INSTITUTIONAL EFFECTIVENESS
PROFESSIONAL DEVELOPMENT
AGENDA

SACSCOC Update
Compliance Certification - Preliminary Findings
IE Plan Expectations
Action Items and Deadline
Monitoring Status

- CS 3.3.1.1
  IE: Educational programs (SLO’s)
- First Monitoring Report submitted April 2013
- Second Monitoring Report submitted April 2014
- Removed from Monitoring Status June 2014

Compliance Certification

- Submitted September 2014
- Off site review November 2014
- Preliminary findings

Upcoming Events

- Focused report - February 2015
- QEP - February 2015
- On site visit - April 2015
- Board decision - December 2015
INSTITUTIONAL EFFECTIVENESS

- SACSCOC Comprehensive Standards 3.3.1.1 - 3.3.1.5
- Educational programs, to include student learning
- Administrative support services
- Academic and student support services
- Research within its mission, if appropriate
- Community/public service within its mission, if appropriate
Substantial progress made
  - Infrastructure (manual, paper process > electronic, web based system)
  - Basic education (committee work, individual meetings, website)

As an institution = early in evolution
    As individual units = quality varies

Provide specific instructions and training materials to all units to ensure quality planning and assessment including
  - Detailed expectations regarding the quality of outcomes, measures, targets, findings and action plans
WHAT THE SACSCOC REVIEWER WANTS

- SACSCOC Standards: every word
- Ongoing: multiple cycles
- Systematic: process in place
- Research based: numbers; percentages; comparative, longitudinal data
- Integrated: leaders analyze, share, discuss, act upon results
- Evidence of improvement: highlighted sections pointing to proof, not piles of data points, not 75 page reports
Preliminary Findings

- Central to mission: “student-centered, urban research institution”
- One of UNO 2020 strategic goals and three strategies relate to research
- Research units identified, including centers and institutes
- Research expectations for faculty

- Some outcomes, measures and targets lack specificity
- Issue with sampling – some units identified both non-learning and learning outcomes, but there were no learning closing the loop examples included

- 6/14 center/institute plans include research outcomes
- 5/14 center/institute plans include student learning outcomes
Preliminary Findings

- Central to mission: “global community asset”
- Central to vision: “primary engine of social, economic, intellectual and cultural development in New Orleans and beyond...”
- One of UNO 2020 strategic goals and five strategies relate to expanding the institution’s “connection to community”
- Identified external stakeholders and role
- Service learning and community service expectations for faculty, office of service learning
- NSSE/FSSE items designed to measure community engagement

- It is unclear how the university currently assesses or plans to assess the extent to which it achieves its expected outcomes related to community/public service
- No evidence of improvement is provided
- 13/14 center/institute plans include an outcome related to community/public service
An outcome must align with the university mission and strategic plan, while also demonstrating movement toward unit-specific improvement.

An outcome must be measurable so that its achievement can be observed and verified with evidence.

Educational support units might have student learning outcomes instead of, or in addition to, operational outcomes.

Progress towards or completion of a strategic or long-term goal can be written as an outcome.

Consider:
- What goals are fundamental to our unit’s operations?
- How can we improve our unit?

Target:
- Institutional priorities
- Problem areas
- Tools to improve operations

EXPECTED OUTCOMES
Specific statements about what should occur as a result of the core services or functions your unit performs.
Administrative and indirect measures:
- activity volume
- benchmarking
- document analysis
- evaluations
- existing data
- external report
- focus group
- graduation/retention rates
- job placement data
- surveys

Direct measures (student learning):
- authentic performances/demonstrations
- exams
- evaluations
- juried activities with outside panels
- portfolios
- pre/post tests
- presentations or projects

Assessment methods should align with outcomes and measure achievement.
- Good targets:
  - Aspirational, but attainable
  - Meaningful
  - Developed based on structure of assessment method being used
Outcomes:

1. **Outcome:** Increase number and diversity of research grant applications
   **Measure:** Annual analysis of application submissions (number and type)
   **Target:** 2 more than 2013-14 year, including at least one in each of the following categories: research, outreach and training, innovation and model development

2. **Outcome:** To conduct basic and applied research projects that involve a multidisciplinary group of faculty, staff and students
   **Measure:** Review of project reports, percentage of multidisciplinary groups
   **Target:** 60% of all projects will be multidisciplinary
**Outcome:** Produce and disseminate research projects in timely manner

**Measure:** Review of project deliverables

**Target:** 85% of project deliverables will be met per the schedule set forth in applicable funding agreements
Outcome: Increase visibility by providing community service

Measure 1: Tally events, presentations, publications, workshop, training
Target 1: 3 events, 2 presentations, 1 publication, 1 workshop, 1 training

Measure 2: Participation on committees, boards, task forces
Target 2: All staff members will serve in at least one professional organization

Outcome: Implement new collaborative projects with community partners

Measure: Tally number of new collaborative projects
Target: 3 new projects in the 2015-16 year
**Outcome:** Promote understanding of coastal and environmental issues concerning the Mississippi River Delta plain and similar systems around the world

**Measure:** Track number of teacher science education workshops, K-12 workshops/field trips, media talks, and service on advisory panels and boards.

**Target:** 5% increase over last year tallies
**Outcome:** Increase revenue of center/institute by maintaining existing clients and increasing dollar amount of contracts

**Measure:** Annual analysis of contracts

**Target:** Increase by 3% over 2013-14 year

**Outcome:** Develop technologies, technical reports/papers, software applications

**Measure:** Track activities and accomplishments in list/database

**Target:** At least one item complete
**EXAMPLES – STUDENT WORK**

**Outcome:** Supervise/advise undergraduate/graduate students to conduct research in maritime industries (short articles as part of course work; thesis/non-thesis graduate work)

**Measure:** Track student research work on maritime ESH topics

**Target:** At least one undergraduate and one graduate student will conduct research on maritime ESH topics every year and submit their work for publication or presentation

**Outcome:** Train doctoral students to be effective researchers in Materials and Nanoscience

**Measure:** Track student success in the dissemination of their scientific work

**Target:** Each student in the program should have at least one presentation at a national meeting or one first author publication prior to graduation
EXAMPLES - LEARNING

**Outcome:** Demonstrate an understanding of research methods and archival research through participation in funded research projects

**Measure:** Project rated by faculty supervisors using scoring guide

**Target:** All students will score acceptable or above on each component

**Outcome:** Students will demonstrate the ability to organize and manage survey research process and analyze data

**Measure:** Final evaluation completed by center/director

**Target:** 80% of students will achieve overall score of satisfactory or above
Outcome: During Mayfield’s Jazz Composition Independent Study, each student should learn to compose and premiere new Jazz music before the end of each semester

Measure: Premiere performance quality as evaluated by faculty panel with scoring guide

Target: 80% of students will score 3 or higher on scoring guide

Outcome: Graduate students will demonstrate application of historical method skills in real world setting

Measure: Internship evaluation completed by site supervisor

Target: 80% of students will score satisfactory or above on all items
Good results:
- Reported in aggregate form (program or unit rather than individuals)
- Maintain anonymity of all participants
- Offer cogent analysis
- Exhibit multiple years of data to illustrate improvement
- Include supporting documentation
Good action plans:
- Clearly based on findings
- Map back to outcomes and measures
- Clearly state how/when findings were reviewed
- Clearly state changes implemented
- Include plan for how success of implemented changes will be tracked

CLOSING THE LOOP
Implementation and documentation of changes made as a result of findings
R: Published 16 conference and 14 journal papers.
A: Target met. No further action is needed. We will continue to monitor. [unacceptable]

R: 85% of faculty who attended the diversity seminar increased their score in all areas. 25% missed questions about multicultural lenses.
A: At the next seminar we will add a brief explanation and video regarding multicultural lenses. [this level of data collection allows for closing the loop improvements]

R: 90% of workshop participants rated their overall experience at a 4 or above on a 5 point scale (1 = "very negative" > 5 = "very positive")
A: Need more detailed data to be useful. Revise participant survey for implementation in Spring 2015. [change to assessment tool]

R: Did not meet our goal of increasing funding by 25% for 2013-2014. 2012-13: $1,000,000 > 2013-14: $800,000, > 20% decrease
A: Increase proposals to fund research that is collaborative within the university and with outside research units. [change approach]
ACTION ITEMS

Fall 2014 Cycle
- Report findings for all measures
- Upload supporting documentation to Document Management file
- Create closing the loop action plans based on data

Spring 2015 Cycle
- Review IE plan
- Make changes to ensure quality components
  - Student learning outcomes
  - Measures
  - Targets

Due Feb 5
CONSIDERATIONS

- The IE process is designed to obtain meaningful data that can be used for improvement purposes.
- Consider how the data collected will be used:
  - generating and facilitating discussions
  - decision making and planning
- Make changes to plans to ensure that data collected can be used.
- Outcomes should cover core functions/services of unit, including:
  - research
  - community/public service
  - other
  - student learning (if applicable)
Evaluate funding sources (for balance)
  - Federal, state, private

Review more than just quantity (for more useful data)
  - Types of community partnerships
  - Types of journals (peer reviewed, which ones)
  - Types of conferences (local, regional, national, international)
  - Student involvement, which academic departments represented

Training events (workshops, meetings, etc.)
  - Number of participants
  - Demographics, including geographical representation
  - Pre/post test
  - Satisfaction survey

Evaluating quality of components in student work
  - Participation, leadership capability, written product, etc.