

# IdEAs from IEA

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## Lined Up to Help U

**What we do in IEA:**

- Provide historical or current data about FAU's students, programs, personnel, and resources, in response to internal and external requests.
- Complete surveys and questionnaires as requested by external agencies.
- Provide a website including a Fact Book, interactive reporting tools, departmental dashboard indicators, and other official statistical data and research reports.
- Build and maintain institutional databases to meet the ongoing data needs of the University.
- Coordinate the reporting of official data to the Florida Department of Education, Federal agencies, and other organizations.
- Coordinate the reporting of academic activity and workload productivity.
- Design and administer survey instruments, manage data collection, and analyze, interpret and disseminate results.
- Conduct special studies as requests by University committees or administrators.
- Assist academic departments and academic support units in assessing, reporting and improving the effectiveness of their programs and activities.
- Support teaching improvement through sponsorship of faculty workshops.
- Regularly evaluate and document IEA's effectiveness and use findings for improvement.

**IEA STAFF**

**Sharron Ronco, Ph.D.**  
*Associate Provost*

**John Cahill**  
*Senior Research Analyst*

**Yanhua Chen**  
*Coordinator, Statistical Research*

**Cynthia Condore**  
*Coordinator, Statistical Research*

**Kevin Doherty, Ph.D.**  
*Data Base Administrator*

**Norma Hay**  
*Data Coordinator*

**Geoffrey Johnson**  
*Coordinator, Information Analysis*

**Gail Wisan, Ph.D.**  
*University Assessment Director*

For more information about IEA visit our website:

IEA website URL: [www.fau.edu/iea](http://www.fau.edu/iea)



**INSTITUTIONAL EFFECTIVENESS AND ANALYSIS**  
Florida Atlantic University

777 Glades Road, SO-303  
Boca Raton, FL 33431-0991

Phone: 561-297-2665

Fax: 561-297-2590

Email: [iea@fau.edu](mailto:iea@fau.edu)

## NSSE and FSSE Surveys at FAU in Spring 2010



NSSE and FSSE, two major national surveys (conducted by Indiana University Center for Postsecondary Research and sponsored by The Carnegie Foundation for the Advancement of Teaching) focusing on student engagement, were conducted at Florida Atlantic University in spring 2010. Over 1,300 four-year colleges and universities have used the NSSE to collect information (from first-year and senior students) about undergraduates' activities (in and out of the classroom), perceptions (quality of interactions with faculty, administrators, and other students), and learning experiences. The Faculty Survey of Student Engagement (FSSE), conducted among full-time and adjunct undergraduate faculty, asked questions paralleling the student survey. The faculty survey asked faculty about their perceptions regarding student learning activities and faculty-student interactions. FSSE also gathered information about how the faculty members spend their time and about their expectations for student engagement.

NSSE Reports are organized around five benchmarks of educational effectiveness:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment.

Preliminary reports will be available by fall 2010. Information will be used to create interactive reports readily available on the IEA website: [www.fau.edu/iea](http://www.fau.edu/iea). Information from both surveys will be used to identify FAU areas of strengths and weaknesses and as a basis for fruitful discussions related to student learning, teaching, administrative support, and institutional effectiveness.



## 2009 Student Satisfaction Survey

The Student Satisfaction Survey was administered to 3,779 students from over 222 lecture and lab classes at all levels on each campus during the spring semester of 2009. Students rated the availability and quality of a variety of aspects of their academic experience and the services they receive, as well as their satisfaction with administrative, academic and extracurricular experiences at FAU. Selected survey results, including trend results dating back to the 2001 survey, are available here:

<http://iea.fau.edu/inst/studentsat09.pdf>

Full survey results are also available using our interactive reporting tool at <http://iea.fau.edu/Reports/stusat.aspx>

Twenty-one percent of students indicated they had "stopped out" (not enrolled for a semester but later returned to continue their studies) while at FAU. The most common reasons students cited for stopping out were financial concerns, job responsibilities and family responsibilities.

The Student Satisfaction Survey was first conducted in 1998 and has been conducted on a bi-annual basis since 2001.



# FAIR System Upgraded



The Faculty Academic Information Reporting (F.A.I.R.) system has been successfully upgraded to Microsoft .NET and MS SQL Server 2005 technologies.

Historical data have been migrated and activity data for Fall 2009 and Spring 2010 have been loaded.

## FAIR System Enhancements

### **Access:**

- Single portal sign-on-access is now exclusively via MyFAU using the Staff tab to select the F.A.I.R system);
- Establishment of user profiles-no longer necessary to specify administrative/faculty role at login
- College Liaisons: liaisons can perform security management and have a higher security level which allows them to delete course and records, etc.

### **ACTIVITY (AFD-FAR):**

- Course Catalog Display
- Workload Reconciliation & Error Wizard analysis tool providing departmental monitoring/assistance with tasks such as adding courses from the FAIR Course Catalog, assigning activity % to the course related activity records and reviewing records which require completion, etc.

### **CV-S.A.V.E.**

- Complete faculty control over all vita display selections
- Expansion to include Professional Experience, Service and Training
- Generation of the abbreviated vita needed for proposal submissions

### **Display**

- New Quick Links Section: direct links to recently accessed records

### **Printing**

- Print friendly screens from all module pages

### **Reports**

- New DATAMARTS Module provides reports viewable online and downloadable in multiple formats

### **Resources**

- Module Tutorials including user manuals

### **Data Integrity:**

- HR Extract updated twice a semester based on Banner HR employment & pay data
- Account Extract updated nightly based on Banner Finance Chart of Accounts
- Course Extracts updated nightly based on Banner Schedule (includes enrollment data)



# Eleven Faculty Assessment Mini-Grants Awarded



In December 2009, the FAU Assessment Committee, with members from all FAU Colleges, and the University Director of Assessment awarded eleven spring and summer 2010 mini-grants out of twenty-four submitted proposals. Since many of the proposals were submitted by two or even three faculty members, there were a total of nineteen award recipients, including eighteen faculty members (and one librarian) in six colleges (Arts and Letters, Business, CAUPA, Education, Engineering, and Science) and in Intellectual Foundations (the Core Curriculum).

The following faculty, listed alphabetically by the primary faculty applicant's last name, were awarded assessment grants for the following eleven projects:

- **Dr. Barclay Barrios** and **Lyn LaVigne** for “*Researching Research: An Assessment of the Impact of Research-Based Writing in ENC 1102*”
- **Dr. Donna Chamely-Wilk**, **Dr. Jerry Haky**, and **Dr. Jeff Galin** for “*A Comparison of Student Writing in Second Semester General Chemistry and College Writing*”
- **Dr. Pauline Chin** and **Professor Mary Davis** for “*Quantitative Literacy: Comparison of Student Performance Using Two Delivery Methods-Traditional and Online*”
- **Dr. Chaouki Ghenai** for “*New Web-based Assignment and Assessment Platform for Face to Face, Hybrid, and Online Course: Comparison of Learning Outcomes*”
- **Dr. Yanmei Li** and **Dr. Diana Mitsova** for “*Assessment of Graduate Level Specialization Courses in Environmental and Economic Analysis Methods: Development of Rubrics to Measure and Improve Student Problem-Solving and Critical Thinking Skills*”
- **Dr. Asli Ceylan Oner** and **Dr. Kasama Polakit** for “*Improving Student Learning Outcomes in the Bachelor of Urban and Regional Planning Program*”
- **Dr. Jennifer Peluso** for “*An Examination of Local Program Assessment Results in Relation to National Comparative Data: The Major Field Test in Psychology*”
- **Dr. Daniela Popova** for “*How to Motivate Students to Improve their Learning Outcomes in Math*”
- **Dr. Evonne Rezler**, **Dr. Jerry Haky**, and **Dr. Jeff Galin** for “*Improving Learning Through Writing in the Organic Chemistry Course*”
- **Dr. Barbara Ridener** for “*Developing Assessments to Track and Predict Student Content Knowledge in Mathematics, Science, and Social Studies Aligned to Subject Area Competencies and Skills for Teacher Certification*”
- **Dr. Daniel Meeroff**, **Dr. Khaled Sobhan**, and **Dr. Yan Yong** for “*Investigating Learning Centered Assessment in Engineering.*”

Research results, based upon the assessment grants, will be presented at an early fall FAU Assessment Conference. FAU faculty will be invited to attend the Conference wherein grant recipients will share their findings with their colleagues. Further information on the Assessment Conference will be shared early the fall 2010 semester.

Another round of Assessment Grants is planned for fall 2010. New applicants as well as faculty who applied but were not awarded 2010 grants are invited to apply for 2011 grants. If you wish to discuss a grant proposal, please contact Dr. Gail Wisan, University Director of Assessment, at [gwisan@fau.edu](mailto:gwisan@fau.edu) or x71006 (561-297-1006).

## Race for the Cure Team Raises over \$5,000 for Breast Cancer Research and Support



We had great weather and a heavy turnout for the 19th annual Race for the Cure 5k in West Palm Beach. This year's FAU team numbered 86 members, and has raised almost \$6,000 to date. Our top three fundraisers were Sherry Rosenstein, LyTysha Sturm, and Jennifer Bebergal. Sherry has raised \$1,255 and holds the all-time FAU team fundraising record! Congratulations to FAU team member Paolo Dell'Api, who placed second in the Men's Competitive Run, age group 20-24. If you enjoyed the Race and were impressed with the FAU t-shirts, you can thank Geoffrey Johnson in IEA. Geoff skillfully handles all of the organizational details and also makes sure that his own family is well-represented at the Race. Please join the team for next year's race which will be held Saturday, January 29, 2011 along Flagler Drive in West Palm Beach.



2010 Race for the Cure Team

## User Satisfaction Surveys



IEA is assisting areas and units of the university that serve the needs of FAU faculty and staff with designing and administering customer service surveys. The surveys will not only help these units evaluate their strengths and improve their operations, but will fulfill SACS requirements to demonstrate institutional effectiveness. Those requirements include identifying outcomes, assessing the extent to which outcomes are achieved, and providing evidence of improvement based on analysis of results. The user satisfaction surveys are expected to roll out over the next two years. Do everyone a favor and respond when you find a survey in your in-box!

## SACS is coming!

We'll be gearing up for our reaffirmation of accreditation during the next year. Check out the anticipated timeframe for accreditation milestones at:

<http://iea.fau.edu/inst/SACSTimeline.pdf>



## IEA Welcomes Baby Madeline



On February 9, 2010, staff member Geoffrey Johnson gave birth to a healthy baby girl weighing 7lbs, 10 oz (ok his wife Aiasha did but we had you going for a moment there didn't we:-). Aiasha and Madeline are doing fine and Geoffrey is back in the office from paternity leave.

We happily welcome Madeline into the IEA family!

## Professional Service Notes

**Sharron Ronco** recently taught two week-long workshops for the Association for Institutional Research's Institutes: the *Assessment Institute for Institutional Research Practitioners and Foundations II: The Advanced Practice of Institutional Research*. The Institutes provide intensive professional development services for AIR members from around the world.

**Gail Wisan** presented a paper entitled "Steps in Moving from a General Education Core to an Intellectual Foundations Curriculum: Lesson Learned Along the Way" at the 10th Annual Texas A&M University Assessment Conference in February, 2010. The paper was well received and generated much discussion at the popular Assessment Conference attended, this year, by approximately 600 people.