

DataBytes

Office of Institutional Effectiveness

Fall 2017

IN THIS ISSUE: CLOSING THE LOOP

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

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 cocurricular 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.

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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

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 8o 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

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 postsummit 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.

WHAT WE DID

Professional **Development**

has unveiled itself as a faculty and staff need response, the Department of Human Resources created a task force and produced

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,

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

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

Closing the Loop - Student Engagement, Wellness, and Retention

Our spring 2016 issue of *Databytes* highlighted a need for improvement in the availability of internships and in student health and wellness. Since that time, faculty and Career Services have secured internship opportunities and guided our students to successful placement with Disney, Wildcat Glades Audubon Center, HealthSouth, and the Embassy of Japan. Our health and wellness interventions have focused on students' mental health because 2015 data indicated that although our students reported feeling overwhelmed at rates similar to national norms, they reported very low rates of seeking help to attain mental wellness. In response, our ACTS office instituted a weeklong Connect2U mental health services awareness program every October as well as increased advertisement of mental health services via our Four Winds student information centers. Additionally, beginning with the fall 2017 semester, all First-Year Experience students completed suicide prevention training called Ask, Listen, Refer. As a result, the ACTS office saw increased use of mental health services every month of fall 2017.

Retention and graduation of our students remains a priority for MSSU. Retention of Southern's first-time, full-time, bachelors degree seeking students returned to 65% in 2017 following a dip to 61% in fall 2016. Retention refers to the number of undergraduate, bachelors degree seeking students who enroll at Missouri Southern as their first college experience during the fall semester and return the next fall semester. The same cohort of students is then assessed for successful graduation from Missouri Southern four and six years later. Historically at Missouri Southern, about one-third of a cohort graduates within six years, one-third of a cohort of students transfers to another institution, and one-third drops out. Our current six-year graduation rate of 33% exceeds last year's rate of 30%; however, we remain below our 2013 and 2014 rates of 36%, a figure considered low for a regional institution.

Concerned about retention, President Marble convened a task force to assess the student experience from the time of application to graduation from Missouri Southern. The team met throughout the fall 2017 semester and conducted a SWOT analysis from which three recommendations arose. As a result of these recommendations,

President's Council increased Blackboard training, approved the acquisition of a Content Management System, and approved the acquisition of a Document Imaging System to create a more user-friendly, sustainable process of admitting and engaging new students. Current work is focusing on the onboarding of graduate students.

Finally, Julie Wengert, Dean of Student Success, met with every department to discuss advising needs of both faculty and students. Data from the 2016 NSSE advising module listed quality of interactions with Academic Advisors as one of our highest performing areas relative to peer institutions. The data do show areas for continued improvement, one of which is for our faculty to help students become aware of the many opportunities Missouri Southern offers them with regard to internships, study abroad, and research. A comparison of faculty (FSSE) and student responses (NSSE) unveiled a discrepancy between reported faculty value placed on particular student experiences and student report of help garnering the information or experience.

Faculty say Very Students say Very Much Important or Important or Quite a bit . Useful course info 82% 1 div Useful course info 67% FY Useful course info 90% Udiv . Useful course info 68% SR Help academic diff 87% Ldiv · Helped academic diff 51% FY Help academic diff 85% Udiv Helped academic diff 54% SR • HELP HIGH IMPACT 85% Ldiv . HELPED HIGH IMPACT 44% FY · internship, study abroad, research · internship, study abroad, research • HELP HIGH IMPACT 74% Udiv • HELPED HIGH IMPACT 49% SR Discuss career/plans 97% Ldiv . Discussed career/plans 51% FY · Discuss career/plans 97% Udiv · Discussed career/plans 61% SR Faculty say Very Students say Very Much Important or Important or Quite a bit Make yourself available 92% Ldiv · Been available 71% FY 74% SR Make yourself available 98% Udiv Been available Listen concerns and ?s 100% Ldiv Listened to concerns, ?s 72% FY . Listen concerns and ?s 100% Udiv . Listened to concerns, ?s 71% SR Inform deadlines 82% Ldiv Informed me deadlines 58% FY Inform deadlines 89% Udiv * Informed me deadlines 65% SR Inform rules, policies 82% Ldiv Informed me policies 59% FY ■ Inform rules, policies 93% Udiv ■ Informed me policies 60% SR ■ Inform support tutoring 87% Ldiv ■ Informed me support 54% FY ■ Inform support tutoring 87% Udiv ■ Informed me support 50% SR

The Advising Module of the 2016 National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) compares the value faculty place on student experiences with student report of those experiences. Ldiv = primarily teaches lower division courses; Udiv = teaches upper division courses, FY = First Year; SR - Senior

WHAT WE FOUND

What factors influenced your decision to attend Southern Summit?

Professional Development Session Topics Supervisor

What did you like best about Southern Summit?



What topics or tracks would you like available at the next Southern Summit?

Technology, including online learning - track

Departmental Budgeting (administrative track) Goals of University (VPs as speakers – topic)

Retention and Student Success

To what extent did Southern Summit meet your expectations? Below Expectations 12 (11%) Met Expectations 68 (63%) Above Expectations 28 (26%)

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 25th

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STAFF

Josephine Welsh, PhD Director

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.