



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

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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

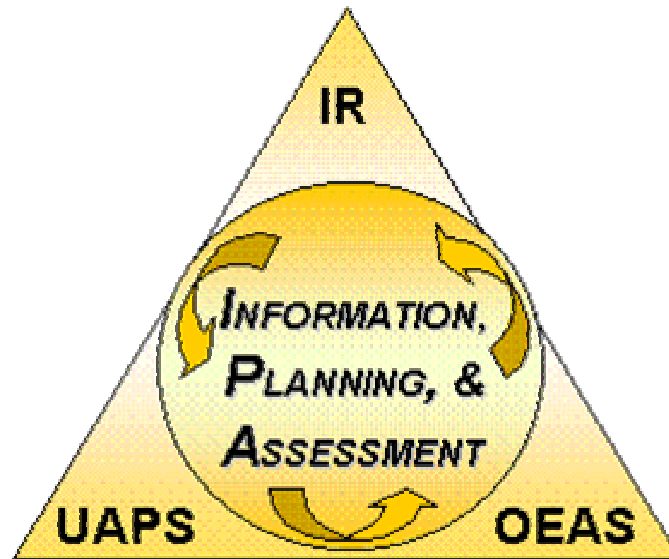
- creating infrastructure in higher education is essential to the success of a Continuous Quality Improvement (CSQ) assessment process [Pet-Armacost, et.al. 2001 Sims & Sims,1995]
- key elements
 - cultural change
 - commitment from upper administration
 - use of existing organizational structures to 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

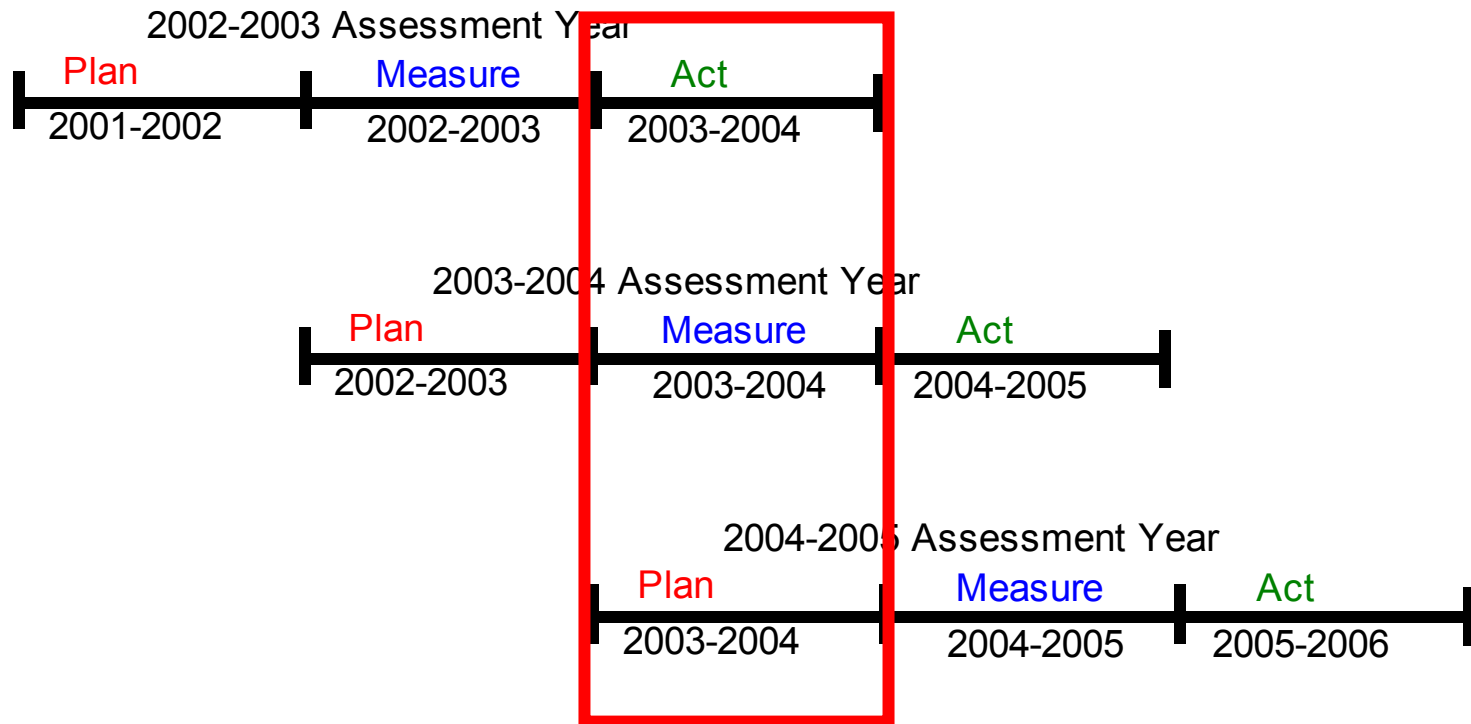
- assessment process (Institutional Effectiveness)
 - continuous improvement of programs and services
 - conducted annually
- program reviews and unit performance reviews
 - academic programs
 - legislatively mandated seven year reviews
 - discipline accreditation
 - administrative units
 - piloting 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



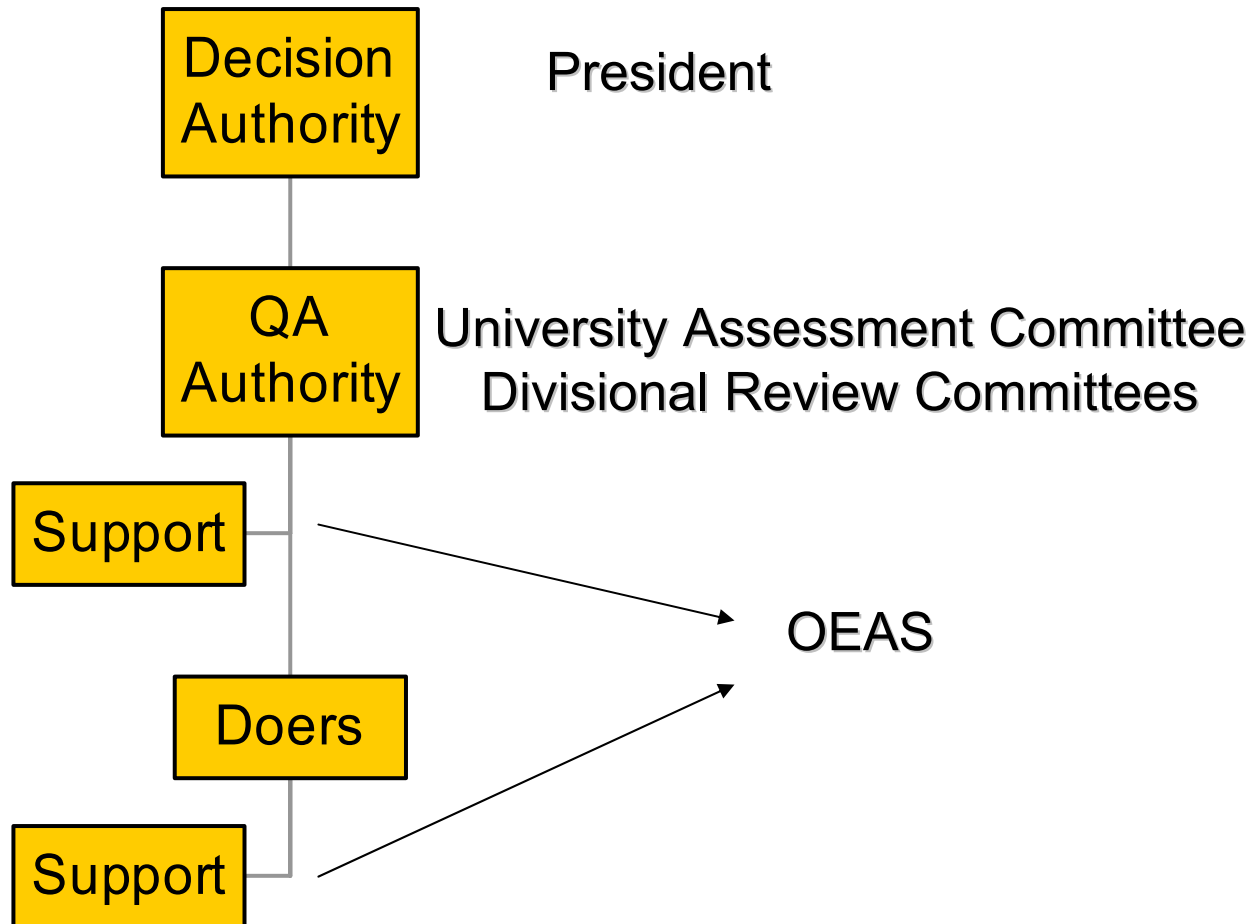
Program Assessment (CQI) Process

- 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



Organizational Structure





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

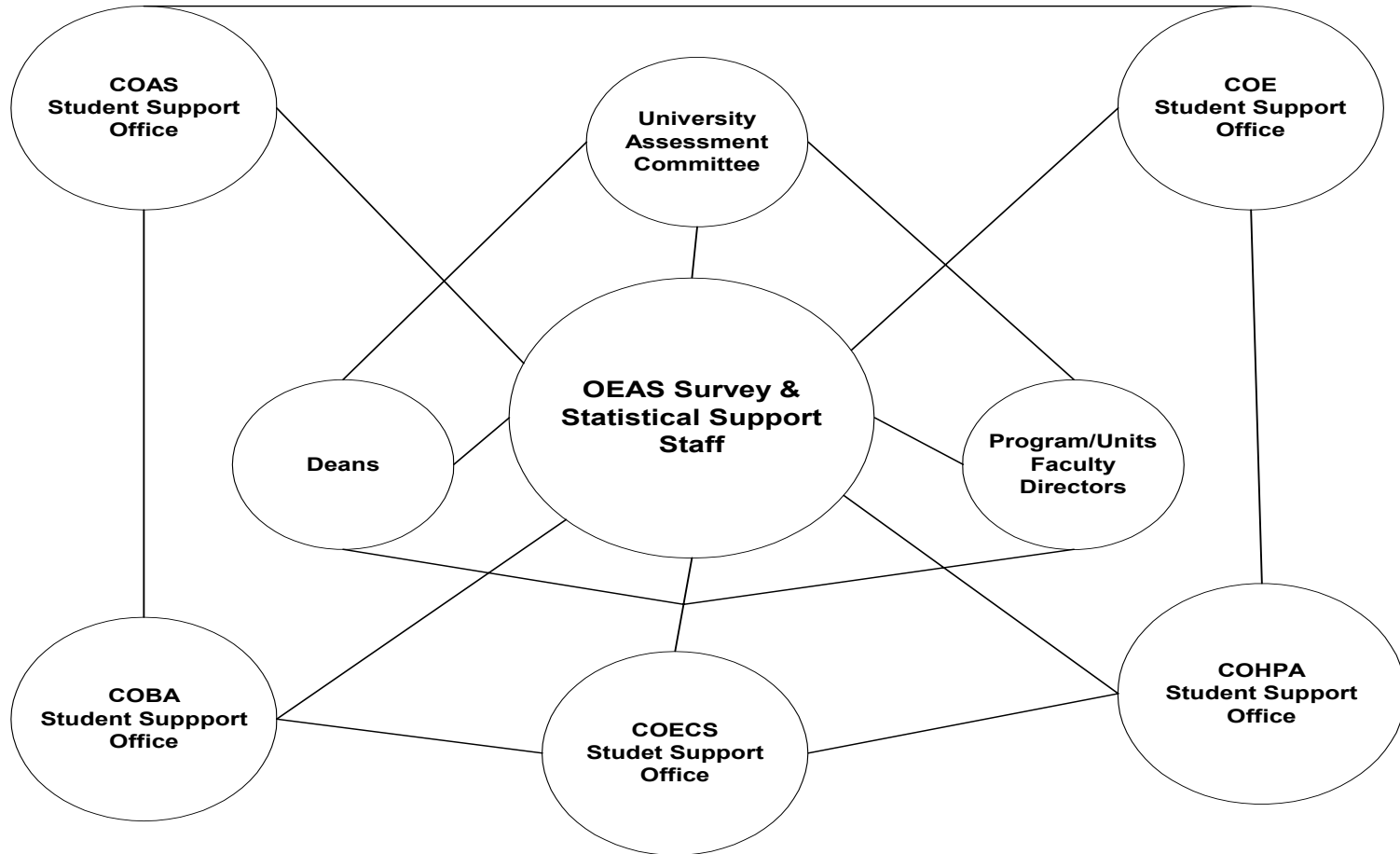
- as students progress
 - entering student
 - enrolled student
 - graduating student
 - first destination survey
 - alumni
- various topics
 - use and Satisfaction with services
 - satisfaction and value of experiences
 - plans for the future
 - behavior associated with student learning
 - special topics
 - 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



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



SPRING 2000 GRADUATING SENIORS QUESTIONNAIRE

PLEASE **CIRCLE** THE NUMBER OR LETTER THAT BEST REFLECTS YOUR EXPERIENCES AT THE UNIVERSITY OF CENTRAL FLORIDA (UCF)

A. WHEN YOU REFLECT UPON YOUR TIME AT UCF, HAVE YOU BEEN CHALLENGED TO DO THE VERY BEST YOU COULD DO? (10)

1. Most of the time 3. Seldom
2. Sometimes 4. Never

B. WOULD YOU RECOMMEND UCF TO A FRIEND OR RELATIVE CONSIDERING COLLEGE?

1. No, under no circumstances
2. No, probably so
3. Yes, with reservations
4. Yes, without reservations

C. DID YOU DEVELOP A PROFESSIONAL RELATIONSHIP(S) WITH FACULTY THAT IS CLOSE ENOUGH THAT YOU COULD ASK FOR EACH TYPE OF ASSISTANCE LISTED BELOW?

	336	337
1. A letter of recommendation	1	2
2. Advice about career decisions	1	2
3. Advice about personal decisions	1	2

D. DID YOU DEVELOP CLOSE PERSONAL FRIENDSHIPS AT UCF?

1. Yes, most of my closest friends are from UCF.
2. Yes, but most of my closest friends are from elsewhere.
3. No, almost all of my closest friends are from elsewhere.

E. WHAT WAS YOUR STATUS WHEN FIRST ENTERED THE UNIVERSITY OF CENTRAL FLORIDA?

1. Recent High school graduate
2. Transfer from community college or university
3. Other (specify) _____

F. WHILE SCHOOL WAS IN SESSION, ABOUT HOW MANY HOURS PER WEEK DID YOU USUALLY WORK FOR PAY? (20)

1. I was not employed
2. Employed 1 - 10 hours per week
3. Employed 11 - 20 hours per week
4. Employed 21 - 30 hours per week
5. Usually employed 40 or more hours per week

G. HOW WOULD YOU RATE EACH OF THE FOLLOWING AT UCF? (Please circle each rating.) (21-26)

E = Excellent G = Good F = Fair P = Poor

1. Your academic experience E G F P
2. Your social experience E G F P
3. The quality of other undergraduates E G F P
4. Safety measures on campus E G F P
5. Responsiveness to student academic problems E G F P
6. Responsiveness to student support services E G F P

H. PLEASE CIRCLE THE LETTERS THAT REFLECT YOUR OVERALL RATING FOR EACH AREA. (27-30)

SA = Strongly agree A = Agree
D = Disagree SD = Strongly disagree NS = Not sure

IN MY MAJORS

1. My professors were good teachers SA A D SD NS
2. My classes were too large SA A D SD NS
3. My professors were available outside of class to help me SA A D SD NS
4. The courses I needed were available SA A D SD NS
5. There was a good range of courses SA A D SD NS
6. I was provided opportunities to develop appropriate computer skills in my major SA A D SD NS
7. My training in computer skills prepared me for today's technology SA A D SD NS

IN MY OTHER COURSES

1. Required courses in my general education were available to me SA A D SD NS
2. Courses in other departments, but required by my major, were available to me SA A D SD NS
3. Too many of my classes were too large SA A D SD NS

I. IF YOU ARE NOT FINISHING YOUR DEGREE IN 4 YEARS, PLEASE CIRCLE ALL THE REASONS WHY NOT? (31-35)

1. I'm in a 5 year degree program.
2. I had to withdraw during a semester(s).
3. I took semester(s) off from school.
4. My job caused me to take reduced course loads.
5. I voluntarily took reduced course loads to have more time for activities.
6. I changed majors.
7. I had some financial problems.
8. I had personal or family obligations.
9. I was misled by someone!
10. I talked to seek advisor's help.
11. My required courses were not available.
12. Other (specify) _____

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

UCF Graduate Student Survey 2001-2002
UCF Graduate Studies Office

Please indicate the term of your graduation:
 Summer 2001
 Fall 2001
 Spring 2002

INSTRUCTIONS: Please completely fill-in the bubble representing the answer that best reflects your experiences in graduate school at the University of Central Florida (UCF). You may use a No. 2 pencil or a blue/black ink pen.

Overall Experience at UCF

1. In general, how would you rate your overall graduate experience at UCF?
 Excellent Very good Good Fair Poor

2. Please indicate your response to the following:
 If you had to do it over again, would you select UCF for your graduate studies?
 Would you recommend UCF to a friend or relative considering your graduate program?
 Yes, without reservation Yes, but with reservation Maybe yes, maybe no No, probably not No, definitely not

3. When you reflect upon your time at UCF, how often would you say you were challenged to do your very best?
 Always Mostly Sometimes Seldom Never

4. How would you rate each of the following areas at UCF?
 Your graduate academic experience Excellent Very good Good Fair Poor
 Your social experience at UCF
 Safety measures on UCF's campus
 Graduate student support services
 Responsiveness to graduate student academic problems

5. Did you develop professional relationships with faculty that are close enough that you could ask for each type of the following assistance?
 A letter of recommendation Yes No Advice about professional decisions Yes No Advice about personal decisions Yes No

6. Please rate how important each of the reasons below was for selecting UCF for your graduate program.

	Very Important	Somewhat Important	Not Important	Very Important	Somewhat Important	Not Important
Location of UCF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Reputation of program	<input type="radio"/>	<input type="radio"/>
Size of UCF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cost of education	<input type="radio"/>	<input type="radio"/>
UCF admission standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Financial support	<input type="radio"/>	<input type="radio"/>
UCF academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	To be with friends	<input type="radio"/>	<input type="radio"/>
Type of program available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other (please specify)		

7. How did you rank your major program at the time you applied for graduate school admission at UCF compared with programs at other institutions?
 Top One of top Above average Average Below average

Graduate Program Experience at UCF

8. Please rate each of the following factors related to your current graduate program.

	Excellent	Very Good	Good	Fair	Poor	Don't Know/N/A
The quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coursework availability when convenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunity to interact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for graduate research assistantships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for tuition support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation given to graduate students for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research facilities available in your graduate program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of research now being done in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty available to work with you on your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 Survey Number:

Please turn the page

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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