Imagine, Create, and Secure a Stronger Peace...

Institutional Improvement

Metrics for Improvement

Dr. Joel Farrell
• A comprehensive, holistic assessment, evaluation and planning system to:
  • Facilitate excellence in academic, administrative, and education support across the institution;
  • Address the institutional effectiveness needs of the institution;
  • Utilize multiple methods of data collection;
  • Collect and aggregate data from multiple sources; and
  • Provide results for data informed planning and decision-making

• Annual Planning Process:
  • Review the following for changes/modifications:
    • University Mission, Vision, and Core Values and Guiding Principles;
    • Existing Strategic Goals;
    • NDU Presidential Strategic Directions;
    • Strategic Priorities; and
    • Strategic Programming Guidance and Implementation Guidance
Assessment and Evaluation Tools

A variety of internal and external instruments are utilized:

- The current instruments consist of formal and informal assessments, evaluations, surveys, and external measures
  - assess student learning outcomes for educational competencies in the various program areas of study
    - Instruments include: Rubrics, Examinations, Faculty Evaluations of Students
    - Sources include: Exercises, Individual Scholarly Research Project (Thesis/Paper), Observations, Hot Washes, Focus Groups
  - assess administrative/educational support outcomes and other institutional outcomes for program performance, administrative performance and institutional performance
    - Instruments include: Surveys (ex. Student Evaluation of Course and Instructor; Annual Climate Survey), Rubrics
    - Sources include: Feedback from students, faculty, staff, stakeholders, accreditors (Hot Washes, Focus Groups, Reports)

- The data collected is utilized at the:
  - Student level: to evaluate performance, identify areas of strength and growth, and support strategic leader development
  - College/component level to evaluate performance, identify areas of strength and growth, and make evidence-based enhancements
  - University level to evaluate institutional performance, identify areas of strength and growth, and make evidence-based enhancements
Examples: Annual Climate Survey

• Solicit faculty and staff perception of:
  • Mission Attainment
  • Decisions and Decision-Making
  • University and College/Component Leadership
  • University and College/Component Support and Relationships
  • Openness and Diversity
  • Morale
  • Academic programs, curricula, and educational process
  • Overall perception of NDU, Quality, Satisfaction, and Experience

• Results provide areas of strength, challenge, and focused effort

• Results utilized by University and College/Component Leadership to establish plans and actions for improvement
Examples: AY 2014-2015 Curriculum Review

• AY 2014-2015 Assessment and Evaluation Plan of Education Transformation
  • To assess and evaluate the effect of the changes to the curriculum in AY 2014-2015 for effectiveness in supporting student learning
  • To provide results for data-driven planning for AY 2015-2016

• Phase I Assessment and Evaluation
  • Focused on assessment and evaluation of Phase I and its associated components for effectiveness in supporting student learning:
    • In-Processing, Orientation, Convocation, Orientation Exercise
    • Strategic Leader Foundation Course (NDU 6000) and related changes for effectiveness in supporting student learning
  • Program Assessment Team:
    • Reviewed multiple sources of data: surveys, observations, feedback from students, faculty, course directors, and senior leaders, etc. (Hot Washes, Focus Groups)
    • Provided a summary of results and recommendations for consideration in refinement/enhancement in AY 2015-2016
Examples: Goal One: Education and Leader Development

NDU educates, develops, and inspires national security leaders of wisdom, character and strength who are ready to meet the needs of the nation.

• Assessment
  • Academic programs currently effectively prepare graduates
  • Success of this year’s curriculum will be determined over time
  • Initial review of Strategic Leader Foundation Course (phase 1) indicates students met intended learning outcomes.

• Challenges
  • Resources
  • Impacts of Services Selective Early Retirement Boards

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- **Status**

*Meet Accreditation Standards
Graduate Supervisor Surveys
Graduate Surveys
Stakeholder Feedback*
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  *Student Course Performance*
  *Tests, Papers, Presentations Demonstrated Learning*

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  **End of Course Survey**
  - Over 75% Favorable Responses Regarding Course
  - 86% Responded Course Intellectually Challenging
  - 93% Responded Favorably Regarding Instructors

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  **Hot Washes**
  
  *Students, Faculty and Course Directors Feedback*
  *Supported Course*

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