

Institutional Improvement



Metrics for Improvement
Dr. Joel Farrell

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



NATIONAL DEFENSE
UNIVERSITY
Washington, D.C.

Assessment, Evaluation and Planning



- 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

- Status





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*Meet Accreditation Standards
Graduate Supervisor Surveys
Graduate Surveys
Stakeholder Feedback*

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 - Student Course Performance*
 - End of Course Surveys*
 - Hot Washes*
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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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