Listening to Our Students: Creating an Information Infrastructure to Support Continuous Quality Improvement

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2004 AIR Annual Forum
May 31, 2004

Overview of Presentation

- **UCF infrastructure for planning and assessment quality improvement processes**
- **survey and statistical study support processes**
    - ongoing measures of perceived student learning outcomes
    - quality of related academic and administrative student services
    - UCF programs and units at all institutional levels
- **Graduating Senior Survey and Graduating Graduate Student Survey**
    - a developmental view -- 2000 to current
- **demonstration of dynamic Web data mart**
- **benefits**
    - building an assessment culture

# Assessment Process and Infrastructure

- creating infrastructure in higher education is essential to the success of a Continuous Quality Improvement (CSQ) assessment process [Pet-Armacost, et.al. 2001 Sims & Sims,1995]
- key elements
  - cultural change
  - commitment from upper administration
  - use of existing organizational structures to implement planning and assessment
  - participation from all levels
  - long term commitment
  - capability to measure objectives related to student learning outcomes and associated activities
  - dissemination of results and information

UCF Supports Planning and Assessment

Standard Management Reports, Data Marts, External Reporting

Analysis and Planning Support
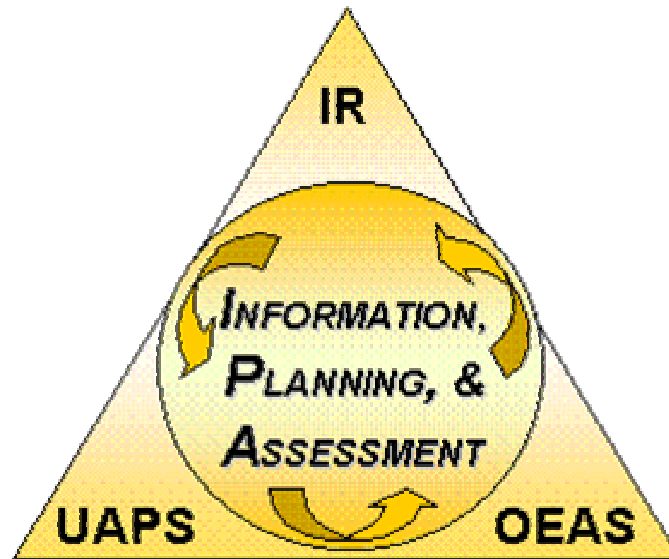
Process Analysis, Survey Design and Analysis, and Assessment Support

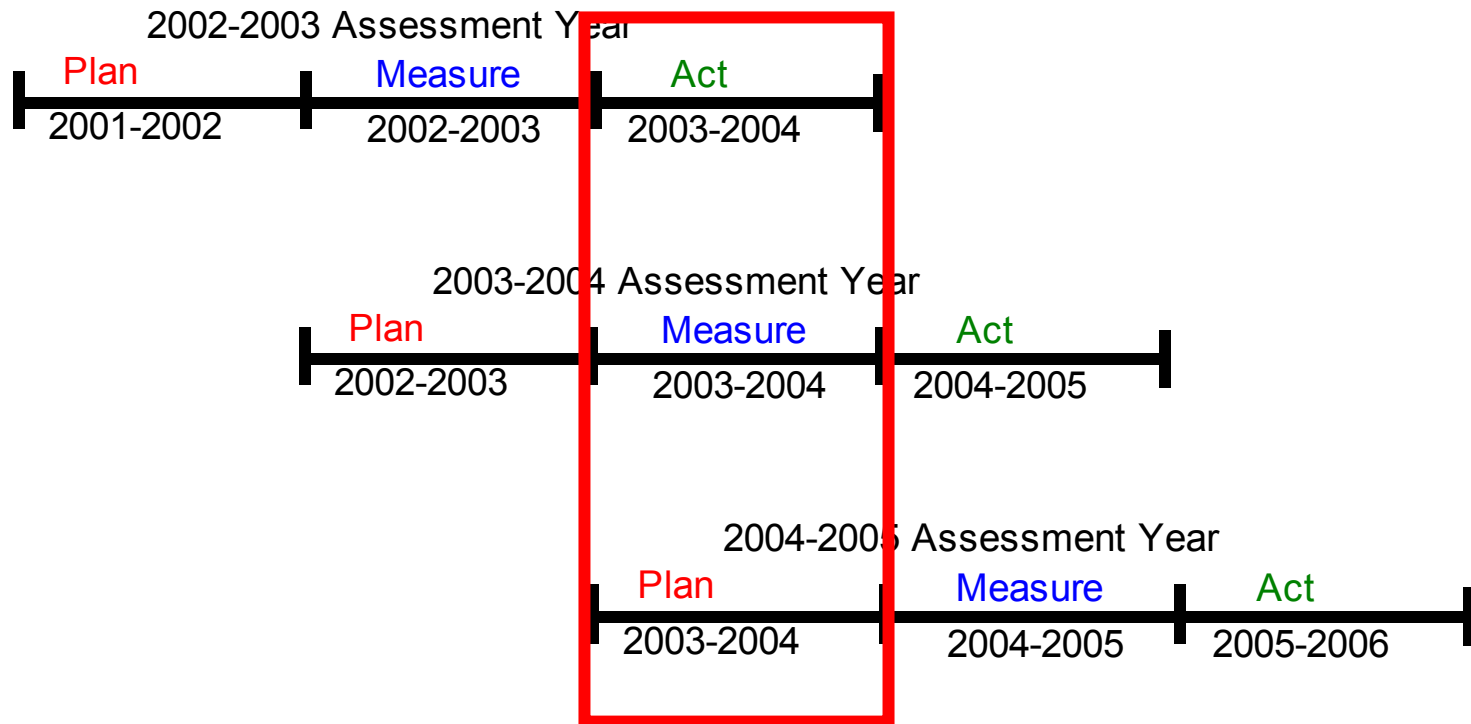# Institutional Effectiveness at UCF Three Related Processes

- **assessment process (Institutional Effectiveness)**
  - ☐ continuous improvement of programs and services
  - ☐ conducted annually

- **program reviews and unit performance reviews**
  - ☐ academic programs
    - ▪ legislatively mandated seven year reviews
    - ▪ discipline accreditation
  - ☐ administrative units
    - ▪ piloting 3-year review process in Student Development and Enrollment Services

- **strategic planning**
  - ☐ includes comprehensive review of unit and program contributions to achieving university goals
  - ☐ provides direction and strategic actions
  - ☐ annual updates on progress and major revision every 5 year

Program Assessment (CQI) Process

- every academic program (194) and administrative unit (97) must have an assessment plan and use the results to make improvements on an annual basis
  - □ program (unit) mission statement
  - □ program (unit) desired learning outcomes or objectives
  - □ measurement approaches
  - □ measurement results
  - □ planned use of results to improve program (unit)
  - □ implemented quality improvements

UCF's Annual Assessment Schedule

2002-2003 Assessment Year

Plan	Measure	Act
2001-2002	2002-2003	2003-2004

2003-2004 Assessment Year

Plan	Measure	Act
2002-2003	2003-2004	2004-2005

2004-2005 Assessment Year

Plan	Measure	Act
2003-2004	2004-2005	2005-2006

Organizational Structure

Decision Authority — President

QA Authority — University Assessment Committee / Divisional Review Committees

Support, Doers, Support — OEAS
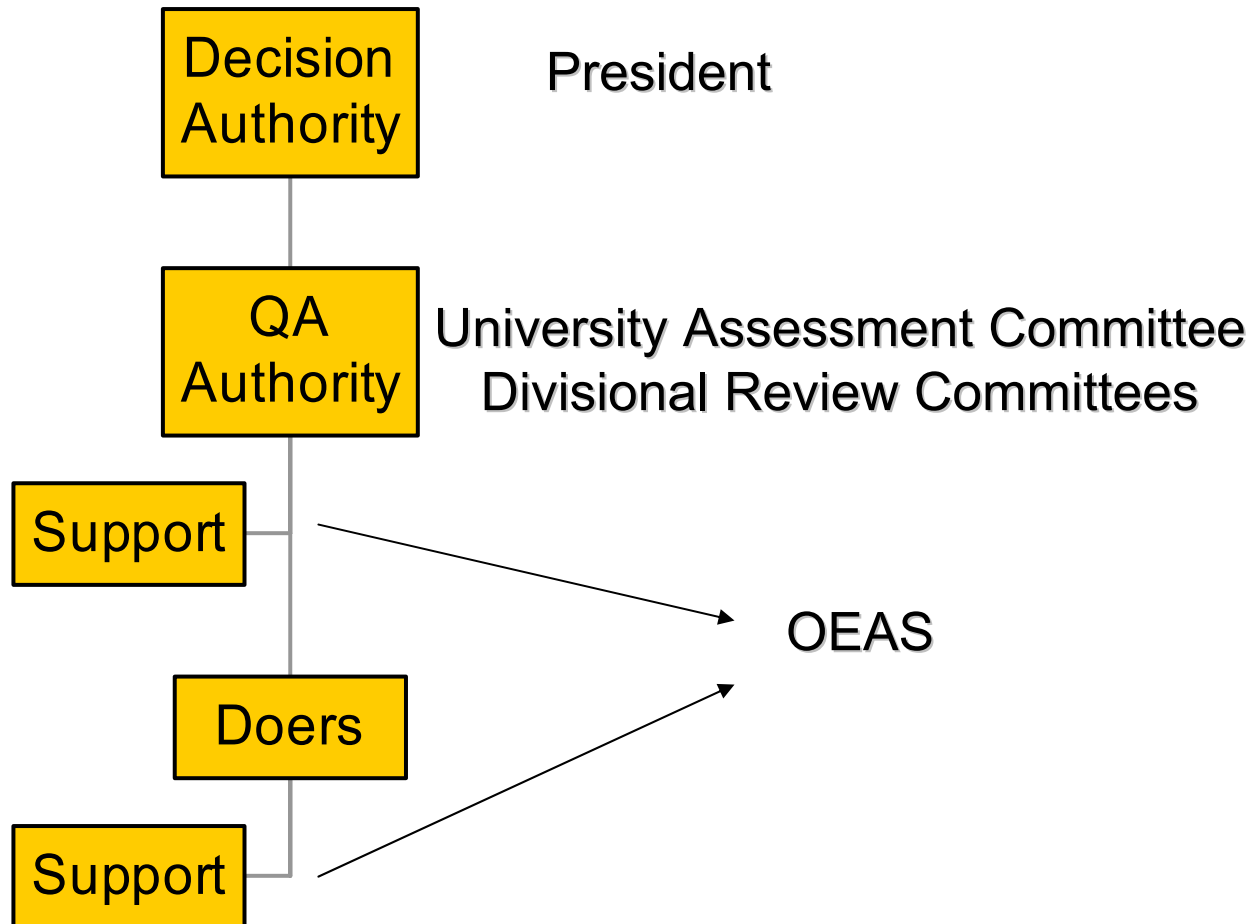
What Survey and Statistical Support does UCF Need to Practice Quality Improvement?

- capability to measure objectives related to student learning outcomes

- ongoing university-wide sources of survey information

- assess how students, alumni, employers, faculty and staff perceive quality and effectiveness of programs and services

- allow measurement at the university, college and program/unit level

- provide analysis support

What Survey and Statistical Support does UCF Need to Practice Quality Improvement?

- dissemination processes – accessible, interpretable and user friendly

- provide deeper analysis support

- provide follow-on study support

- integrate data sources – survey & institutional data bases (e.g. student data file)

March 2000 - Status of Survey Information Sources at UCF

- **fragmented collection of program level information**
  - ☐ by units and programs
- **university level periodic surveys**
  - ☐ graduating seniors and graduate students
  - ☐ student satisfaction
  - ☐ alumni
  - ☐ parent
  - ☐ employers

March 2000 - Status of Survey Information Sources at UCF

- **efforts fell short of needs**
  - ☐ no program level information
  - ☐ not ongoing (e.g. Spring term only for Graduating Senior Survey)
  - ☐ response rates often poor

- **programs lacked capability to design, implement and analyze survey data into useable information**

- **dissemination and use of results poor**

OEAS Designs Processes to Support Use of Survey Results to Improve

- expert survey design

- data collection processes and partnerships with colleges

- analysis of results

- university-wide dissemination

- deeper analysis

- follow-on studies

Types of Ongoing Surveys

- **as students progress**
  - entering student
  - enrolled student
  - graduating student
  - first destination survey
  - alumni

- **various topics**
  - use and Satisfaction with services
  - satisfaction and value of experiences
  - plans for the future
  - behavior associated with student learning
  - special topics
    - alcohol and drug usage
    - POLARIS registration system usability survey

How Did We Do It?

- March 2000 Integrated of Graduating Senior Survey with IE Process

- collaborative efforts of OEAS survey staff and UAC made possible shift from periodic to ongoing Graduating Seniors Survey

- objectives
  - redesign survey instrument to meet Univ. needs
  - produce buy-in
  - design effective collection processes
  - promote use of results for quality improvement

- engaged UAC, faculty & staff in survey design, administration, dissemination and use

Survey Implementation Process Encouraged Partnerships and Produced Ownership

Dynamic Website for Surveys
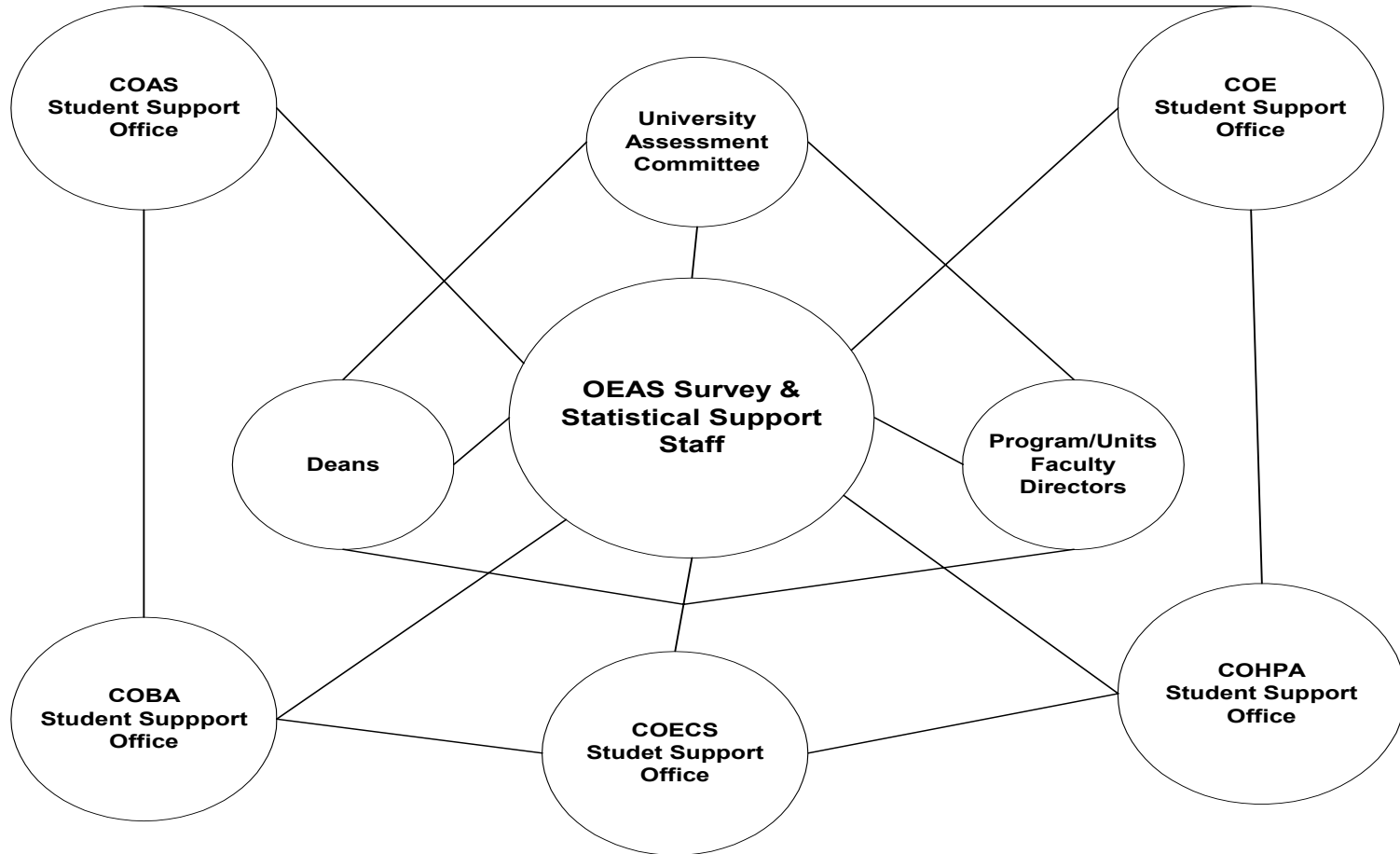
Spring 2000 UCF Graduating Senior Survey

- **paper (data entry) conducted since 1996**
  - spring term only
- **support services**
  - usage
  - satisfaction
- **academic experience**
  - in my major
  - outside my major
- **university level of analysis only**

2001-2002 UCF Graduating Senior Survey

- **Scantron form**
- **conducted**
  - ☐ every term: 2001 to today
- **support services**
  - ☐ usage
  - ☐ satisfaction
- **academic experience**
  - ☐ in my major
  - ☐ outside my major
- **university, program and program specific**

Graduating Seniors Survey   University Level Data Elements

- overall experience (E-P)

- recommend to friend or relative

- challenged to do best

- overall ratings (E-P)
  - ☐ academic
  - ☐ social
  - ☐ safety
  - ☐ academic support
  - ☐ student services
  - ☐ advising

- quality of instructional experience in major and outside major

- quality first year advising

- quality academic and career advising in major

- use of and quality rating – academic support and other services

- perception of General Ed competency

- social engagement

- demographic & other person variables

Program Specific Data Elements

- overall educational experience in program
- quality of instruction
- availability and breadth of courses
- perceived competency learning outcomes
  - □ knowledge
  - □ skills
  - □ abilities
- preparation for career or further study

- quality faculty academic and career advising
- plans after graduation
  - □ work –applied, in field/out of field, offer
  - □ Graduate or professional school - applied, program of study, acceptance
- membership professional organization
- strengths
- recommendations for improvement

2001-2002 UCF Graduating Graduate Student Survey

- **conducted since 2000**
  - □ spring: 2000
  - □ every term: 2001 to today
- **support services**
  - □ usage
  - □ satisfaction
- **academic experience**
  - □ in my graduate program
- **university, program, program specific**

2000 Dissemination of Graduating Senior Survey and Graduating Graduate Student Survey Results

- selected paper summary reports posted to IR Website and sent to colleges
- university level report

Spring 2001 Dissemination

- integrated with IE assessment plan cycle for use
- data analyzed in summer
  - □ university level report
  - □ college level reports
  - □ program level reports
  - □ unit level reports
  - □ program specific reports
- results disseminated electronically by OEAS
  - □ e-mail attachment
  - □ proactive to faculty, deans, directors, upper administration

Fall 2002 Dissemination PDF files on the Web

- **results disseminated on OEAS website**
  - static PDF files
  - increased results visibility and accessibility
  - organized by level of analysis
    - university
    - college
    - program
    - program specific

- **interim step as OEAS increased technical resources to design dynamic Web-based data mart**

Fall 2003 Dynamic Web-Based Data Mart Dissemination

- **Graduating Seniors Survey and Graduating Graduate Student Survey** Web data mart developed spring 2003 for August 2003 launch

- enhance awareness & use of information source for Program Assessment (CQI) Plan Process
  - users - faculty, deans, program & unit directors, and upper administration
  - increase access
  - increase and guide interpretation through presentation mode and data mart design
  - disseminate results at the university, college and program level
  - provide comparative results (by college and university) and results over time

Dynamic Website Dissemination Demonstration

- **software used**
  - ☐ SAS/Internet technologies
  - ☐ combined with Base SAS®, the SAS Macro language, HTML, and JavaScript
- **SAS/IntrNet provides both Common Gateway Interface (CGI) and Java technologies for building dynamic Web applications and data compute services**
- **user can construct queries, get reports and graphs without installing SAS in their local machine**

Challenges

- dynamic data mart design
  - □ purpose
  - □ breath and depth
  - □ user needs and input
  - □ ease of interpretation
- analysis
  - □ keep it simple
  - □ data set sample size limitations
- dissemination
  - □ multiple channels
- user training

Benefits

- **promotes awareness of data**

- **promotes use of data**
  - ☐ continuous quality improvement plans
  - ☐ program accreditation
  - ☐ academic program review
  - ☐ unit performance review

Survey Support and Analysis Processes that Support an Assessment Culture

- design and support ongoing measurement collection and results dissemination processes that build a CQI culture
  - partner with doers throughout the institution
  - support and model a continuous quality improvement approach to measurement and assessment
- make it easy for the doers
  - design dynamic Web-based data marts to disseminate results to measure objectives, inform planning and assess improvement actions
- support use of student survey results as part of a CQI multiple measurement strategy
  - provide support for deeper analysis

Nurturing: "Closing the Loop"

- **implement other dissemination processes (i.e., workshops, committees, board of trustees)**
- **show the connections**
  - ☐ disseminate student survey results along with student profile elements to tell the story
  - ☐ insert link in program review and IE websites
  - ☐ design follow-on cohort studies
  - ☐ show case exemplary CQI processes in programs and units
- **provide continuous support**
  - ☐ nurture trust, enthusiasm and humor
  - ☐ build other ongoing sources of information
  - ☐ provide support to "doers" at each stage of the CQI program or unit assessment cycle

Questions

presentation and data mart will be available at
http://oeas.ucf.edu and http://ipa.ucf.edu
OEAS Survey Inventory available at
http://oeas.ucf.edu/survey_inventory_ipa.htm

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