Implementing an Assessment Model to Support Evidence-Based Improvement: The Story of a Large Research Institution

Patrice Lancey, Ph.D
Divya Bhati, Ph.D
University of Central Florida

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University of Central Florida

➢ Basic Carnegie classification: research universities (high research activity)

➢ UCF also achieved Carnegie Community Engagement Classification

➢ 2nd largest university in U.S. with 56,337 students

➢ 10 regional campuses and numerous other instructional sites

➢ 12 colleges, including a medical college

➢ 216 degree programs (91 bachelor's, 92 master's,

➢ 3 specialist, 29 doctoral, 1 professional)

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Practicing Meaningful Assessment

➢ **Institutions require a functioning assessment model and support structures**

- Create evidence-based learning and operational improvement
- Meet Comprehensive Standard 3.3.1
- Fulfill state and university mandates
- Satisfy discipline accreditation
- Demonstrate higher education value

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University of Central Florida Assessment Model and Support Structure
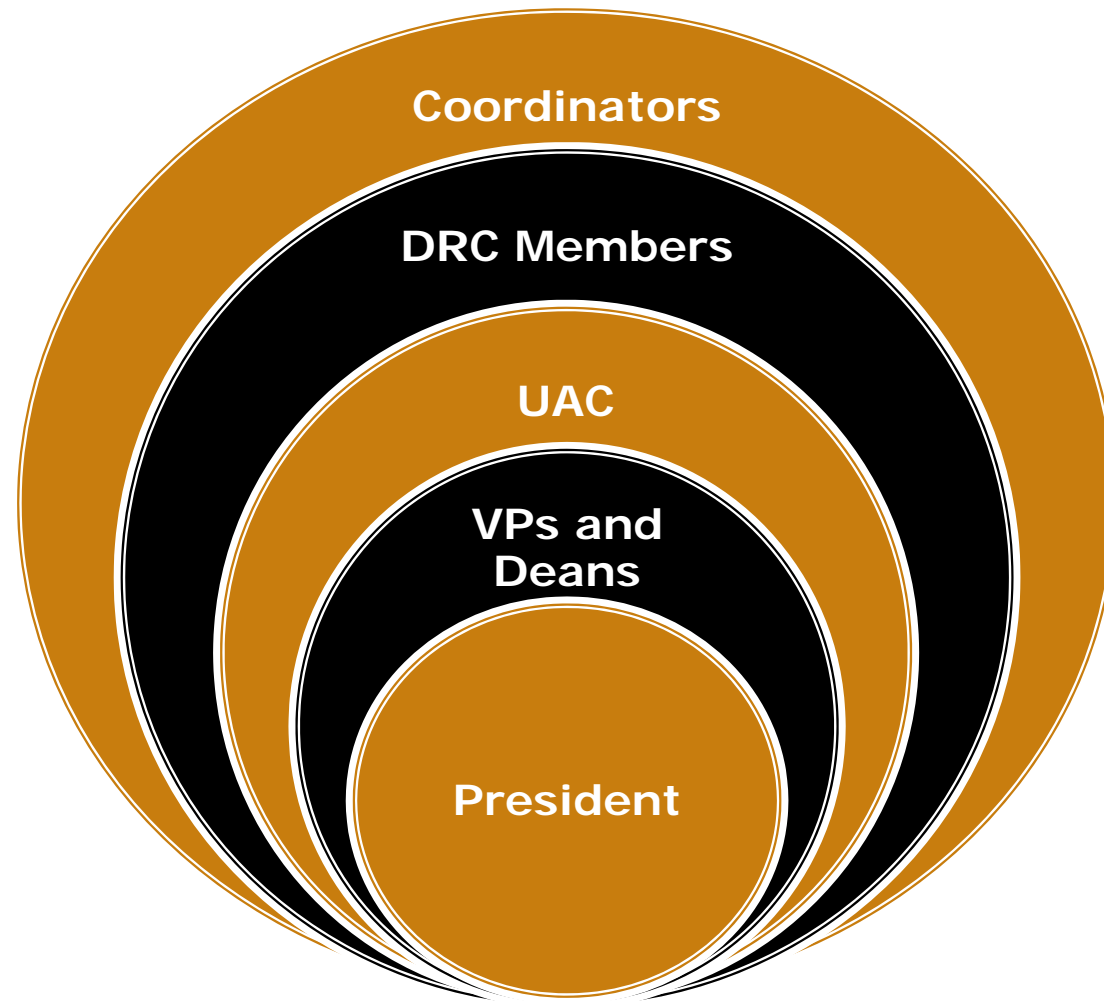
IE Assessment

Mission Driven

➢ **Academic programs and administrative units articulate mission**

➢ **Supports university mission**

➢ **Integrates with other planning processes**

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Integrated Approach

Strategic Planning

IE Assessment

Program or Unit Reviews

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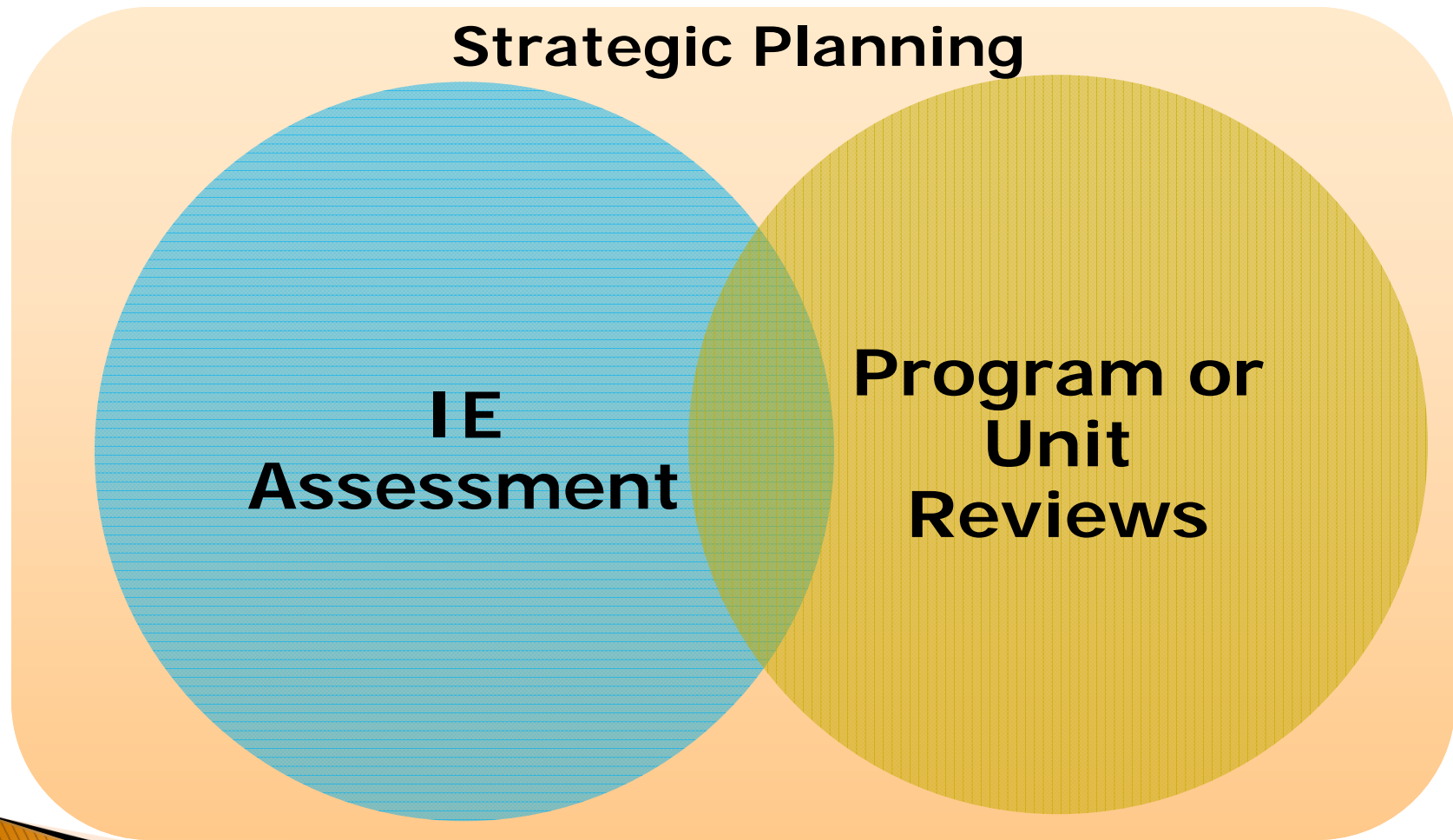
Assessment Leadership and Support Structure

Coordinators

DRC Members

UAC

VPs and Deans

President

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Support Office

- ➢ Established Office of Operational Excellence and Assessment Support (OEAS)
- ➢ Performs several processes to effectively integrate assessment into all aspects of university operations:
  - Support University Assessment Committee
  - Provide assessment training and consultation sessions
  - Proactively monitors submissions of assessment plans and results
  - Conduct surveys and special studies
 - Maintain the IE Assessment Web Application

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Assessment Scope and Schedule

➢ Over 800 users involved in conducting assessment <u>organization chart</u>

➢ 359 programs and units report

- Year round process
- Centralized online reporting system
- Ongoing reviews and feedback by DRC

➢ September – Coordinators submit final results and plans

➢ October – DRCs review results and plans

➢ November to December – UAC final review

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Outcomes

➢ **Institutional student learning outcomes**

- General Education Program
- Map core competencies (Academic Learning Compacts) in GEP and undergraduate programs
- Document and assess core competencies and GEP in the IE Assessment plans

➢ **Student learning and operational outcomes**

- Undergraduate and graduate programs
- Administrative and educational support services

➢ **Outcomes related to research**

- Research centers organized into a DRC

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Annual Assessment Cycle

Plan → Measure → Analyze → Change

Continuous Improvement
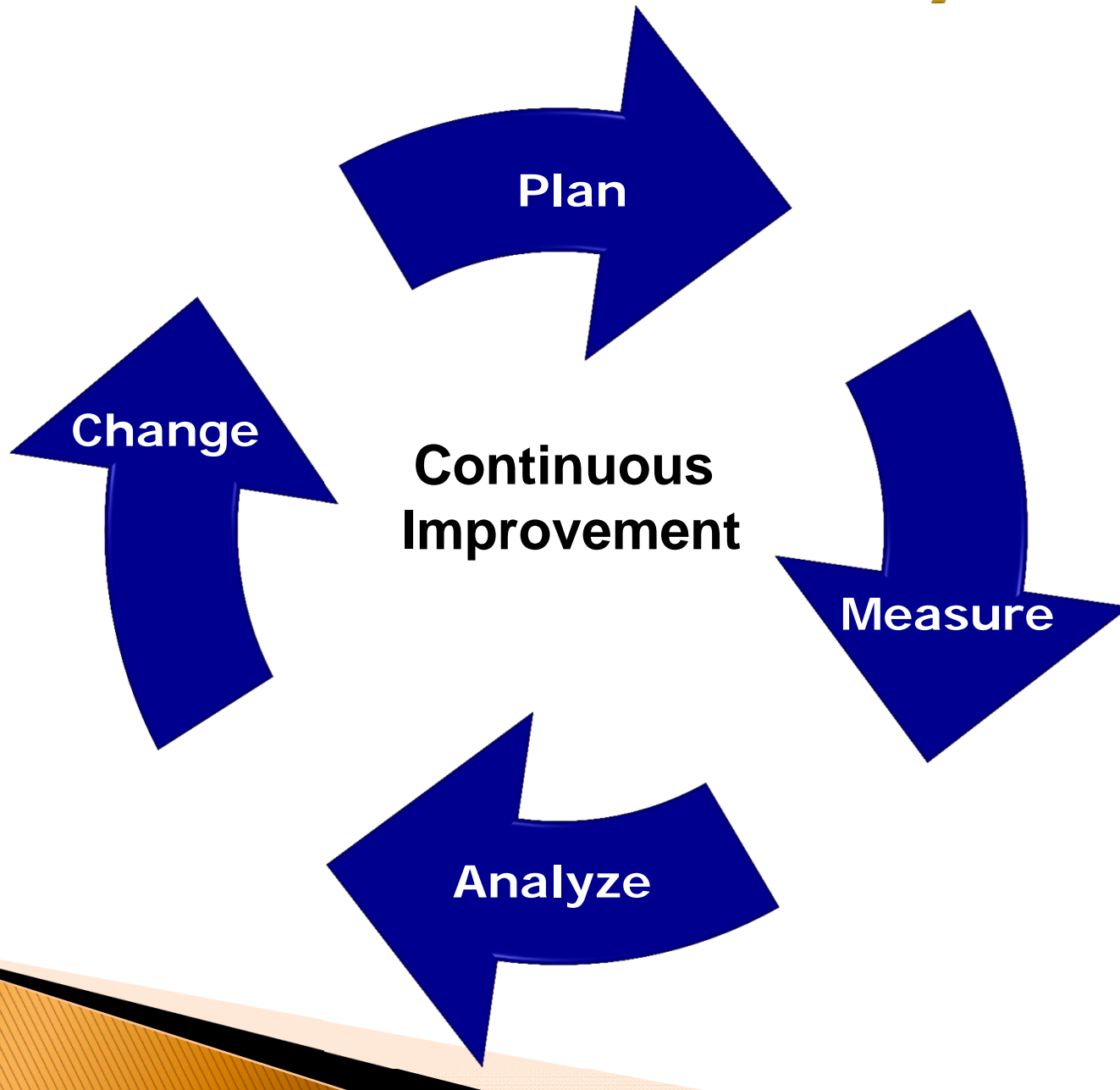
IE Assessment Template

Program/Unit: *name of the program/unit*   DRC Chair:

Year: DRC:

Due Date: Coordinator:

URL: *web site address*

Coordinator: *coordinator for the program/unit*

Participant(s): *all the participants in the assessment process*

Mission: *A brief statement of the primary purpose of the academic program or unit that includes the following elements: name of program/unit, purpose, primary functions and activities, and stakeholders (who benefits?).*

Process: *Elaborates on mission and assessment strategy. Tells more about the delivery of the main services of a program or unit. Briefly describes how the assessment process is managed by the program/unit.*

Outcome: *The objectives of the program/unit that can be defined based upon the stated goals of that program or unit. There are two kinds of outcomes: 1) Student Learning Outcomes: Statements that describe specific abilities, knowledge, values, and attitudes that the program/unit would like students, staff and faculty to possess; 2) Operational Outcomes: Statements that improve program/unit operations and processes (i.e., efficiency measures, demand, and satisfaction). See SMART Rubric.*

   Measure: *The research methods and evaluation tools used for collecting evidence of how well the expected outcome is met. Each outcome is required to have at least two measures. See MATURE Rubric.*

      Results: *Actual data or other findings from when the measure was assessed. Often includes numbers, percents and ratios. May also include tables of data.*

Reflective Statement: *The evaluation, interpretation and/or analysis of the results reported for all measures of a specific outcome. Included in the "reflective statement" are program/unit "actions" that have been implemented or plan to be implemented relating to the stated outcome and its measures.*

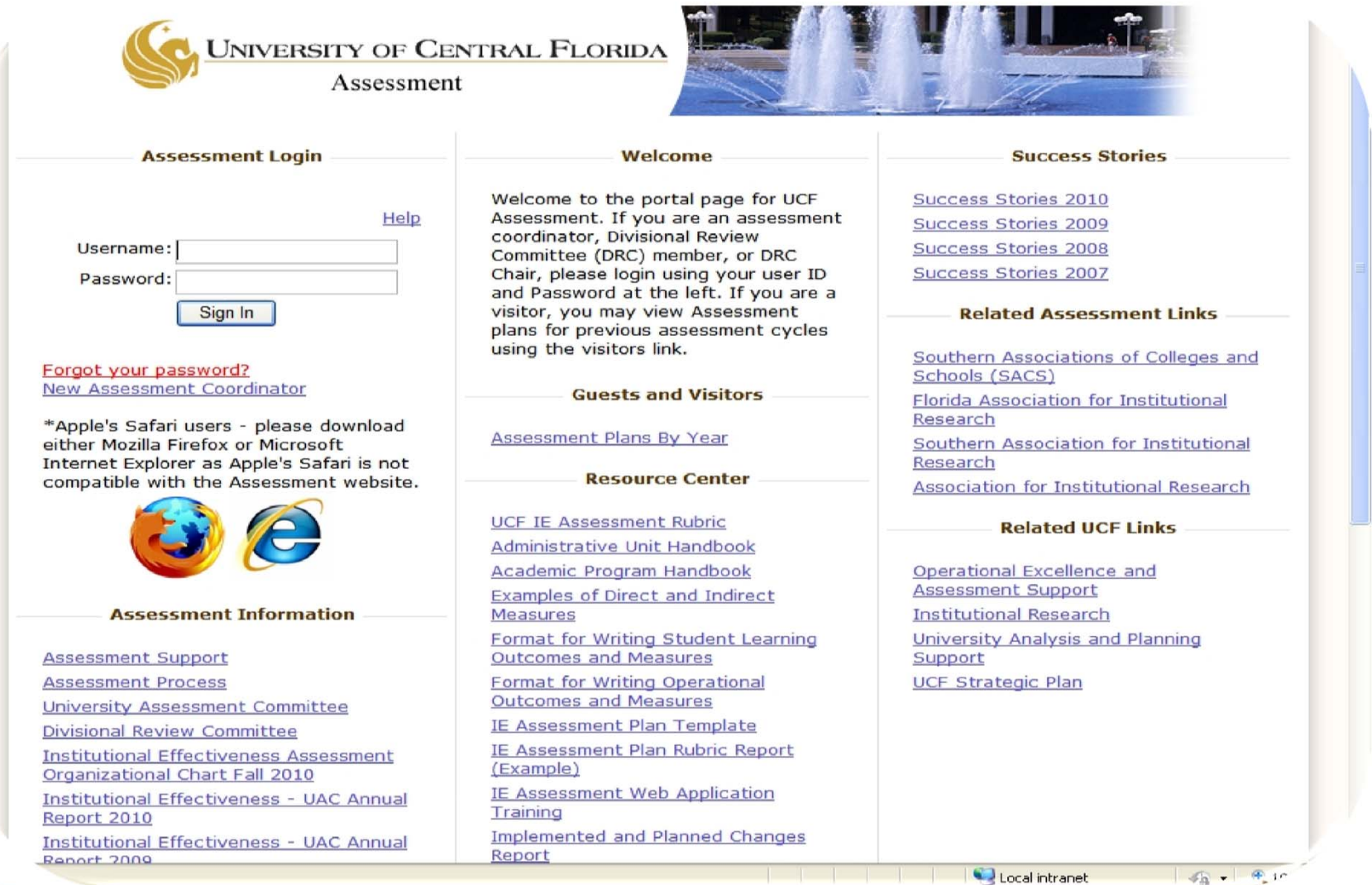Attachments: *Any evidence supporting the results stated above.*

Implemented and Planned Changes: *Actions that have been completed or are planned to be completed by the program as a result of the assessment process.*

Recommended number of outcomes and measures:
Undergraduate: 8 to 12 outcomes and 2 measures per outcome

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IE Assessment Web Application

www.assessment.ucf.edu

Feedback and Reviews

➢ DRC committee structure by college and division

➢ Collaborative model

➢ Use IE Assessment Rubrics and reports to effectively mentor and intervene

➢ Provide verbal or written feedback

- Email

- Phone calls

- Meetings

- Presentations

➢ Iterative process

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Benefits of the Mentoring Tool-
Rubrics

➤ **Communication tool**
- Sets clear expectations
- Uses common terminology
- Offers concise, focused and timely feedback

➤ **Guides self-evaluation**
- Programmed into web application

➤ **Improves accuracy and consistency throughout the assessment process**

➤ **Generates meaningful discussion – more involved faculty and staff members**

➤**Tie IE assessment with strategic planning**

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Divisional Review Committee Ratings
2010-11 Plans
(Rubric Level Report)

Program or Unit Status	University of Central Florida*	
Plans not approved by the DRC Chair(s)		0
Plan not created	0	
Plan in progress	0	
Plans submitted to DRC	0	
Plan review process has begun, but the review has not been approved	0	
Total number of program and unit plans approved by the DRC Chair		355
Total number of programs and units doing assessment		355
	University of Central Florida*	
Program or Unit Rubric Level	Number of Programs or Units meeting the level	Percentage of Programs or Units meeting the level
Exemplary	53	15
Accomplished	71	20
Meets Expectations	178	50
Emerging	35	10
Beginning	18	5
* Note: Numbers and percents are fictitious and are given as an example.		

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Divisional Review Committee Ratings
Rubric Program/Unit Report

2010-2011 Plan Rubric Indicator/Level Distribution

Report generated on 10/6/2011 9:29:04 PM

Program/Unit Status	Strategy, Marketing, Communications, and Admissions		UCF	
Total number of programs/units Plan that are not yet approved by the DRC Chair(s)		0		0
Plan not created	0		0	
Plan in progress	0		0	
Plan submitted to DRC	0		0	
Plan review process has begun, but the review has not been approved	0		0	
Total number of programs/units in status Plan approved by the DRC Chair		8		354
Total number of programs/units doing assessment		8		354

The table below includes only programs/units in status Plan approved by the DRC Chair.

Program/Unit	Indicator									Level
	1	2	3	4	5	6	7	8	9	
News and Information	X	X	X	X	X	X		X	X	Accomplished
Office of Institutional Research	X	X	X	X	X	X	X	X	X	Exemplary
Office of Operational Excellence and Assessment Support	X	X	X	X	X	X	X	X	X	Exemplary
Office of Student Financial Assistance	X	X	X	X	X	X		X	X	Accomplished
Student Outreach Programs	X	X	X	X	X	X		X	X	Accomplished
Undergraduate Admissions	X	X	X	X	X	X		X	X	Accomplished
University Analysis and Planning Support	X	X	X	X	X	X			X	Accomplished
University Marketing	X	X	X	X	X	X	X	X	X	Exemplary

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Use of Assessment Results to Improve Programs and Operations

➢ **Assessment coordinators use the results from the prior year's assessment to make improvements and measure the impact of improvements in their assessment plans for the current year**

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Use of Assessment Results to Improve Programs and Operations

An example

Sports Business Management (MSM)

Closing the Loop

➢ **Proposed or actual changes based on these results**

- Academic process
- Curriculum
- Assessment plan for next cycle
- Changes to operations

➢ **A new assessment plan**

- Include measures of impact of these changes

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Divisional Review Committee Ratings
Implemented and Planned Changes Five Year Report

Implemented and Planned Changes Five Year Report ⓘ

Select Year: 2010-2011 ▾

DRC: Strategy, Marketing, Communications, and Admissions ▾

Program/Unit: Office of Operational Excellence and Assessment Support ▾

[Submit]

Administrative:

Changes to Operation	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Revamp Services or Modify Processes	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Make Technology Related Improvements	1	100.00	1	50.00	1	50.00	1	50.00	0	0.00	4	57.14
Make Personnel Related Changes	0	0.00	1	50.00	0	0.00	0	0.00	0	0.00	1	14.29
Implement Additional Training	0	0.00	0	0.00	1	50.00	1	50.00	0	0.00	2	28.57
Add new service(s) or program(s)	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Delete service(s) or program(s)	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other implemented or planned change(s)	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

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Presentation of Reports

➢ DRC chair present a report to the university assessment committee (UAC)

- Quality of the assessment plans and results
- Share best practices

➢ UAC ensures the quality of the reviews that take place by the Divisional Review Committees

➢ UAC chair provides reports to the provost, deans and vice presidents

- Summarize the overall status of gathering and using evidence

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Presentation of Reports (cont.)

➢ **UAC presents an annual IE Assessment report to the president, provost, members of the board of trustees, deans, vice presidents and campus community**
  - Highlight submission rates
  - Types of measurement approaches used in assessment
  - Improvements made as a result of conducting assessments
  - Impact of the changes over time

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Characteristics of UCF Model

➢ Support from the leadership
➢ Committee structure
➢ Support office
➢ Common assessment template
➢ Centralized knowledge management system
➢ Collaborative peer mentoring model
➢ Use of IE Assessment Rubrics
➢ Reports to deans, VPs, president and provost
➢ Assess assessment process and make changes

Strategies for a Successful Assessment Model

➤ **Customized training and consultations**

➤ **Intervention by UAC and leadership**

➤ **Coordinator presentations within some colleges and divisions**

➤ **Results discussed in faculty meetings and curricular committees**

➤ **Use results for program review and strategic planning**

- **resource allocation**

History of UCF's Assessment Model

Assessment Process: The Dinosaur Era at UCF

➢ **Loads of paper documents**

➢ **Manual submission of assessment plans**

➢ **No common assessment plan template**

➢ **No structured review of plans**

➢ **Little faculty and staff involvement**

➢ **Difficult to manage or use**

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Assessment Process: The Middle Ages at UCF

➢ **Establishment of University Assessment Committee**

➢ **Creation of an assessment support office**

➢ **Formation of a common assessment template in Microsoft Word**

➢ **Knowledge management –manually driven**
  - **Communication by email**
  - **Electronic submission of assessment plans by email**

Cyber Age: Transition to a Knowledge Management System

- ➢ **Includes more players in the process**
- ➢ **Increases communication**
  - promotes best practice
  - institutional memory
- ➢ **Reduces work load for faculty and staff**
  - doers
  - support staff
- ➢ **Promotes collaboration and mentoring**
- ➢ **Centralized capture of knowledge**
- ➢ **Extract and report information**
  - improve process and support
  - meta analysis

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Key Milestones

2013
Implement
Enhanced
Assessment
Plan Rubric
(proposed)

2012
SACS
Fifth
Year
Report

2011
Rubric
Reports

2010
Integrate
Strategic
Planning

2009
Implemented
Assessment
Rubrics

2008 Enhanced Web Reports
2006 SACS Reaffirmation
2002 Web Enabled Reports
2001 OEAS Established
1996 UAC Established

Contact Information

Continue the conversation:

Dr. Patrice Lancey

Director

patrice.lancey@ucf.edu

Dr. Divya Bhati

Associate Director

divya.bhati@ucf.edu

Operational Excellence and Assessment Support

www.oeas.ucf.edu