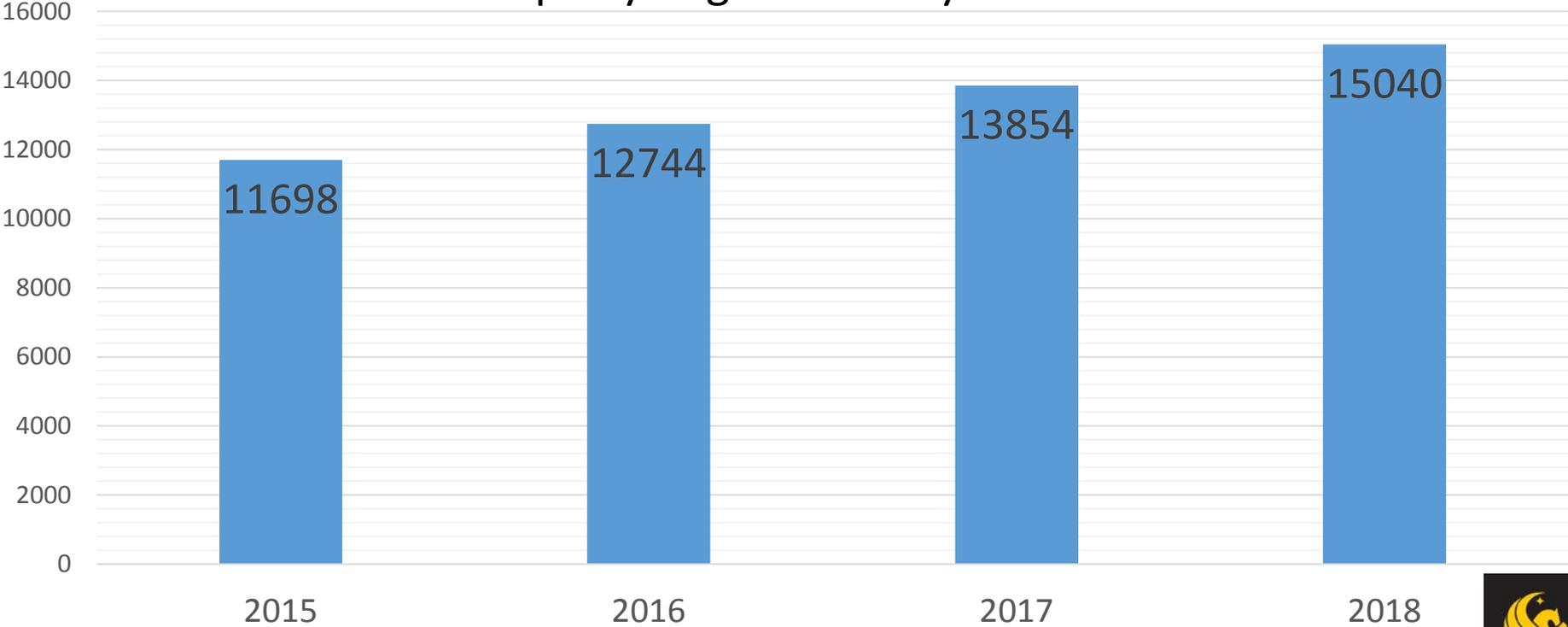
Administration and Finance

UCF Police Department

Results

Year	2015	2016	2017	2018
	11698	12744	13854	15040
% Increase Per Year		8.90%	8.70%	8.56%

Property Registration By Year



Administration and Finance

UCF Police Department

Strategies/Initiatives:

13-14-Identified a need to combat property theft by increasing registration of personal property in the UCFPD Property Log. Implemented the UCFPD Property Registration system for baseline analysis. (1,220) items were registered by students, staff, faculty, and visitors.

14-15-Implemented outreach strategies to address marketing gap for program.

STRATEGY: Targeted campus orientations for advertising of program resource.

15-16-Continued our outreach strategies and increased (CPU) effort with Operation ID programs to increase registration.

STRATEGY: Targeted campus orientations for advertising of items for community members not familiar with the on-line Property Registration tool.

16-17-Added new advertising on agency social media to increase awareness and use of program.

STRATEGY: Targeted community members through agency social media accounts.

17-18-Added program link to the UCF Mobile App to increase use of the program. Survey question added to the registration process as well.

STRATEGY: Targeted mobile users for remote registration. Survey employed to identify the various impacts of marketing efforts.

Administration and Finance

UCF Police Department

Improvement:

- Year over year sustained increases in use of the Property Registration program due to marketing and orientation efforts
- Ability to log items into the Property Registration database via UCF Mobile App
- Development of a survey mechanism at the point of property registration to assess the impact of marketing strategies

Division of Teaching and Learning and College of Undergraduate Studies

Academic Services

Outcome: Increase timeliness of transfer credit evaluation requests for state core, Gordon Rule Writing, and general education requirements

Measure: Pilot a transfer credit review process for at least 60% of incoming transfer students that updates their degree audits with state core, foreign language, Gordon Rule Writing, and general education courses prior to their Transfer Student Orientation session.

Division of Teaching and Learning and College of Undergraduate Studies

Academic Services

Results:

2017-18	2016-17
<p>Transfer credit review process prior to student orientation session. Target set to 60% of incoming transfer students.</p>	<p>Pilot year transfer credit review process prior to student orientation session. Target set to baseline.</p>
<p>90.3% (4,056 /4,490) of transfer students' transfer credits were reviewed prior to their June 1-July 31, 2018 scheduled orientation session.</p>	<p>51.2% (1,142/2231) of transfer students' transfer credits were reviewed prior to March - May 2017 orientation sessions.</p>

Division of Teaching and Learning and College of Undergraduate Studies

Academic Services

Strategies/Initiatives:

Multiple personnel worked on the transfer orientation lists. Enhanced technology (ServiceNow ticketing system) allowed Academic Services to better track incoming students' requests, and additional transfer credit rules in PeopleSoft means that more transfer credit is automatically posting to students' transcripts and degree audits without having to be reviewed.

Improvement:

We were able to achieve significant improvement from 2017 to 2018. This was almost entirely due to additional staff resources being directed toward the transfer credit evaluation process during the 2017-2018 academic year.

Division of Teaching and Learning and College of Undergraduate Studies

Academic Advancement Program

Outcome: McNair Scholars will complete research and scholarly activities that will directly impact their progression to graduate school. This outcome and measure are related to Metric 1, Undergraduate Student Success ; Metric 2, Student Prominence and Student Diversity and Inclusiveness.

Measure: 80% of McNair Scholars will have applied for external fellowships before graduation (Metric 2: Double the number of students receiving national or international recognition.)

Division of Teaching and Learning and College of Undergraduate Studies

Academic Advancement Program

Results:

2017-18	2016-17
Percent of McNair Scholars who apply for a national fellowship prior to graduation	Percent of McNair Scholars who apply for a national fellowship prior to graduation.
100% (6/6) applied to external/national fellowships before graduation	92% (12/13) applied to external/national fellowships before graduation

Division of Teaching and Learning and College of Undergraduate Studies

Academic Advancement Program

Strategies/Initiatives:

- Created a co-led course facilitated by a Writing and Rhetoric professor and AAP staff.
- The fellowship/graduate application course walked the scholars through the fellowship application process
- If qualified for national fellowships, the course facilitated student application to those fellowships by the deadline

Division of Teaching and Learning and College of Undergraduate Studies

Academic Advancement Program

Improvement:

The course resulted in:

- Two scholars winning the National Science Foundation Graduate Research Fellowship
- Honorable Mention in the Ford Diversity Fellowship
- Frost Scholarship for full funding to University of Oxford
- Sloan Fellowship
- All scholars receiving full funding for graduate school

Division of Teaching and Learning and College of Undergraduate Studies

Office of Undergraduate Research

Outcome: The Office of Undergraduate Research will increase the number of projects presented in the annual Showcase of Undergraduate Research Excellence while reducing the number of projects that are accepted but ultimately not checked in (withdrawals and no-shows) on the day of the event.

Measure: Increase student projects presented at annual poster forum, Showcase of Undergraduate Research Excellence, by 10% (from 2017 baseline of 343; 378). This Showcase is the only event listed in the UCF Strategic Plan, with a mandate to grow by 50% (over 500 posters from 342 in 2016) by 2020.

Division of Teaching and Learning and College of Undergraduate Studies

Office of Undergraduate Research

Results:

2017-18	2016-17
Total number of projects presented at the 2018 Showcase for Undergraduate Research Excellence	Total number of projects presented at the 2017 Showcase for Undergraduate Research Excellence
n= 402 Percent increase =17.2% (n=59)	n=343

Division of Teaching and Learning and College of Undergraduate Studies

Office of Undergraduate Research

Strategies/Initiatives:

Several strategies were employed in 2018 to increase participation and reduce last minute withdrawals:

- Extended the deadline for participants to upload their posters to Webcourses (for judges to pre-review).
- Opened participation to Fall 2017 graduates. In this way, we afforded students whose project completion may not have aligned with the Spring Showcase date the opportunity to participate, thus increasing the pool of potential presenters.
- Increased our marketing efforts to include print and electronic publicity for faculty, print and electronic publicity for students and multiple social media platforms.
- Opened the online submission on December 1 compared to January 2 in 2018, giving students an extra month to review the applications process and/or apply.

College of Engineering & Computer Science

Mechanical Engineering B.S.

Outcome: An ability to design a system, component, or process to meet desired needs within realistic constraints such as economical, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. (ABET c)

Measure: EML 4501C Mechanical Engineering Design I. 70% of students enrolled in the course will score 70% or higher in the application of constraints or standards to their prototypes

College of Engineering & Computer Science

Mechanical Engineering B.S.

Results:

Topic	14 - 15 AY	15 - 16 AY	16 - 17 AY
Constraints Experienced	113/128 (88%)	186/208 (89%)	170/188 (90%)
Standards Used	78/128 (61%)	136/208 (65%)	138/188 (73%)
Target	70% will score 70% or better	70% will score 70% or better	70% will score 70% or better

College of Engineering & Computer Science

Mechanical Engineering B.S.

Strategies/Initiatives:

To improve the quality of prototypes that students produce in the Senior Design courses, the instructor devoted a lecture to review constraints and standards that students should apply when designing their prototypes.

College of Engineering & Computer Science

Mechanical Engineering B.S.

Improvement:

- Students show a heightened awareness of what constitutes a constraint or standard compared to prior years. This may be a result of added emphasis on the topic in lecture. On several occasions, students have been noted to choose sub-optimal designs in order to avoid even addressing constraints.
- Students are generally aware that anything clearly labeled an industry standard (ASTM, ANSI, etc.) is, in fact, a standard.
- They are less aware that some of the externally (industry) sponsored projects to which they may have been assigned also contain corporate or industry best practices that may also be loosely considered "standards."
- The Systems Engineering approach including assessing constraints and industry standards as potential requirements (and thus, non-compliance constituting a project risk) appears to continue to be effective.
- We are now seeing that the "gap" that we are trying to fill pertains more to industry norms/best-practices and less on "official" standards.

Administration and Finance

Parking and Transportation

Outcome: Parking and Transportation will 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.

Measure: Last year, 68 gallons of fuel were displaced due to the implementation of EV charging stations on campus. The target is to have at least 74 or more gallons of fuel displaced in 2017.

Administration and Finance

Parking and Transportation

Results:

- 140 EV users in 2017
- Average annual fuel displacement = 90.32 gallons per month
- Represents a significant increase from the average amount of fuel displacement from last year, which was 68 gallons per month.
- The increase of 22.32 gallons resulted from the installation of the 12 additional EV stations.
- 85% satisfaction and request for additional units
- Identified costs of the 15 machines as \$133,061

Administration and Finance

Parking and Transportation

Strategies/Initiatives:

- Implement a pricing plan strategy to help recover the department's costs
- Promote turnover of EV spaces without investing in additional machines and expenses

Improvement:

- Implemented mobile app
- Enhanced customer service experience



Administration and Finance

Security and Emergency Management

Outcome: The data from FY 2015-2016 reflects that EOC staff face reoccurring challenges. To increase job performance in an emergency situation, OEM will expand training to all staff that operate and support the Emergency Operations Center (EOC). This includes emergency management staff and departments performing an emergency support function and emergency coordinating officer position.

Measure: Based upon feedback from EOC staff, UCF OEM has implemented a new software program designed to streamline information sharing in an emergency situation. This software will increase situational awareness and allow EOC staff to gain an effective overview of the incident. UCF OEM will create a training curriculum and host one training session for the new software.

Administration and Finance

Security and Emergency Management

Results:

- Setting the stage:
 - FY 15-16, DSEM received feedback - reoccurring challenges relating to job knowledge and situational awareness
 - Challenges were discussed during stakeholder meetings
- FY 16-17, Job Knowledge: DSEM offered training for new software and evaluated 447 training forms to identify areas of improvement
 - Analyzed 50% of all feedback forms: 474 out of 744
 - Conducted training class to introduce VEOCI
- FY 18 -17, Job Performance: DSEM developed a new training curriculum and collected 28 (20 was target) feedback forms about VEOCI's effectiveness
 - Developed new curriculum "ESF Academy"
 - Collect 20 feedback forms: Received and reviewed 28 feedback forms

Administration and Finance

Security and Emergency Management

Strategies/Initiatives:

Developed new training curriculum focused on emergency operations procedures and job-specific procedures (based upon existing and reoccurring feedback).

Developed exercise evaluation procedure and forms

Improvement:

Integrated Security Management into process

Designed custom feedback form ESF After Action Report post Hurricane Irma to assess VEOCI's effectiveness in real world situations

Administration and Finance

Business Services

Outcome: The Spot - Grow passport processing business 10% through different marketing channels to grow awareness about the passport service offered.

Measure: Compare point-of-sale reports from previous year to analyze external customer passport processing. We track internal and external customers for this service, so we will be able to analyze if there is growth with targeted external marketing programs. As part of the check in process we survey how they learned of our service. We will log this information to track success of this marketing program.

Administration and Finance

Business Services

Results and Strategies:

- 15-16- Baseline year
 - STRATEGY: Start tracking passport service at The Spot
 - RESULTS: Processed 3834 passports.
- 16-17 –Increase passport sales at The Spot by 10%
 - STRATEGY: Send information to Public Schools about The Spot’s passport services. Track customers on how they were referred to The Spot’s service.
 - RESULTS: Processed 5484 passports.
 - DOCUMENTED IMPROVEMENT: Increased the number of passports processed by 43%.
- 17-18 –Increase passport sales at The Spot by 15%
 - STRATEGY: Send information to surrounding Post Offices and Courthouses. Track the amount of referrals from “Google search” for the fiscal year.
 - RESULTS: Processed 4198 passports.