Academic Assessment Plans

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Presentation Outline

- **Purpose of Assessment**

- **Assessment Cycle**

- **Assessment Plan Components**
  - **MISSION, OUTCOMES, MEASURES**

- **Review Process**
  - **DIVISIONAL REVIEW COMMITTEE**

- **Evaluation of Assessment Plan**

Overview of Assessment Plan

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Purpose of Conducting Assessment

- **Meet SACS accreditation criteria**

- **Identify weaknesses in operation for improvement purposes**

- **Accountability Issues**

Team Effort = Meaningful Assessment Plan

- All faculty responsible for academic program implementation should be involved in the development of the assessment plan
    - Identify key team members
    - Solicit input
        - Mission
        - Goals/Learning Outcomes
        - Measurement approaches
            - *Data collection methods

Concurrent Assessment Cycle

- Fall – Spring: Conduct Assessment (for 2001-02)

- Spring (in February - March): Submit Assessment Plan for the upcoming academic/fiscal year (for 2002-2003)

- Fall (October): Report Assessment Results (for 2001-2002)

Mission Statement for an Academic Unit

- The mission of (your program) is to (your primary learning outcomes) to (your students) in order to (primary purpose of program)." (Additional clarifying statements)

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Example of Mission Statement

Program Name

Stakeholders

Learning Outcomes

...Mission of the Industrial Engineering bachelor's degree program is to educate IE BS students in the fundamental skills, knowledge, and practice of Industrial Engineering in order to (1) prepare them for industrial engineering service and/or manufacturing industries and (2) prepare them for an advanced degree in Industrial Engineering related discipline.

Primary Purpose:

Clarifying Statements

Learning Outcomes

- To (action verb) (object) (target) (time frame and other modifiers)

- Includes a measurable target with a time limit that must be met on the way to attaining a goal

Academic Program Learning Outcomes (for Students) Some Examples

- Obtain a high level of knowledge
- Perform well in an internship or on a senior project
- Perform well in related job after graduation
- Be successful in gaining admission to Graduate School
- Be successful in obtaining a job in the field
- Have a high level of satisfaction with all elements of the program

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Example of a Learning Outcome

- By year 2005, to have 90% of the students achieve a very good to excellent evaluation (by an external panel) in each of the following areas: (list competencies)

- To obtain a "very good" to "excellent" student ratings from 90% of the students on the quality advising (list areas of advising) by year 2002

Assessment Criteria or Measurement Approaches

- Should state an objective means of assessing the outcomes of the program

- Should indicate how each of the outcomes will be measured (preferably multiple measurement approaches for each outcome)

- Should indicate time frame within which each outcome will be measured

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Multiple Measures or Measurement Approaches

- Outcome has more than one dimension
  - Use of sub-scores or sub-attributes
- Outcome can be measured in more than one way
  - Exam and sample of homework
- Outcome can be assessed by independent groups
  - Faculty group and industry group

Academic Program Examples of Measurement Approaches

- Standardized tests (with National norms)
- Other tests used on all students prior to graduation or program completion
- Assessment rubrics for use by external reviewers in scoring/evaluating student work
- Surveys of graduates, alumni, employers
- Institutional data

Review Process Purpose

- To assist program and units improve their assessment plan
    - A plan that will lead to improvement
    - Identify more meaningful measures and procedures
    - Developing or identifying assessment instruments

- To identify programs whose plans seriously need improvement

Overview of Assessment Plan

Overview of Review Process
Divisional Review Committees

● **Academic Colleges**
  – College of Arts and Sciences
  – College of Business
  – College of Education
  – College of Engineering & Computer Science
  – College of Health & Public Affairs

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Overview of Review Process
Divisional Review Committees

- **Administrative Divisions**
  - Academic Affairs
    - Information & Technologies Resources
    - SDES
  - Administration & Finance
  - Sponsored Research
  - President's Division
  - University Relations

Overview of Assessment Plan

Overview of Review Process

- Divisional Review Committee's Internal Date: Units and programs submit (via IE website) assessment plans to Divisional Review Committee

- March 25: Divisional review committee completes review process (some plans will need revisions) and submits to UAC

- April 24: All final revised plans are submitted to UAC

Overview of Assessment Plan

Review Process Continued

- Divisional Review Committee for each college evaluates assessment plans

- Divisional review committee presents evaluations and recommendations to UAC during scheduled UAC meetings

Overview of Assessment Plan

Evaluation Process

1. Examine Mission Statement
2. List (mentally) what would be expected as outcomes
3. Scan the list and see if they are strongly linked to mission
4. Check other evaluation criteria

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Evaluation of Mission

- Look for stakeholders
  - Are they adequately specified?
- Look for primary purpose
  - Is the reason/purpose for the program stated?
- Look for primary outcomes
  - Does the mission state the focus of the program?
- Look for specificity
  - Does the mission distinguish this program from others, e.g., Bachelors vs. Masters vs. PhD.?

Overview of Assessment Plan

Evaluation of Outcomes

- Relates to important elements in the mission
- At least 3-5 Outcomes
- Each must be measurable
- States what the program intended outcomes (what stakeholders/students will think, know, or do)
- Includes targets and timeframes (these may be listed under assessment criteria/approaches)
- If measured, will they help the program identify where to improve

Evaluation of Measurement Approaches

- Use of multiple measures or measurement approaches
- Use of sub-scores
- Assessment instrument is provided
- Assessment instrument(s) is appropriate and feasible
- Sampling method is described
- Sampling methods are appropriate

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Questions & Answers
Contact Information
& Websites

- **To schedule an Assessment Clinic contact:**

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407-275-4335

OEAS Website:

http://oeas.ucf.edu

Institutional Effectiveness Website:

http://iaaweb.ucf.edu/oeas/cqi_menu.asp

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