



# INSTITUTIONAL EFFECTIVENESS

## MEASURING WHAT WE VALUE:

- INTERNATIONAL EDUCATION
- LIBERAL ARTS EDUCATION
- TEACHING AND LEARNING
- STUDENT SUCCESS
- COMMUNITY SERVICE

BITE-SIZE DATA FOR YOUR PERUSAL, EVALUATION, AND PLANNING

DataBytes  
Office of Institutional  
Effectiveness

Fall 2017

IN THIS ISSUE: CLOSING THE LOOP

## Follow Up, Catch Up, Measure Up

by Josie Welsh, Director

### Campus Survey Results

Surveys, surveys everywhere and no data I see? Ever wonder what became of all that feedback you provided via surveys? The Office of Institutional Effectiveness has devoted this issue of *DataBytes* to follow-up on the many reports, surveys, and initiatives each of you supported during 2017. Institutional, program-level, and co-curricular findings are reported in relation to the strategic plan.

Next, we briefly review findings from the final report of the 2011-2016 strategic plan and introduce data from the campus-wide 2017 strategic planning sessions.

Finally, we highlight data-informed decisions that have closed the loop on assessment findings at the level of the institution. Interventions in the areas of health and wellness, student engagement, and technology have resulted in improved student experience and faculty and staff professional development, two goals highlighted in our latest strategic plan

### Great Colleges to Work for Survey by *The Chronicle of Higher Education*

Thanks to everyone who completed this survey. About one-fourth of our campus community responded to this survey, while nearly 60% of our faculty participated. Our highest scores were ratings of *Supervisors/Department Chairs (very good to excellent)*, *Facilities (good)*, *Job Satisfaction/Support (good)*, and *Pride (good)*. In each of these areas, over 70% of participants responded positively. All other areas scored *fair to mediocre*, with results consistent with previous years.

### In this issue:

- *Great Colleges to Work for Survey*
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- *Technology Survey*
- *Strategic Plan*
- *Student Experience*
- *Retention*
- *Assessment: Closing the Loop*
- *IDEA: Spring Course Evaluation Schedule*
- *IRBnet*
- *Undergraduate Research Symposium*

### SURVEY SAYS?



Response Rate: Overall 23%

Faculty 59%  
Exempt Professional Staff 16%  
Administration 12%  
Non-exempt staff 7%

Dimension:  
Professional Development

64% of respondents agreed or strongly agreed with statements like *I am given the opportunity to develop my skills at this institution.*

Rating by the Chronicle survey:  
Fair to Mediocre  
Within our Carnegie Class, Baccalaureate Diverse, the average was 69%.

## Strategic Planning – Review of our Mission, Vision, and Values

The final report of the most recent plan is available on our website under Institutional Assessment. Improvements to program offerings, distance education, high-impact experiences for students, advising, tutoring, student engagement, themed semesters, infrastructure, and community partnerships marked the fulfillment of the 2011-2016 plan.

Drs. Marble and Carson sought input from the campus community in the construction of a more clearly articulated mission and the review of Southern's vision and values. Analyses of responses from nearly 300 attendees at the listening sessions and another 80 respondents to an online survey produced the word cloud below regarding mission. Analyses of campus feedback and development of the new strategic plan based on a revised mission is ongoing.



Preliminary Analyses of Strategic Planning  
Listening Sessions: A Word Cloud for Mission

## Faculty and Course Evaluations

Detailed analyses of faculty and course evaluations were provided in our spring 2017 issue of *Databytes*, available electronically on our website. MSSU used the *IDEA Teaching Essentials* survey for faculty evaluations in the fall 2016 semester. Because response rates were low in 2016, the Provost emailed students in 2017, requesting their participation. Some units, such as the Department of Kinesiology, successfully conducted mini-games to increase response rates. The Department of Psychology garnered an 80% response rate. As a result,

## Technology Survey – Closing the Loop

Thanks to full-time faculty who completed the technology survey. Response rate for this survey was 58%. Over 70% of respondents said it was *Very Important* to them to make lectures more interactive and engaging and to make teaching more learner centered. Over half indicated that they would like for Missouri Southern to provide increased support for Blackboard and provide professional development for effectively integrating technology into courses in order to adopt active teaching and learning strategies. In response, IT has increased cross-training of the help desk staff to troubleshoot problems with Blackboard and has brought the matter to its technology advisory committee to determine the most feasible venues for providing faculty training. Although more than 70% of respondents reported use of technologies such as Power Point, Keynote, Blackboard, and web access to grades, less than 10% reported use of clickers, blogs, simulations/games, or Wikis/Google Sites. In response, the Office of Information Technology and the Office of Distance Learning collaborated to provide faculty training in innovative technologies and encouraged workshop participants to be proactive in choosing technologies at Southern Summit 2017. Sessions were rated as very effective according to the post-summit survey. Additionally, the Office of Distance Learning developed a six-week certificate course in Blackboard, which 65 faculty have completed to date. Finally, the Title III grant-writing committee is working to include technology needs in their application for funding to improve teaching and learning at Southern.

the College of Education boasted a 73% IDEA course evaluation response rate. Our institution-wide response rate to IDEA course evaluations rose from 33% in fall 2016 to nearly 52% in fall 2017.

### IDEA ADMINISTRATION 2018

*Full-term courses: April 25 through May 4*

*Eight-week courses: March 2 through March 9*

*Custom courses: last week of the course*

## WHAT WE DID

### Professional Development

has unveiled itself as a faculty and staff need through multiple surveys we administered including Great Colleges, Culture of Assessment, and Technology surveys. In response, the Department of Human Resources created a task force and produced *Southern Summit*, a two-day professional development conference attended by nearly 200 faculty, staff, and administrators. Thirty-three sessions were offered within the following tracks:

Student Success  
Academics  
Leadership  
Safety/Security  
All Things MOSO

### Fall 2017 all courses ending...

*IDEA Teaching Essentials (2016)*



Responded: 51.84%  
Not Started: 47.91%  
Course Sections: 1182  
11/27/17 - 12/8/17





## Institutional Review Board and IRBnet – a brief report

Increased opportunity for student engagement means increased undergraduate research. Moving from physical routing of research proposals to IRBnet began with the acquisition of IRBnet in spring 2016. As of spring 2017, the IRB received 127 protocols, 102 of which were expedited. Of the expedited proposals, 62 were approved within the initial submission. The rest needed 2 submissions (35 protocols) or 3 submissions (5 protocols) before approval was granted. On average, time to decision was 8.70 days from initial submission to protocol decision. 54% of the protocols had a decision within 7 days. 46% of the protocols took longer than 7 days, which included 16% of all submissions taking longer than 14 days.

In order to decrease latency between submission and decision, the IRBnet administrator adopted a practice of reminding all reviewers that policy urges reviewers to provide a decision within two business days of receiving the protocol.

According to JD Hogue, our IRBnet administrator, the most common submission errors that result in delayed decisions are:

- Failure to upload the informed consent for participants
- Failure to upload completion certificates for CITI Ethics in Research training
- Lack of specificity in experimental procedure

Step-by-step instructions for completing CITI training, using IRBnet, and uploading all required documents can be found at <https://www.mssu.edu/academics/academic-affairs/institutional-review-board/pdfs/IRBNet%20Training.pdf>

2017 Undergraduate Research Symposium  
Top three reported gains from presenters

*I am better prepared for graduate school*  
*I enhanced my ability to communicate clearly and persuasively*  
*I gained confidence in my research abilities*

## Undergraduate Research – a High-Impact Practice

Institution-wide efforts to improve student engagement include the creation of an annual undergraduate research symposium, now in its third year. Spring 2017 presenters (n=33) and participants (n=63) were asked to sign in upon arrival and complete surveys about their experience. Response rate for presenters was 83% while response rate for participants was 41%. About 65% of respondents found out about the event through their professors. Two-thirds of respondents found the presentations very engaging, and 77% said the presenters were very educated in their material and were able to answer questions.

Participants' favorite projects included nitrate concentration, autism, and study abroad. The word cloud below represents responses by participants when asked to complete the following sentence: *The research fair was more \_\_\_\_\_ than I expected.*



Most frequently cited majors of presenters: biology, political science, and psychology

67% of the presenters were women

88% of presenters said they plan to attend graduate school

33% percent of presenters said they had secured funding to help with their research

All presenters had faculty mentors, and 94% reported they were very satisfied with their mentor's support

When asked, "How helpful was your mentor throughout the research experience?" 70% responded, "Very helpful"

*The 2018 Undergraduate Research Symposium will be held April 25<sup>th</sup>*

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## STAFF

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Josie is responsible for oversight of institutional research and assessment. She manages data collection and dissemination for federal and state reporting, Missouri performance-based funding, faculty and course evaluations, academic program review, accreditation reports, campus climate surveys, and the University's strategic plan. Josie teaches Honors 400, Research Seminar.

JD Hogue, MTBC, MM, MS  
Assessment Coordinator

JD is responsible for program-level assessment, consultations with faculty, research compliance administration through IRBnet, and management of our assessment software, Weave. He also serves the university as an adjunct faculty member teaching Music Therapy, Introduction to Psychology, and Honors 400, Research Seminar.

Michael Pyle, MS  
Research Analyst

Michael is responsible for general education and co-curricular assessment. He works closely with the General Education Committee and the Student Affairs Assessment Committee. He prepares data for federal reporting, analyzes data from national and local surveys, and manages large data sets for internal requests. Michael is responsible for senior testing of general education competencies.