

MSCHE RECOMMENDATIONS & FINDINGS: Cross Cutting

(Note: All recommendations and findings in blue are from the MSCHE Evaluation Team)

Recommendation:

- We recommend the University assign specific individuals or units the responsibility to monitor and report on the UPBC's annual budget recommendations and the GSP's recommendations as approved by the President and the Board of Trustees. Those individuals or units should be held accountable for implementation.

Non-binding findings for improvement:

Gallaudet's leadership should continue to encourage all units to participate in evaluating effectiveness.

Non-binding findings for improvement:

- The University should consider developing a method to determine program cost.
- The University should use either the PPTF or APSRC groups – the established process – of vetting new programs and periodic review of existing programs.
- Every key support service should assess its impact on student learning and their effectiveness in supporting key GSP goals.

Non-binding findings for improvement:

- The institution would benefit from ongoing evaluation of existing programmatic SLOs as well as clearly-defined criteria for SLOs and the techniques used to reach those outcomes.
- The University has a robust culture of assessment. As a result the visiting team recommends that every department continue to demonstrate active participation.

GU Self-Study Recommendations: Gallaudet's Bilingual Mission and Goals

Prioritize and continue efforts to assess student language competencies in both English and ASL in a timely way to ensure adequate achievement of competency in both languages (as set out in the SLOs).

Develop approaches to systematically assess the ways in which bilingualism prepares our graduates for graduate school and/or the professional world.

Replace OBTL with the Center for Bilingual Teaching and Learning. This newly created center would provide an opportunity to bridge the much-needed communication across silos for comparative data, assessment, and development to address the ways that the University as a whole satisfies MSCHE Standard #1.

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Explore ways to assess initiatives and then align budget resources with mission and strategic goals to support a bilingual learning environment; for example, faculty development and the continued piloting of CDOs.

Assess technology options to determine which one(s) best support the bilingual environment in order to focus resources on a limited and powerful technology base. Inquiry must include utilization statistics, as well as learning outcomes data.

GIS, Academic Advising, and the Office of Students With Disabilities should collaborate in the provision of services, as well as on quality of service assessments. Assessments might include classroom visits, interviews, and improved questions on surveys to gather more specific data regarding quality of interpreting and captioning services.

Develop an English proficiency standard equivalent to the ASLPI along with support services, equivalent to ASL-DES, to help faculty improve their English proficiency.

Explore ways to reduce the barrier to major declaration for new signers including increased support for ASL throughout the academic career, and focusing on discipline specific language and communication.

**MSCHE RECOMMENDATIONS & FINDINGS:
Gallaudet's Admissions, Retention, and Pathway to Graduation**

Recommendations: The University has thoroughly considered barriers to graduation, has identified specific obstacles and developed recommendations to address these issues. In the coming months, the University should develop an estimated resources allocation, rank order and timeline for implementing these recommendations.

Non-binding findings for improvement:

- Prospective students might be better served with links directly to admission policies and criteria in the University catalog from the Admission webpages.

While Gallaudet has set an overall aspirational enrollment goal of 3,000 students, the institution should define the cohorts that comprise this enrollment. Institutional agreement on what is appropriate for Gallaudet would provide clear targets which could better inform strategies and resource allocation, and equate to quantitative metrics against which to benchmark progress.

- The recommendation in the Self-Study to analyze student persistence into the third year and beyond should be pursued. The institution has identified patterns of attrition that suggest additional retention strategies during the sophomore year, prior to declaration of a major, could have a significant impact on student persistence.
- The Committee supports the recommendation in the Self Study that Gallaudet establish a priority for the revision of the general studies transfer equivalencies to better align with the current General Studies Requirements.

Non-binding findings for improvement:

- The Self-Study noted that deeper and more consistent assessment will enable better measurement of outcomes. The review of assessment documents and campus interviews revealed an approach to assessment that is both deep and consistent. However, assessment must be able to be maintained over time to be truly useful. The challenge to Gallaudet will be to identify those measurements that are most effective in monitoring institutional progress toward institutional goals. The development of a limited set of performance measurements, such as a balanced scorecard, could integrate performance measures with traditional financial metrics would provide useful assessment data and help to avoid “assessment fatigue.”

GU Self-Study Gallaudet's Admissions, Retention, and Pathway to Graduation

Develop enrollment, marketing, and admissions strategies tailored to the interests and needs of students who have been disproportionately under-enrolled in order to increase enrollments of students from those groups.

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<p>Continue the critical function of demographic research on deaf and hard of hearing students, as this will inform future enrollment planning.</p>
<p>Establish targets, strategies, and action plans for increasing enrollment as well as graduation of all students, including those from TUGs. Closely assess the often varying efficacy of strategies for various groups on campus through both direct and indirect methods</p>
<p>Implement a direct assessment of the costs compared to the outcomes and benefit of the various forms of financial aid, which is a key strategy for both enrollment and retention, as well as a significant portion of Gallaudet's budget.</p>
<p>Continue to monitor admissions to ensure we are admitting students with a reasonable chance for success with particular focus on students admitted through ARC. Also, we must examine the criteria for bringing students to the attention of the ARC and the subsequent admissions actions. Continue to track and analyze the paths and success of students admitted through the ARC.</p>
<p>Re-launch the use of StarFish early alert system in a focused way to more fully utilize its student support and intervention opportunities, while minimizing undue and unnecessary burden on faculty and staff. Develop clear action plans for follow-up to alerts and "feedback loops" to inform those employees who establish alerts on students. Develop, revise, and assess intervention action plans, particularly in support of groups of students for whom retention and graduation has been a concern.</p>
<p>Implement more effective strategies in the early alert system, followed with policies and action plans that clearly delineate the ways in which faculty and staff can intervene to support students, and the ways in which we might guide students to make use of student success systems throughout their career at Gallaudet.</p>
<p>Address deeper and more consistent assessment of the impact of support services. Require full-time staff members of units, such as TIP, Student Success, and mentoring or coaching programs, to develop and implement direct learning assessments using appropriate benchmarks. Yearly reports should include descriptions of staff (professional and student) qualifications, assessment and instruction protocols, quantitative and qualitative data that document achievement, and request for resources. Reports should explicitly provide evidence of exploring the impact of services on student success and how this data informs, improves, and changes existing practice.</p>
<p>Rather than focusing on increasing the number of support services, evidence from the field and strategic thinking lead us to believe that we, like many institutions, should focus on better utilization of the support services we have.</p>
<p>Assign top priority to the revision of general studies transfer equivalencies.</p>

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<p>Disaggregate assessment data for developmental/S sections from other data in their larger programs (e.g., English, Math, and GSR) in order to more clearly determine the impact and effectiveness of these sections on success and progress to graduation. Further analysis should include comparison of student learning in both developmental/S and regular sections.</p>
<p>Initiate GSP Strategy B.3.1 (Review and validate qualification/acceptance standards for all majors) to review the predictive validity of the widely varying program admission requirements.</p>
<p>Develop new procedures for advising students who for whatever reason are unable to meet the admissions requirements for their preferred department. In addition, with the large number of transfer students who are not declaring majors in a timely way, review transfer students policies for potential barriers to graduation.</p>
<p>Expedite the process of developing the schedule of course offerings and expand it to include course offerings two to three years in the future, so students can effectively plan their PTG after declaring a major.</p>
<p>Explore the scheduling concerns regarding the timely administering of the ASLPI, especially for students who need these results to enroll in a specific course, or in some cases, declare their major.</p>
<p>Provide professional development for faculty and staff for academic advising.</p>
<p>Re-launch Starfish with more focused alert surveys, emphasis on automatic alerts, ongoing training for faculty and staff, and the use of feedback data to faculty and staff.</p>
<p>Analyze student persistence into the third year and beyond to address the needs of students along the PTG.</p>
<p>Continue to define specific groups of students who may or may not persist. While students who are admitted under the current admissions standards do persist at varying rates (those at the lower end of the ACT spectrum are more at risk), a key to student persistence appears to be targeted intervention to improve success rates.</p>
<p>Continue implementation of GSP strategies D.3.1 (establish the infrastructure to require real-world work experiences as a graduation requirement) with internships for all majors, D.3.3 (establish field- and profession-based advisory groups to advise on developing, implementing, and assessing programs), and D.3.4 (evaluate creation of career tracks for all majors).</p>

MSCHE RECOMMENDATIONS & FINDINGS: Efficiency of Resources

Non-binding findings for improvement:

- Consider some change in the decentralization of the budget for interpreting/captioning services to improve prioritization, scheduling and cost control.
- With approximately 2/3 of the budget coming from the federal government, the University should consider conducting stress tests on its current and projected budgets for various scenarios of reductions in the amount of federal funds.
- There has been improvement in the collaboration between the senior academic and administrative officers, but collaboration among the staff of the two units should continue to be strengthened. In order to accomplish the work that has been identified in the Self-Study, this step should be taken.

GU Self-Study Gallaudet's Efficiency of Resources

Complete the development of performance indicators for all GSP objectives and strategies

Reconsider the cost of recruiting in comparison with peer institutions, and develop strategies for recruiting that are more cost effective; monitor and assess these strategies for overall cost and effectiveness.

Connect and assess GSP target enrollment strategies and action plans continually, with attention to assessing the strategies/initiatives individually in terms of cost and yield.

Begin investigating different options for course offerings, such as distance learning and certificate programs via Gallaudet University Regional Centers.

Establish a set of metrics driven by the GSP that will require programs and services to provide data annually to assess their progress. Such metrics will also help the institution measure progress toward GSP targets.

Assess the impact of RAA by evaluating pre- and post-RAA budgets for departments, programs, and units.

Allocate resources to the evaluation of prioritizing new initiatives, the reviewing of the strategic plan, and the assessment of progress made on strategic goals.

Capitalize on UPBC's charge to facilitate assessment of the GSP and to align resource allocation with the GSP.

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Evaluate the new category of NTT faculty, who are hired to supplement program needs, for cost savings as well as for its impact on program efficiency and student learning.
Encourage GTS to partner more effectively with faculty and staff to assess and make decisions regarding the impact of campus technology resources on student learning and retention.
Base decision-making in GTS on systematic tracking of the impact of various learning technologies on student learning and retention
Monitor energy savings through JCI, report results to the community, and develop incentive programs for each unit to systematically save on utilities
Verify whether we are legally mandated by the ADA to provide spoken English interpreters for admitted students who do not know ASL.
Create a clear policy regarding expectations, targets, and timelines for new signers to learn ASL as related to the University bilingual mission
Develop and communicate clear policies regarding reservation of interpreters for classes, internships, campus events, and activities
Collect data and analyze the efficiency and effectiveness of early placement testing's impact on scheduling of classes and scheduling of interpreters.
Require support services with a direct impact on student academics to address student learning outcomes and/or student retention in their annual assessment report and plan for continuous improvement.
Evaluate operations to eliminate redundant requirements that frustrate students as they try to complete business procedures.
Continue and complete the validation of the ASLPI and the development of multiple measures. Review the Faculty Guidelines to ensure they match the results of this study.
Provide formal, faculty-focused sign classes to provide faculty the needed support to become proficient in ASL. Support ASL-DES or similar units so they can provide the recommendations resulting from classroom observations
Evaluate systematically any new hiring programs and initiatives for teacher effectiveness and cost savings to the University.
Disaggregate faculty and administrator salaries for clearer analyses.

Initiate a dialogue between the Faculty Benefits and Welfare Committee and the UPBC on how to make the faculty salary analysis meaningful and useable in faculty salary recommendations
Discuss which institutions are appropriate for comparisons, so the information is transparent to all constituencies at Gallaudet
MSCHE RECOMMENDATIONS & FINDINGS: Refining Academic Programs
<p>Non-binding findings for improvement:</p> <ul style="list-style-type: none"> • When the institutional budget allows, Gallaudet should prioritize adding faculty members dedicated to the GSR. • Although Gallaudet has clear transfer policies related to the GSR, the University would be well served by reexamining transfer policies to better assist students in their paths to graduation.
GU Self-Study Gallaudet's Refining Academic Programs
Build on the success of the efforts to increase faculty understanding and participation in outcomes assessment as an integral part of what they do.
Require documentation of comparability of newly proposed programs or courses with similar programs at peer universities.
Reduce the proportion of courses, especially general studies courses, assigned to adjuncts or taught as overloads by hiring additional regular faculty where justified
Use critical indicators from NSSE that indicate institutional weakness through time to develop responsive faculty development initiatives in these areas
Set targets for Honors retention for 1st, 2nd, 3rd, and 4th years, assess progress, and develop strategies for meeting these targets each year.
Move forward with implementing GSP Strategy D.4.3: Align teaching loads and course assignments to increase lower-level undergraduates' access to faculty with proven ability to engage and inspire them to excel in their academic pursuits.
Develop action plans to achieve greater participation in general education by faculty in departments that have not been able to contribute significantly due to insufficient faculty resources.

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Require all faculty teaching 100- and 200-level courses, not only in GSR but also in major programs, to participate in faculty development activities to strengthen their ability to reinforce and assess student competency in the essential skills, especially language, communication, critical thinking, and quantitative reasoning.
Encourage greater comparability among program SLOs through the development of common or comparable rubrics where possible, although accreditation requirements in some disciplines may preclude this.
Develop assessment of student competence with technology.
Require each major program to explicitly demonstrate the progressive opportunities for demonstrating student achievement of all or most program SLOs. The new curriculum mapping tool and requirement introduced through faculty development in spring 2012 would accomplish this.
Require the two developmental programs, developmental English and developmental math, to address program SLOs or UGSLOs in a progressive way, both within their sequences and in conjunction with English and mathematics sequences beyond their programs. In addition, require these two programs to report to the Assessment Council on the regular schedule with other programs.
Include questions relating to the demonstration of professional expectations on internship evaluation forms
Develop action plans, indicators and targets for all GSP strategies within GSP Objective 3: Strengthen students' preparation for employment and career success. Action plans might include suggestions from this Self-Study, including
Improve communication between the Career Center and major departments, as well as with internship supervisors and peer universities, pertaining to student preparation for internships and performance during internships; improve academic departments' and Career Center's coordination and follow-up on internship evaluations
Share syllabi and guidelines for internship evaluation with departmental internship courses or seminars.
Increase collaboration between GSR 110 instructors and the GSR Program as a whole to share knowledge about course goals, outcomes, assessment, and opportunities for improvement.
Improve ways of tracking students who do internships and how the experience impacts future employment and/or graduate studies.

Carry out student surveys and focus groups to identify specific areas of faculty-student interaction that need improvement, then develop initiatives that include professional development to address the quality of faculty-student interaction.
Strengthen data collection regarding co-curricular activities to assess relationships between co-curricular involvement and curricular outcomes.
Develop a systematic approach for the library and GTS to assess the impact of their support on learning outcomes, and to use that data for continuous improvement of their services.
Assess the relative effectiveness of various technology resources through a systematic and ongoing approach, especially given the University's extensive investment in technology.
Document student learning and skill development in ADP via an assessment plan and participation on the Assessment Council.
GU Self-Study Recommendations: Strategic Planning for Research
Reword E.2.2 more broadly, such as to "enhance services for pre-award support, post-award support, and research compliance." Include accountability for senior Academic Affairs leadership
Either expand E.2.3 or add a separate strategy that will address the identification and removal of barriers to research that exist for deaf and hard of hearing faculty.
Revise E.2.4 to incorporate fiscal and space requirements for sustainability of the three externally funded research centers.
Revise E.2.5 to include a focus on establishing a broad plan for the pursuit of doctoral and post-doctoral funding that includes expectations at the program level and expectations to use external funding to provide mentoring to doctoral students and post-doctoral fellows in areas related to externally-funded research.