

Transforming the Assessment Culture: One University's Story

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University of Central Florida

Presentation Session

2003 AAHE Assessment Forum

Seattle, WA

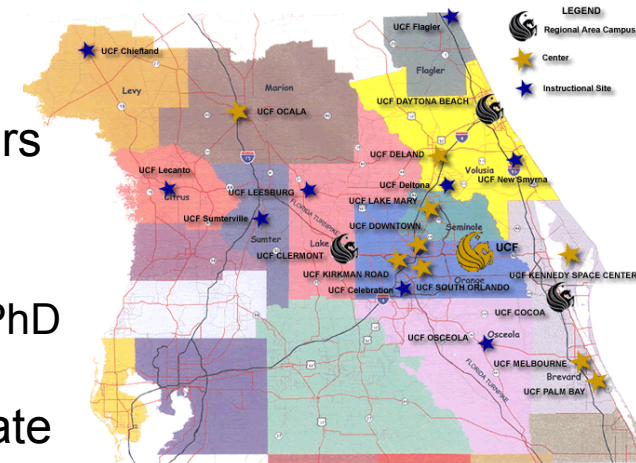
June 21, 2003

Overview of Presentation

- Changing organizational culture
- Characteristics of assessment SUCCESS
- UCF's early years
- Process and organizational changes that transformed UCF's assessment culture
 - Committees to conduct quality assurance
 - Assessment submission and review cycle
 - Establishment of the Operational Excellence and Assessment Support (OEAS) office

The University of Central Florida

- Established in 1963 in Orlando Florida (first classes in 1968), Metropolitan Research University
- Grown from 2,600 to 39,000 students in 34 years
 - 32,500 undergraduates and 6,500 graduates
- Doctoral intensive
 - 76 Bachelors, 62 Masters, 3 Specialist, and 20 PhD programs
- Second largest undergraduate enrollment in state
- Approximately 1,000+ faculty and 2,800 staff
- Six colleges and two schools
 - Arts and Sciences, Business Administration, Education, Engineering and Computer Science, Health and Public Affairs, Honors, Optics, and Hospitality Management



Organizational Culture

- “A pattern of shared basic assumptions that the group has learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore to be taught to new members as the correct way that you perceive, think, and feel in relation to those problems.”

(Schein, <http://www.tnellen.com/ted/tc/schein.html>)

Organizational Culture Is...

- Everything one needs to know to function in a society, group, or organization
- What we take for granted about how to act and think
- A sense of how one is doing
- A sense of knowing what is going on
- The capacity to choose from acceptable alternative lines of action
- A “repertoire” or “tool kit” for knowing how to act and think

(DiTomaso, <http://www.accounting.rutgers.edu/raw/faculty/ditomaso/ob9-4/sld004.htm>)

Organizational Culture is NOT!

- Climate (attitude surveys)
- Groupthink
- Social structure
- Metaphor
- Not necessarily key to success

(Trice & Beyer, from DiTomaso,
<http://www.accounting.rutgers.edu/raw/faculty/ditomaso/ob9-4/sld011.htm>)

Changing Organizational Culture

- Capitalize on propitious moments
- Understand leverage points
- Understand resistance to change
- Maintain some continuity
- Select, modify, and create appropriate cultural forms
- Modify socialization tactics
- Find, cultivate, and reward innovative leadership
- Recognize importance of implementation

(Trice & Beyer, from DiTomaso,
<http://www.accounting.rutgers.edu/raw/faculty/ditomaso/ob9-4/sld014.htm>)

Key Characteristics of Success

- Sincerity and integrity
- Usefulness
- Clarity of purpose
- Commitment and leadership
- Enthusiasm for improvement
- Systemic and Sustainable
- Support infrastructure

Evidence of Sincerity and Integrity

- People trust the process
 - Voluntarily set stretch targets
- The assessment measures are meaningful
 - Identify improvement opportunities
- Assessment results are genuinely used to improve programs and processes
 - Meaningful changes
- Accepted as not being optional
 - Little resistance

Evidence of Usefulness

- People use the assessment process as a management tool
- The results are valued and used for multiple purposes
 - Primary--process or program improvement
 - Secondary--support for
 - Accreditation
 - Program review
 - Strategic planning

Evidence of Clarity of Purpose

- Assessment is viewed as a means for self-improvement
 - Even if targets are met, the results are used to develop further improvements
- Assessment is viewed as a continuous activity
- Assessment is not viewed as an evaluation or accountability process
 - People are not afraid if they do not reach their target

Evidence of **C**ommitment and Leadership

- Advocates
 - President and Provost are advocates
 - The Deans and VPs are advocates
- Committed resources
 - University-level
 - College, department, and unit-level
- There is genuine interest in also improving the assessment process
 - People make suggestions

Evidence of **E**nthusiasm for Improvement

- Skeptics are converted to champions
- People are asking to be involved or volunteering to help
- Programs and units are developing presentations and papers about their successes
- People are not complaining about the workload

Evidence of **S**ystemic Involvement and **S**ustainability

- All levels of institution
 - Understand the assessment process
 - Promote and support assessment
 - Value assessment
- Participation is at all levels
 - Conducting assessment
 - Evaluating the assessment process
- Use of results is pervasive
- Assessment is integrated into normal academic and business processes

Evidence of Support Infrastructure

- Support for doing assessment
 - Training workshops
 - Direct assistance through consultations
 - Help with survey design and analysis
 - Help with analyzing processes
- Management and coordination support
- Information storage and retrieval support
- Support for evaluating the quality of the assessment process
- Expertise

Evidence of **SUCCESS**

- **S**incerity means people trust the process
- **U**sefulness means the process helps people
- **C**larity means people understand the process
- **C**ommitment means people believe the process works to their advantage
- **E**nthusiasm means the people want to do it
- **S**ystemic and **S**ustainable means everyone is continuing to use it
- **S**upport means people are not on their own

1994-1995: Our Beginnings in Assessment

Assessment	1994-5
Sincerity	D
Usefulness	D
Clarity	D-
Commitment	D+
Enthusiasm	D-
Systemic and Sustainable	D
Support	D-

- No formal assessment process or organization
- Self-study year (SACS)
 - Institutional effectiveness was a new concept for UCF
- New President
 - SACS Commissioner
- Associate VP to coordinate self- study

1995-1997: UCF Establishes an Assessment Process

- SACS site visit in Fall 1995
- UCF required to submit follow-up report in 1996
 - Demonstrate compliance with the assessment component of Institutional Effectiveness (IE)
- Nichols' assessment model adopted in January 1996 and training conducted
- President established the University Assessment Committee (UAC) in 1997
 - Management review and assistance
- UCF submits second follow-on report in Fall 1997

1997: UCF Reaffirmed

Assessment	1997-8
Sincerity	C+
Usefulness	C-
Clarity	C-
Commitment	C
Enthusiasm	C-
Systemic and Systemic	B-
Support	C+

- Accepted by SACS in January 1998
 - Demonstrated complete implementation of IE
- Plans for continuing assessment
 - Programs and units directed to continue assessment annually
 - 1/3 of programs and units to be reviewed each year by UAC

1998-1999: The Next Two Years

Assessment	1998-9	1999-0
Sincerity	C+	C+
Usefulness	C-	C-
Clarity	C-	C-
Commitment	C	C
Enthusiasm	C-	C-
Systemic and Sustainable	B-	C+
Support	C+	C+

- “Pressure” was off and reviews were only required every three years
 - Late submissions were becoming more frequent
 - Measures were not as meaningful as they could be
 - Lack of evidence that assessment was ongoing during “between years”
 - Lack of evidence that results were being used
 - Confusion about assessment process

Where is UCF Assessment Today?

- Effective organizational structures in place
 - University-level committee that provides quality assurance of the assessment process
 - College- and Division-level committees that evaluate the quality of assessment planning and use of results
 - University office that provides support to units and programs
- An assessment process that is coherent and has comprehensive participation
 - 197 academic programs and 87 administrative units
- A growing appreciation for the value of assessment
 - Improved understanding of assessment process
 - Becoming part of the institutional culture

UCF's Assessment Score Card Today

Sincerity	B+
Usefulness	B+
Clarity	B+
Commitment	A-
Enthusiasm	B
Systemic & Sustainable	A-
Support	A-

- “Graded” on absolute scale, not relative to other institutions
- We have room to improve
- We have come a long way

How did UCF get here?

How Did We Move Forward?

- Assessed the state of current organization
- Identified opportunities for improvement
 - Instituted quality assurance process
 - Refined assessment process
 - Clarified assessment timeline
 - Developed support systems for assessment
- Took advantage of incremental assessment initiatives
 - Walk before you run
- Took a “systems” perspective

How to Change the Assessment Culture

- Understand where you are today
- Understand where you would like to be
 - Assessment process
 - Assessment organization
 - Assessment support
 - Assessment attitude
- Understand the barriers
- Take advantage of personnel changes
- Take a continuous quality improvement approach

UCF Strategies for Changing the Assessment Culture

- University Assessment Committee (UAC) reorganization
- Establishment of Divisional Review Committees
- Refinement of assessment plan submission and review process
- Establishment of assessment support
 - Support for the QA
 - Support for the doers
 - Use of technology: survey and documentation support

Changes to the University Assessment Committee

- Committee membership expanded from 8 members (mostly academic) to 15 members (balanced with both academic and support services)
- Emphasis changed from management review of assessment plans to quality assurance of the assessment process
 - Primary focus is on ensuring that the assessment process is working (i.e., programs and units are using the process to improve)
- Moved from a technical assistance role to recommending policy and providing oversight

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Divisional Review Committees (DRCs): Creating Greater Buy-in

- DRCs established for colleges and major administrative divisions
 - Initially in the colleges, followed by the administrative divisions
- DRCs promote active involvement within units and conduct the reviews of assessment plans and assessment results within their area
- DRC chairs are members of the UAC
 - They present reviews of selected assessment plans to the UAC
 - They present recommendations for UAC approval

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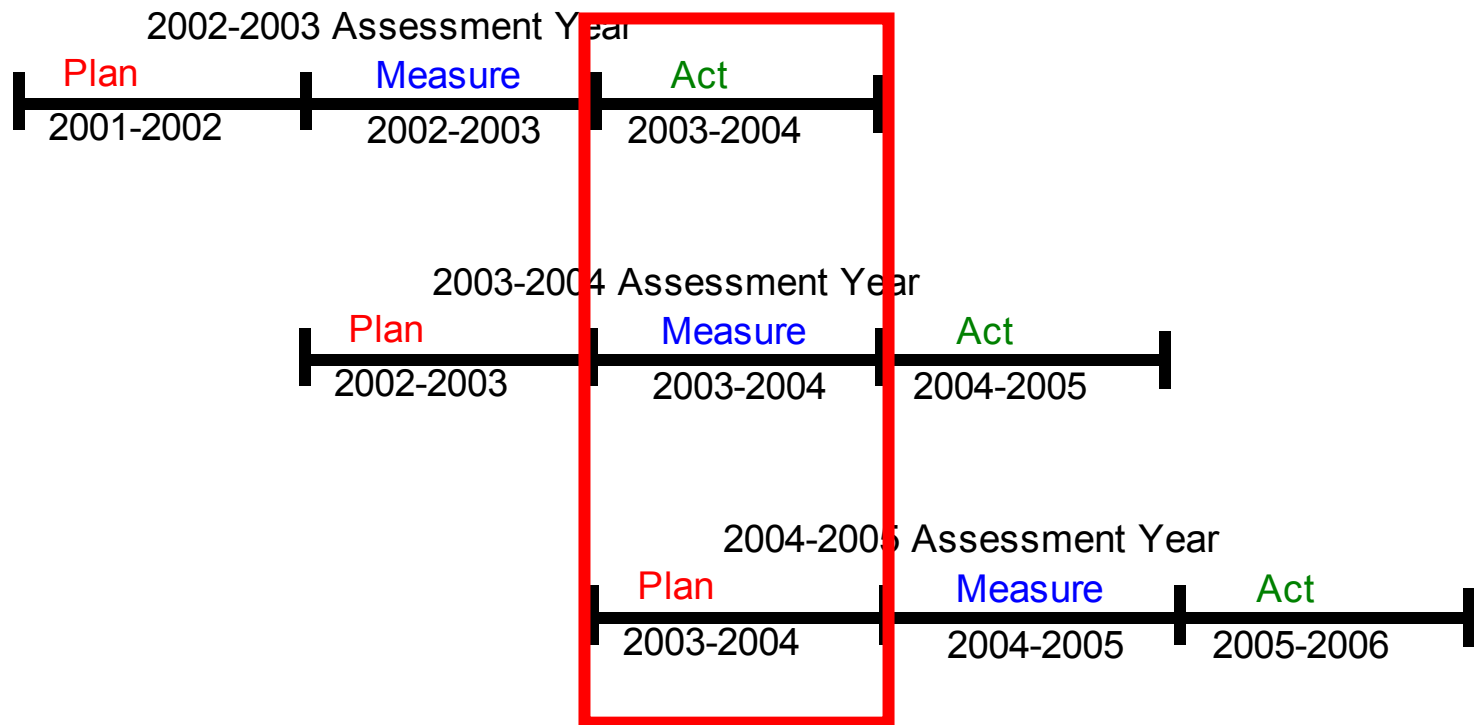
Submission and Review Process

- An effective assessment culture requires “constant pressure”
 - Requires regular evaluations of the process
- Moved from three-year review cycle to annual reviews
- Excerpt from Letter from the President

“...Upon recommendation of the UAC, I ask all units to submit assessment plans and assessment results to the UAC on an annual basis as delineated in the attached new schedule. In order to ensure that the process will be fully implemented, I also ask the UAC members and the newly established office of Operational Excellence and Assessment Support to provide assistance in meeting this requirement.”

Had to Establish a Parallel View of Assessment

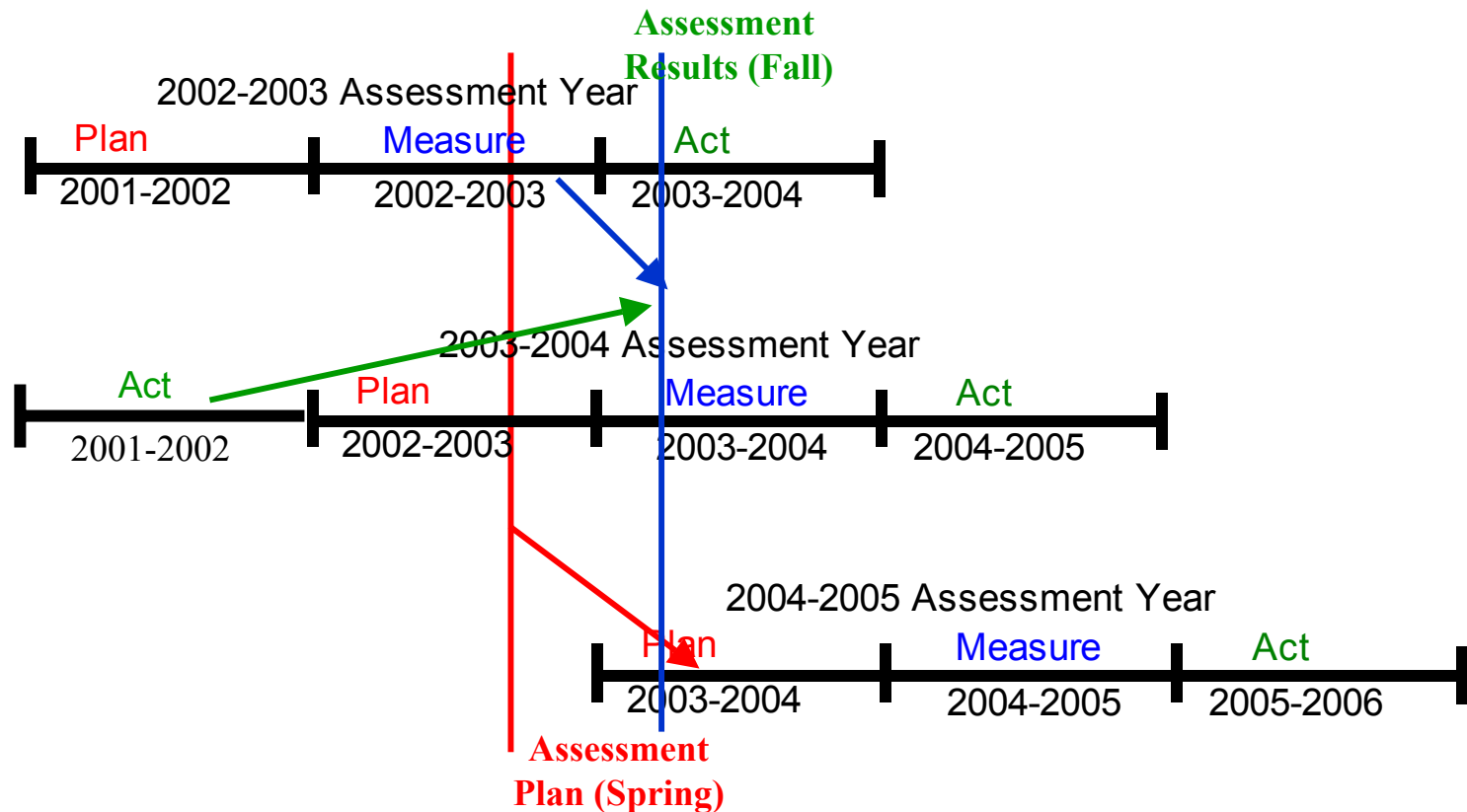
If you want measures completed every year



Parallel Schedule for Conducting Annual Assessment

- In any given year (three activities in parallel)
 - **Develop** assessment plan for **next year**
 - **Measure** and analyze the results for the **current year**
 - The measures document the impact of the changes made the **prior year(s)**
 - **Act** on the results from a **prior year** and implement changes
- It is important to close the loop
 - Use the results of assessment to implement changes
 - Then measure impact of changes to affect your next plan

Established Two Submissions Per Year for Review by the UAC



Major Change—New Assessment Review Process

- Annual submission of assessment documentation to UAC to be preceded by divisional reviews
 - February: Assessment **plans** for **following year**
 - Mission of program or unit
 - Objectives and intended outcomes of program or unit
 - Measurement plan (assessment instruments attached)
 - October: Assessment **results** for **previous years**
 - Measurement results from previous year
 - Planned use of these results to improve program or unit
 - Implemented changes and effects from prior year(s)

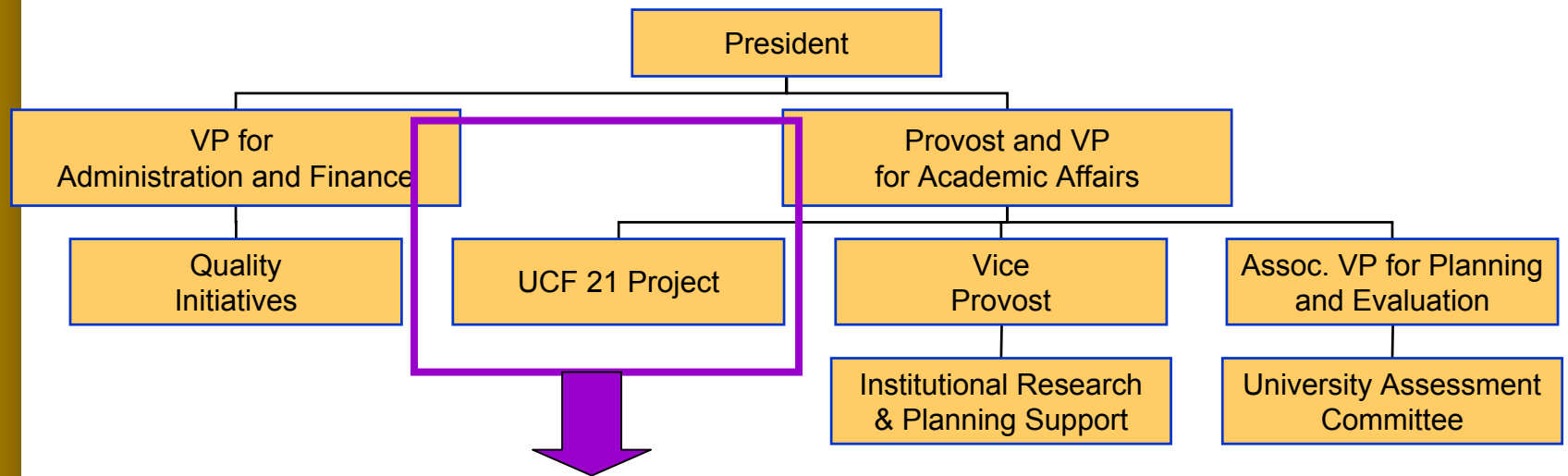
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Assessment Support is a Key Enabler

- To transform the assessment culture, it is essential to make it easier for people to do the work
 - Create assessment plans
 - Collect and analyze data
 - Create and analyze surveys
 - Archive and retrieve prior plans and results
 - Conduct evaluations of the assessment process

Organizational Relationships in 2000

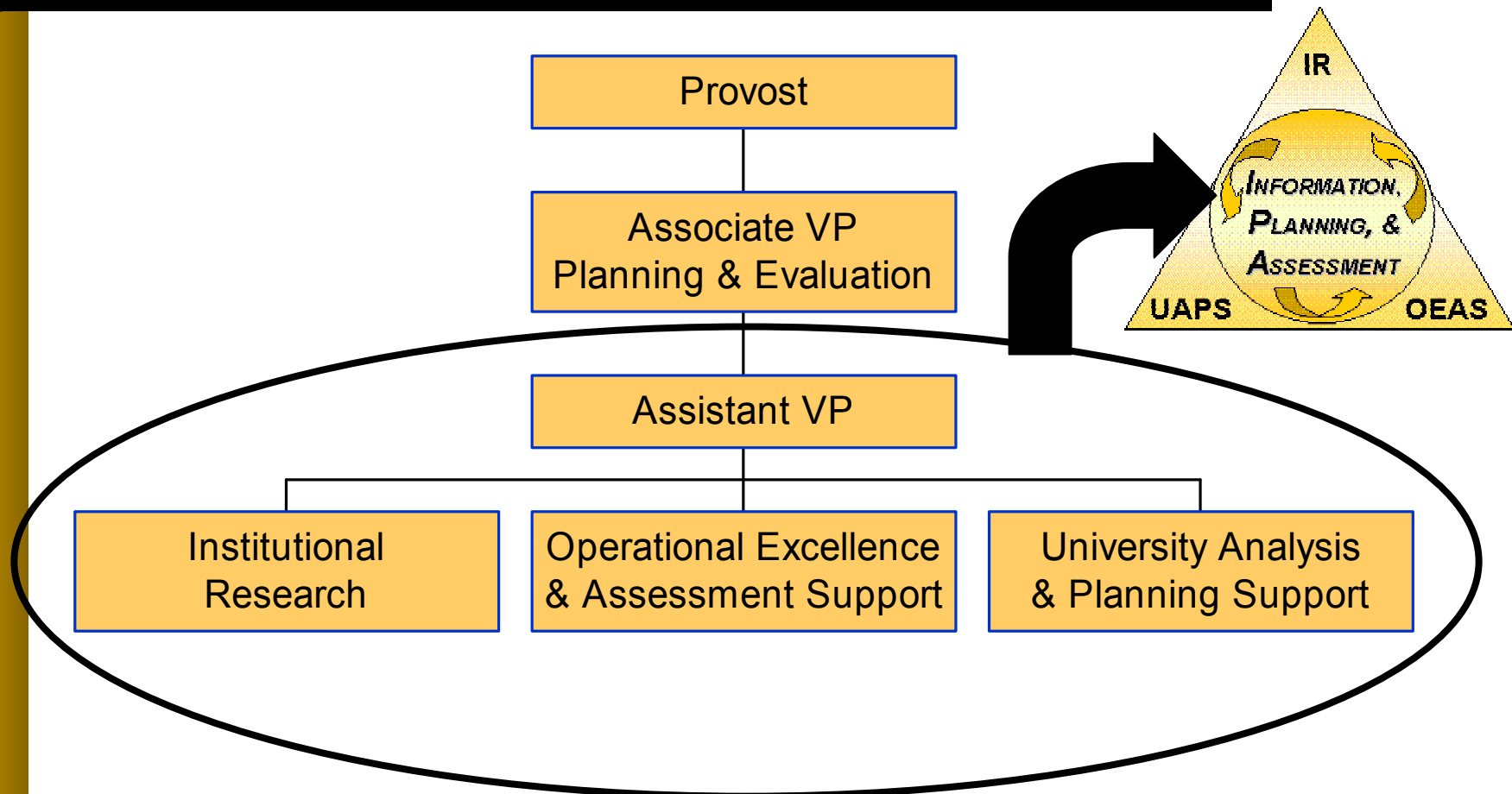


**Charged to Propose
a New Organization**

The UCF 21 Project (circa 1998)

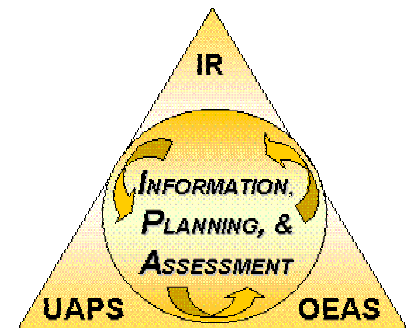
- University's Customer Focus for the 21st Century
 - Systems analysis of student services
- Recommendations to Provost and President
 - Information office for students
 - Operational Excellence office to support surveys and process analysis studies
- Charged to develop plan to identify capabilities required in an Operational Excellence office (Fall 1999)
 - Consider relationships with Institutional Research (IRPS) and Quality Initiatives (QI) offices
- Serendipity: Impending vacancies in leadership positions
 - IRPS Director announces intent to leave in 9/99
 - QI Director announces intent to leave in 1/00

Reorganization (March 2000)

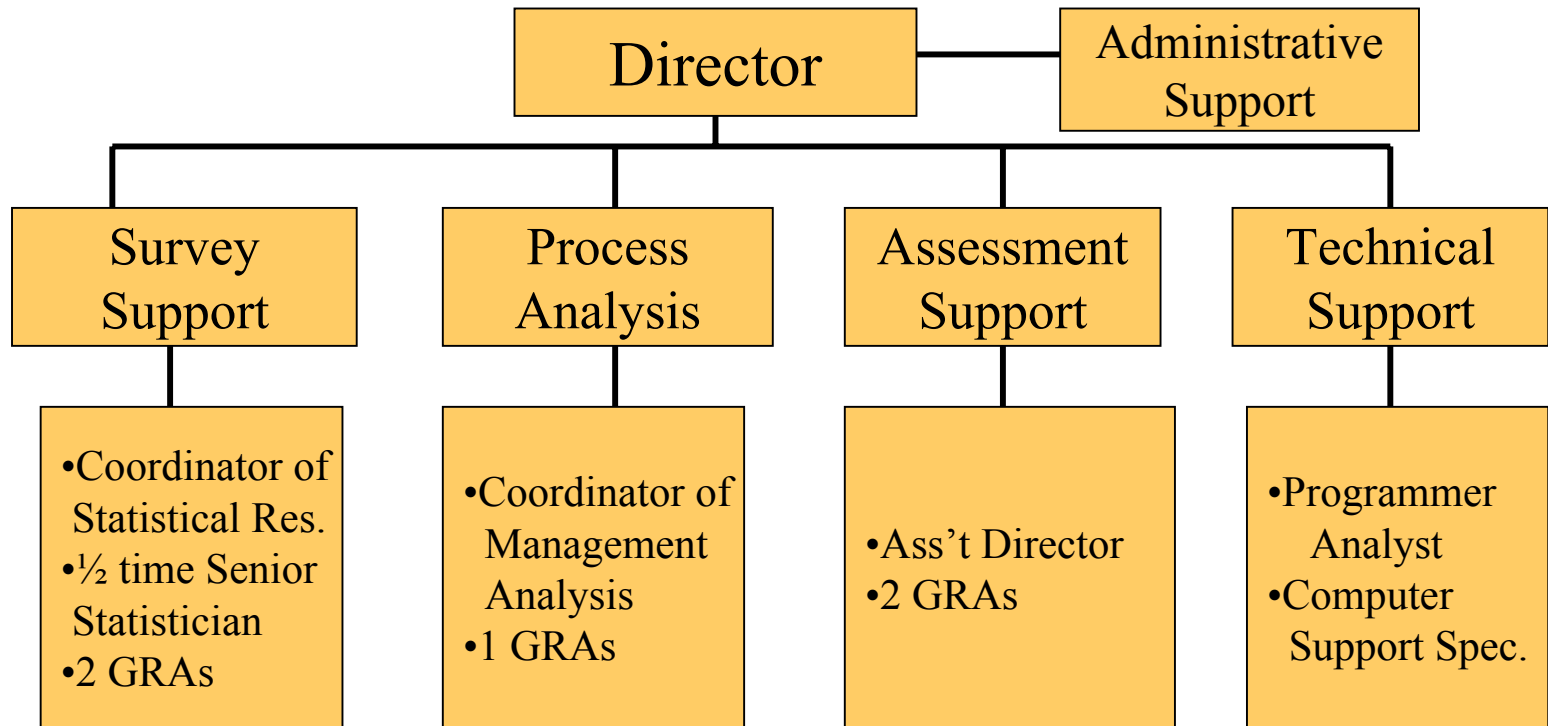


Operational Excellence and Assessment Support

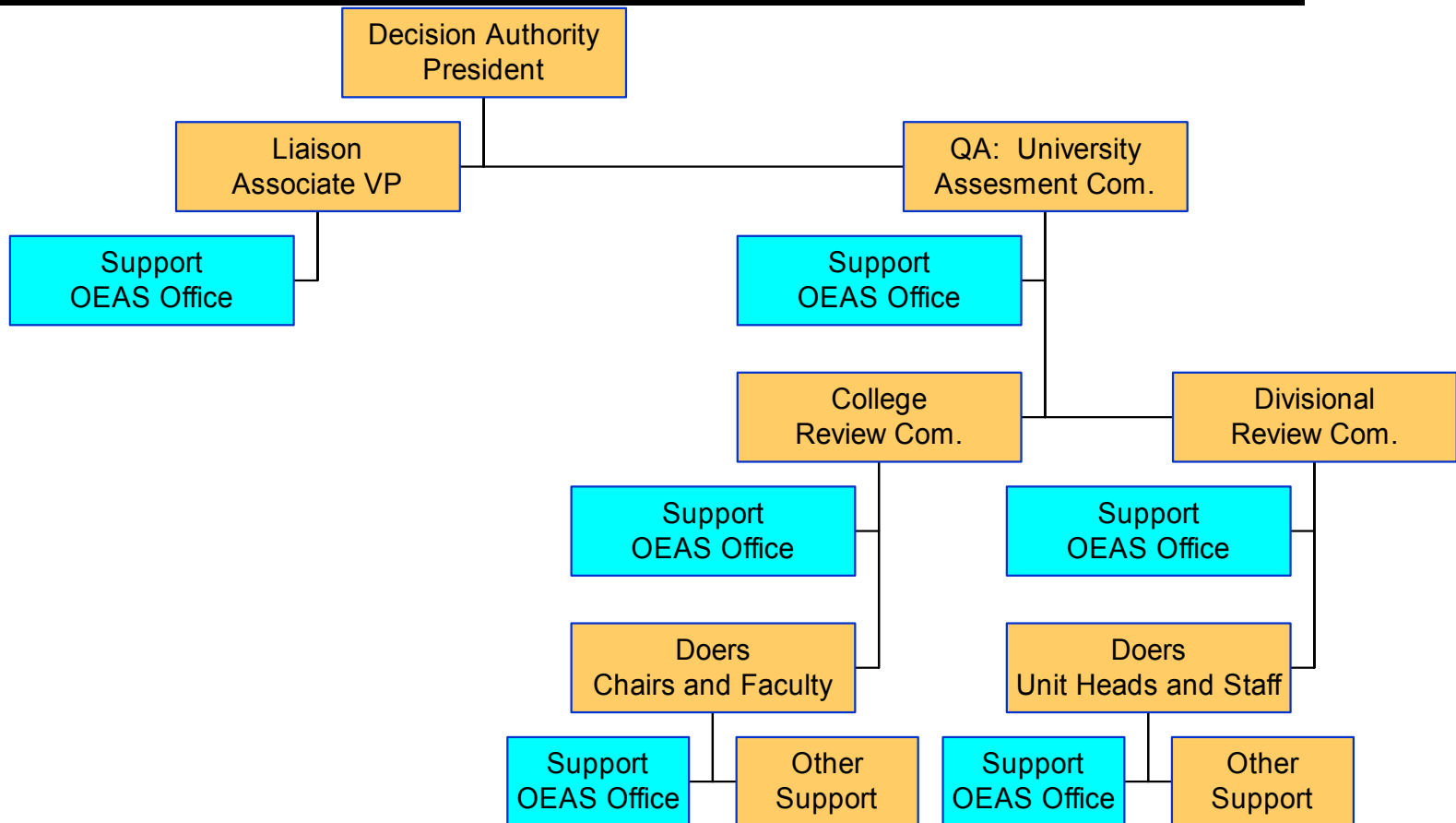
- The Mission of the UCF Office of Operational Excellence and Assessment Support is to improve the quality of University operations and academic programs by providing support to administrative and academic units in a broad range of activities, spanning from preparing for regional and program accreditation to conducting and analyzing surveys.
- Goals/Objectives
 - Assessment Support
 - Survey and Statistical Studies Support
 - Process Analysis and Special Studies Support



OEAS Staffing (today)



Assessment Organization at UCF



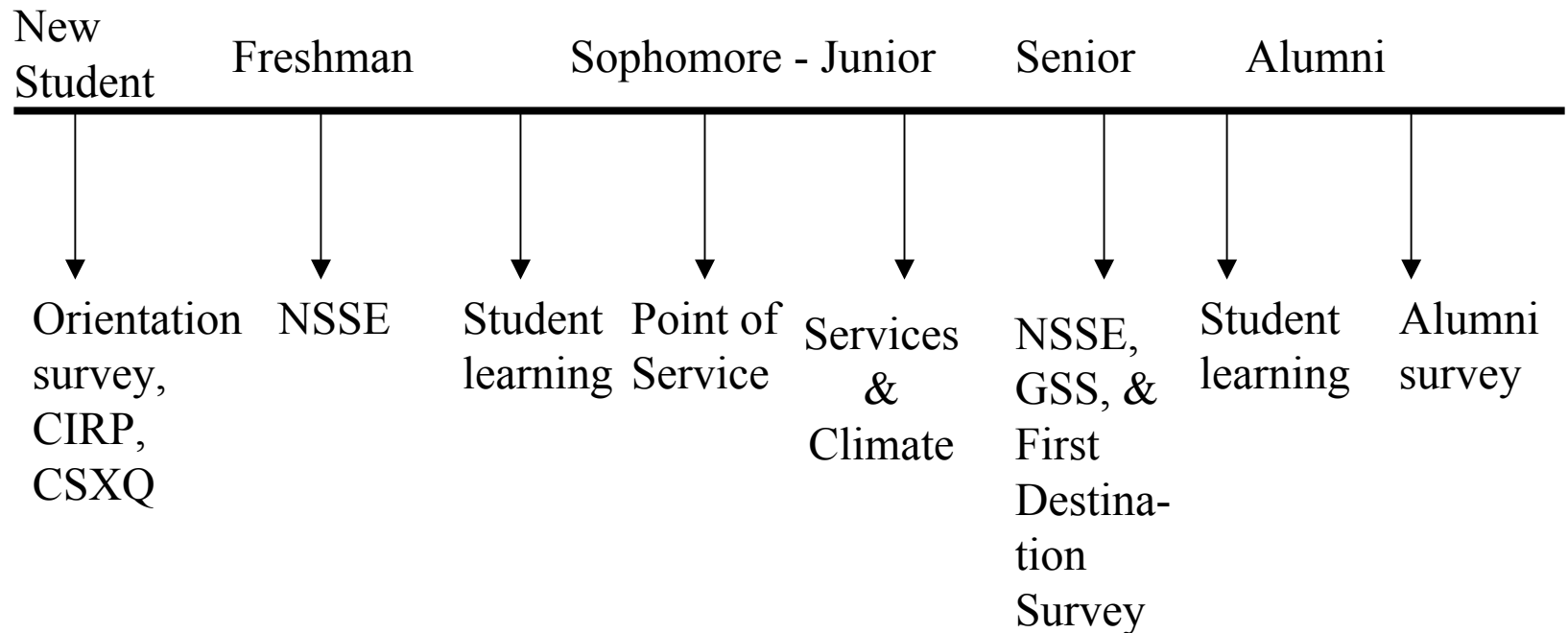
Support for the UAC and DRCs

- Training of new and old DRC and UAC members
- Clerical support for the UAC meetings
- Development of guidelines and submission forms
- Development of DRC and UAC review forms
 - Assessment plan
 - Assessment results documentation
- Consultations, workshops, and clinics
- Archival storage of assessment documents
- Technical support
 - Web-accessible dynamic databases

Improved Assessment Assistance for the “Doers” by OEAS

- Assessment clinics (like office hours)
- Assessment workshops (two types)
 - Academic program assessment
 - Administrative unit assessment
- Individual consultations on developing assessment and reviewing plans with a strategic planning focus
- Consultations on assessment result documentation
- Analyses of administrative processes

In the Life of an UG Student at UCF



Survey Support

- Developed in-house capability to design, generate, and analyze Scantron surveys
 - Faster turn-around and more frequent distribution
- Revised the institutional surveys to include program and unit-specific questions
 - Currently providing relevant survey results to every program and administrative unit
- Conduct other ongoing paper and web-based surveys

Spring 2000: Old Version



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? (12)

- | | |
|---------------------|-----------|
| 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 not
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?

	<u>Yes</u>	<u>No</u>
1. A letter of recommendation	1	2
2. Advice about career decisions	1	2
3. Advice about personal decisions	1	2

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 experienceE....G....F....P
2. Your social experience.....E....G....F....P
3. The quality of other undergraduatesE....G....F....P
4. Safety measures on campusE....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. (27-36)

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

IN MY MAJOR

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

2001-2002: New Version

**GRADUATING SENIORS
2001- 2002 Questionnaire**

Term Graduating
 Summer 2001
 Fall 2001
 Spring 2002

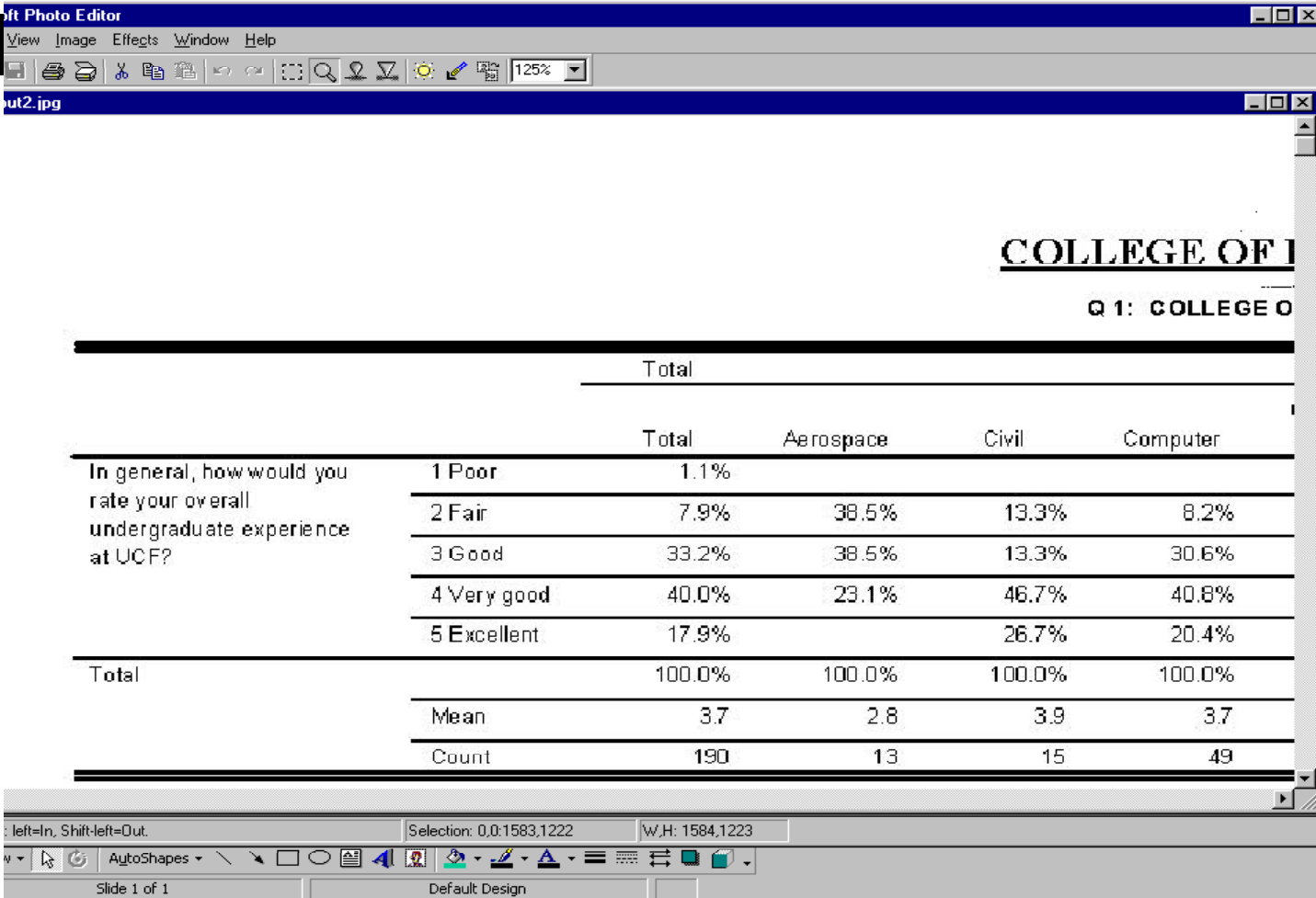
USE BLUE OR BLACK INK PEN
OR
C-001 NO. 2 PENCIL ONLY

Please fill-in the rectangle next to the answer that best reflects your experiences at the University of Central Florida (UCF).

<p>1. In general, how would you rate your overall undergraduate experience at UCF?</p> <p><input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor</p>	<p>2. Would you recommend UCF to a friend or relative considering college?</p> <p><input type="checkbox"/> Yes, without reservations <input type="checkbox"/> Yes, with reservations <input type="checkbox"/> Neutral <input type="checkbox"/> No, probably not <input type="checkbox"/> No, under no circumstances</p>	<p>3. When you reflect upon your time at UCF, would you say you were challenged to do the very best you could do?</p> <p><input type="checkbox"/> Yes, always <input type="checkbox"/> Yes, most of the time <input type="checkbox"/> Sometimes yes, sometimes no <input type="checkbox"/> No, seldom <input type="checkbox"/> No, never</p>
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	Excellent	Very good	Good	Fair	Poor
4.1. Your academic experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Your social experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3. The quality of other undergraduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4. Safety measures on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5. Responsiveness to student academic problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6. Student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7. Academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F2002: Disseminated the Results to University, Colleges, and Programs



The screenshot shows a Microsoft Photo Editor window displaying a survey results table. The table is titled 'COLLEGE OF I' and 'Q 1: COLLEGE O'. The table has five columns: 'Total', 'Aerospace', 'Civil', and 'Computer'. The rows represent different rating categories from 1 (Poor) to 5 (Excellent), along with a 'Total' row, a 'Mean' row, and a 'Count' row. The data is as follows:

	Total	Aerospace	Civil	Computer
In general, how would you rate your overall undergraduate experience at UCF?				
1 Poor	1.1%			
2 Fair	7.9%	38.5%	13.3%	8.2%
3 Good	33.2%	38.5%	13.3%	30.6%
4 Very good	40.0%	23.1%	46.7%	40.8%
5 Excellent	17.9%		26.7%	20.4%
Total	100.0%	100.0%	100.0%	100.0%
Mean	3.7	2.8	3.9	3.7
Count	190	13	15	49

Fall 2003: Providing Access to Results Via the Web



University of Central Florida
Operational Excellence & Assessment Support

[OEAS HOME](#)

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[UCF HOME](#)

Graduating Senior Survey Results

The online **Graduating Senior Survey Results** offers two search levels. Please read the descriptions below and select the search most appropriate for your needs.

Search 1: Provides **Graduating Senior Survey Results** by question and term for the University and comparisons across the Colleges.

To Access:

Search 2: Provides **Graduating Senior Survey Results** by question and term within a College, within a Program and for Programs with Program Specific Survey results.

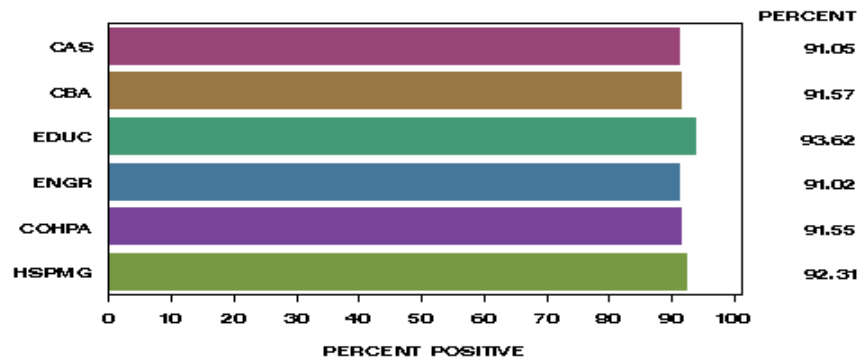
To Access:

This site is best viewed with [Microsoft Internet Explorer](#) (4.0 or higher)
Last Modified: 05/06/2003
This site is maintained by Operational Excellence & Assessment Support.
E-mail: oeas@mail.ucf.edu

With Drill-down Capability to College and Programs

Question: 1. In general, how would you rate your overall undergraduate experience at UCF?

College	Percent Positive	Count
College of Arts and Sciences	91.1%	1609
College of Business Administration	91.6%	510
College of Education	93.6%	188
College of Engineering and Computer Science	91.0%	557
College of Health and Public Affairs	91.5%	426
Rosen school of Hospitality	92.3%	13
University	91.0%	4004



Spring 2000: Developed WORD Assessment Plan Templates

**—Institutional Effectiveness Assessment Plan Academic Programs—
Assessment Plan for Summer 2001, Fall 2001, and Spring 2002**

“The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement... Use the results of these evaluations to improve educational programs, services and operations.” SACS 1998

- Date Submitted:** [Click here and type]
- Program Name:** [Click here and type]
- Program IE Coordinator:** [Click here and type]
- Faculty Participating in IE Process:** LAST NAMES OF PARTICIPATING FACULTY, SEPARATED BY COMMAS
- CIP Code:** [Click here and type]
- HEGIS Code:** [Click here and type]
- Bachelors, Masters, PhD or other:** [Click here and type]

Program Mission Statement	
[Click here and type]	
Intended Outcomes or Objectives (include success targets)	Planned Procedures for Measuring Outcomes or Objectives 2001-2002 (ATTACH ALL ASSESSMENT INSTRUMENTS)
1. [Click here and type]	1.a. [Click here and type] 1.b. [Click here and type] 1.c. [Click here and type] 1.d. [Click here and type]
2. [Click here and type]	2.a. [Click here and type] 2.b. [Click here and type] 2.c. [Click here and type] 2.d. [Click here and type]
3. [Click here and type]	3.a. [Click here and type] 3.b. [Click here and type] 3.c. [Click here and type] 3.d. [Click here and type]

...and WORD Assessment Plan Review Template

Review Date:

Instructions: Please type/select, then press TAB to move forward through shaded fields. Press SHIFT+TAB to move backward through fields, or, click among fields. Upon completion, **Unprotect** form, spell check, then SAVE AS. After saving review, **Reprotect** form. This will refresh the form and ERASE ALL FIELDS!!!

ACADEMIC		ADMINISTRATIVE	
COLLEGE:	PROGRAM:	DIVISION:	
DEGREE: TRACK? <input type="checkbox"/> (X=Yes)	CIP CODE:	HEGIS CODE:	UNIT:

MISSION STATEMENT	OUTCOMES/OBJECTIVES	MEASURES	UAC RECOMMENDATIONS
<p>Please note: "Checked" box indicates item is acceptable.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concise <input type="checkbox"/> Lists stakeholders <input type="checkbox"/> States purpose <input type="checkbox"/> States primary functions, learning outcomes, and/or operations <input type="checkbox"/> Supports institution's mission <input type="checkbox"/> Distinguishes program or unit from others <input type="checkbox"/> Uniquely related to Academic Program/Admin Unit 	<p>Please note: "Checked" box indicates item is acceptable.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relates important elements to the unit/program mission <input type="checkbox"/> At least 3 objectives <input type="checkbox"/> Objectives are measurable <input type="checkbox"/> Lists individual objectives <input type="checkbox"/> States what the unit/program will accomplish <input type="checkbox"/> States intended outcomes (what clients will think, know or do) <input type="checkbox"/> Includes targets and timeframes (in the outcomes/objectives or procedures) <input type="checkbox"/> Will help identify areas to improve 	<p>Please note: "Checked" box indicates item is acceptable or not applicable.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple measures or measurement approaches per objective <input type="checkbox"/> Assessment instrument attached <input type="checkbox"/> Instrument appropriate and feasible for objective <input type="checkbox"/> Indicates when each objective/outcome will be measured <input type="checkbox"/> A sampling method is described <input type="checkbox"/> Sampling methods are appropriate <input type="checkbox"/> Includes sub-scores that tie back to components of service functions 	<p>UAC Decision Date:</p> <p>For plans that require revision prior to approval:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consultation with UAC/OEAS required <input type="checkbox"/> Requires revision and review by internal committee prior to resubmission <input type="checkbox"/> Requires minor explanation / revision prior to resubmission to UAC <p>.....</p> <p>For approved plans:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approved <input type="checkbox"/> Approved with conditions (Please specify.)

Fall 2000: Developed WORD Assessment Results Template

**—Institutional Effectiveness Assessment Results Academic Programs—
Assessment Results for 2000-2001**

“The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement... Use the results of these evaluations to improve educational programs, services and operations.” SACS 1998

Date Submitted: [Click here and type]

Program Name: [Click here and type]

Program IE Coordinator: [Click here and type]

Faculty Participating in IE Process: LAST NAMES OF PARTICIPATING FACULTY, SEPARATED BY COMMAS

CIP Code: [Click here and type]

HEGIS Code: [Click here and type]

Bachelors, Masters, PhD or other: [Click here and type]

Changes That Were Implemented During the Past Three Years	
<p>What changes were implemented between 1998-2001 that were based on your assessment results? Changes may include but is not limited to the following: Curricular action, program attributes, new measurement instruments, revised statement of the intended outcome, or conducted deeper analysis.) Provide a detailed (but brief) narrative of each change. [Click here and type]</p>	
Measured Outcomes and Results	Planned Use of Results
<p>(List each outcome measured during 2000-2001 and the results obtained. For each outcome, include timeframe of data collection, baselines for measures, if data is longitudinal describe trends, subscores, relevant subscores, how survey was distributed, targets of objective and if targets were met. Also, provide a brief explanation of what you learned from this assessment.)</p>	<p>(For each outcome, indicate how you plan to make use of the results during the upcoming year; what are your planned curricular changes, assessment process changes, etc.)</p>
<p>Outcome #1 [Click here and type] Results [Click here and type]</p>	<p>Use of Results [Click here and type]</p>
<p>Outcome #2 [Click here and type] Results [Click here and type]</p>	<p>Use of Results [Click here and type]</p>

Spring 2002: WEB Assessment Plan and Results



COI Main Menu - Microsoft Internet Explorer

Address: C:\Documents and Settings\user\My Documents\UAPS - \Conferences\AIR_2003\Assessment Workshop\asee_conference\default_march5.htm

University of Central Florida

Continuous Quality Improvement Assessment Plan and Results Process Menu

Welcome to the UCF Institutional Effectiveness Assessment Plan and Results development and review website. The following links are organized with the assessment plan development and review process on the left and the assessment results and review process on the right. Select the button that corresponds to your role in the assessment process.

<p>Spring Assessment <i>Plan</i> Process</p> <p>PROGRAM OR UNIT</p> <p>DIVISIONAL REVIEW COMMITTEE</p> <p>DIVISIONAL REVIEW COMMITTEE CHAIR</p> <p>UNIVERSITY ASSESSMENT COMMITTEE</p>	<p>Fall Assessment <i>Results</i> Process</p> <p>PROGRAM OR UNIT</p> <p>DIVISIONAL REVIEW COMMITTEE</p> <p>DIVISIONAL REVIEW COMMITTEE CHAIR</p> <p>UNIVERSITY ASSESSMENT COMMITTEE</p>
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[UAC ADMINISTRATIVE UNIT MEMBERS](#)
[UAC ACADEMIC UNIT MEMBERS](#)
[PUBLIC VIEWING SITE](#)
[OEAS HOME PAGE](#)

Continuous Quality Improvement supports the University's Institutional Effectiveness process.

[COI Main Menu](#) | [Program or Unit Plan Login](#) | [Program or Unit Results](#)

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Demonstration

URL for demonstration site:
[website demonstration](#)

Selection Menu



Development of 2003-0004 Assessment Plans - Menu - Microsoft Internet Explorer

Address: C:\Documents and Settings\user\My Documents\UAPS - \Conferences\AIR_2003\Assessment Workshop\asee_conference\phase1\develop_1050.htm

University of Central Florida

Continuous Quality Improvement
Civil Engineering - B.S.C.E.

Instructions: View your 2001-2002 Results and Review; view your current (2002-2003) Assessment Plan and Review, or revise your current plan; or develop your new 2003-2004 plan.

2001-2002 Assessment Cycle	(Current) 2002-2003 Assessment Plan	2003-2004 Assessment Plan
<input type="button" value="View Plan"/>	<input type="button" value="View Plan"/>	<input type="button" value="Develop Plan"/>
<input type="button" value="View Results
(includes Plan)"/>	<input type="button" value="View Review"/>	<input type="button" value="View Plan"/>
<input type="button" value="View Review"/>	<input type="button" value="If desired
Revise Plan"/>	<input type="button" value="If ready
Submit Plan"/>

Continuous Quality Improvement supports the University's Institutional Effectiveness process.

[CQI Main Menu](#) | [DRC](#) | [DRC Chair](#) | [UAC](#) | [OEAS Home](#)


Page created: January 8, 2003 | Last Design change: January 16, 2003

Assessment Plan Template

Edit: 2003-2004 Assessment Plan - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address C:\Documents and Settings\user\My Documents\JAPS -\Conferences\AIR_2003\Assessment Workshop\asee_conference\phase1\edit_1050.htm

 University of Central Florida

Continuous Quality Improvement
Develop 2003-2004 Assessment Plan

Civil Engineering - B.S.C.E.
Date of last edit: 4/6/2003 6:15:34 PM

References:
[General Instructions](#)
[ABET A-K Criteria](#)
[Sample Review form](#)

Most recent Results with Plan

Edit the information below for your Assessment Plan for 2003-2004:

I.E. Coordinator for this program

Participants (names of individuals who participate in assessment plan development)

General description of program's assessment process (optional) [The UCF Assessment Process](#)

Please select the measurement instruments ([Explanations](#)) to be used during 2003-2004 (Select as many as apply.)

- Standardized (nationally-normed) Exams
- State Standardized (state-normed) Exams
- Locally developed test
- Evaluation of Portfolios
- National surveys
- State surveys
- UCF's Continuing student survey

Start AIR Workshop Part... ase conference Edit 2003-2004 ... My Computer 11:19 PM

Assessment Plan Divisional Review Template

On-line Institutional Effectiveness Assessment Plan - Review - Microsoft Internet Explorer

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University of Central Florida

Continuous Quality Improvement
2003-2004 Assessment Plan Review

Civil Engineering - B.S.C.E.

Plan submitted: 4/6/2003

Use the boxes on the right and comment boxes below to enter your review of the 2003-2004 Assessment Plan for this unit or program.

The measures and targets indicated for each outcome are assumed to be for the assessment year (2003-2004), unless otherwise indicated.

Mission

The Civil Engineering program faculty strives to create a high quality learning experience for our students. The program will provide a broad engineering education to our graduates that will prepare them for both current and future professional challenges. It will promote a commitment to continued scholarship and service among our graduates and foster a spirit of innovation so that our graduates are positioned to take advantage of new technology in our profession. It will also promote an environment that is inclusive and diverse.

Comments on Mission Statement:

Review of Mission:
S - Satisfactory*
R - Revision or explanation needed
*If not applicable, click S and explain in comment box.

S R

- Concise
- Lists stakeholders
- States purpose
- States primary functions, learning outcomes, and/or operations
- Supports institution's mission
- Uniquely related to Academic Program or Admin. Unit

Outcome 1
 Graduates will solve problems that involve differential and integral calculus, differential equations, analytical and numerical solutions, and statistics.

Measures:

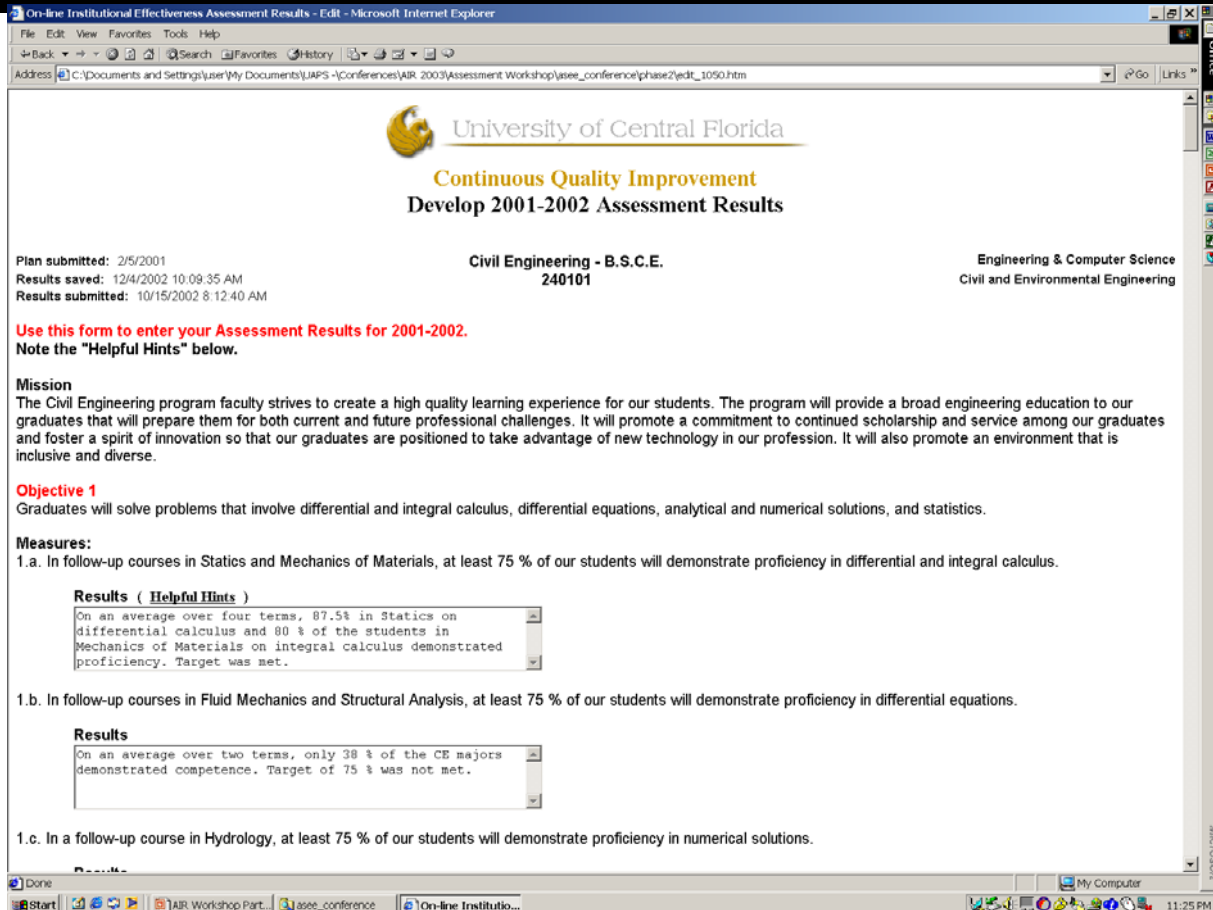
Review of Outcomes and Measures:
S - Satisfactory*
R - Revision or explanation needed
*If not applicable, click S and explain in comment box.

S R

Done

Start AIR_Workshop Part... aseee_conference On-line Institu... My Computer 11:21 PM

Assessment Results Template



On-line Institutional Effectiveness Assessment Results - Edit - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address C:\Documents and Settings\user\My Documents\UAPS -\Conferences\AIR_2003\Assessment Workshop\asee_conference\phase2\edit_1050.htm

University of Central Florida

Continuous Quality Improvement
Develop 2001-2002 Assessment Results

Plan submitted: 2/5/2001
Results saved: 12/4/2002 10:09:35 AM
Results submitted: 10/15/2002 8:12:40 AM

Civil Engineering - B.S.C.E.
240101

Engineering & Computer Science
Civil and Environmental Engineering

Use this form to enter your Assessment Results for 2001-2002.
Note the "Helpful Hints" below.

Mission
The Civil Engineering program faculty strives to create a high quality learning experience for our students. The program will provide a broad engineering education to our graduates that will prepare them for both current and future professional challenges. It will promote a commitment to continued scholarship and service among our graduates and foster a spirit of innovation so that our graduates are positioned to take advantage of new technology in our profession. It will also promote an environment that is inclusive and diverse.

Objective 1
Graduates will solve problems that involve differential and integral calculus, differential equations, analytical and numerical solutions, and statistics.

Measures:

1.a. In follow-up courses in Statics and Mechanics of Materials, at least 75 % of our students will demonstrate proficiency in differential and integral calculus.

Results (Helpful Hints)
On an average over four terms, 87.5% in Statics on differential calculus and 80 % of the students in Mechanics of Materials on integral calculus demonstrated proficiency. Target was met.

1.b. In follow-up courses in Fluid Mechanics and Structural Analysis, at least 75 % of our students will demonstrate proficiency in differential equations.

Results
On an average over two terms, only 38 % of the CE majors demonstrated competence. Target of 75 % was not met.

1.c. In a follow-up course in Hydrology, at least 75 % of our students will demonstrate proficiency in numerical solutions.

Done

Start AIR_ Workshop Part... ase_conference On-line Institu... My Computer 11:25 PM

Assessment Results Divisional Review Template

Institutional Effectiveness Assessment Results - Review - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address C:\Documents and Settings\user\My Documents\JAPE-Conferences\AIR_2003\Assessment Workshop\asee_conference\phase2\review_1050.htm

University of Central Florida

Continuous Quality Improvement
2001-2002 Assessment Results

Plan submitted 2/5/2001 Results submitted 12/5/2002 4:21:20 PM

Civil Engineering - B.S.C.E.
240101

Engineering & Computer Science
Civil and Environmental Engineering

Use this form to enter your review of the Assessment Results for 2001-2002:

Mission
The Civil Engineering program faculty strives to create a high quality learning experience for our students. The program will provide a broad engineering education to our graduates that will prepare them for both current and future professional challenges. It will promote a commitment to continued scholarship and service among our graduates and foster a spirit of innovation so that our graduates are positioned to take advantage of new technology in our profession. It will also promote an environment that is inclusive and diverse.

Objective 1
Graduates will solve problems that involve differential and integral calculus, differential equations, analytical and numerical solutions, and statistics.

Measures:

1.a. In follow-up courses in Statics and Mechanics of Materials, at least 75 % of our students will demonstrate proficiency in differential and integral calculus.

Results
On an average over four terms, 87.5% in Statics on differential calculus and 80 % of the students in Mechanics of Materials on integral calculus demonstrated proficiency. Target was met.

Timeframe over which measure was taken is stated
 Clear statement of results (e.g., satisfaction level)
 Indicates quality of data (e.g., sample size, response rate)

1.b. In follow-up courses in Fluid Mechanics and Structural Analysis, at least 75 % of our students will demonstrate proficiency in differential equations.

Results
On an average over two terms, only 38 % of the CE majors demonstrated competence. Target of 75 % was not met.

Timeframe over which measure was taken is stated
 Clear statement of results (e.g., satisfaction level)
 Indicates quality of data (e.g., sample size, response rate)

1.c. In a follow-up course in Hydrology, at least 75 % of our students will demonstrate proficiency in numerical solutions.

Results
Based on the concept test in Hydrology in Fall 2001, only 39 % (7 out of 18) of the CE students showed competency in numerical methods. The target of 75% was not met.

Timeframe over which measure was taken is stated
 Clear statement of results (e.g., satisfaction level)
 Indicates quality of data (e.g., sample size, response rate)

1.d. In a follow-up course in Transportation Engineering, at least 75 % of our students will demonstrate proficiency in statistics.

Done

Start AIR Workshop Part... ase conference Institutional Effe... My Computer 11:26 PM

To Transform the Assessment Culture

- Examine your assessment process
 - Clarity of purpose: quality improvement
 - Timelines
- Examine your assessment organization
 - Systemic (who does assessment)
 - Quality assurance (are we doing it right?)
- Examine what you are doing to help people
 - Consultations
 - Workshops and training
 - Survey support
 - Documentation and review support

Key Things to Remember

- Flexibility
 - Take a continuous improvement view of the assessment process
 - The possible versus the perfect
- Leadership
 - From the top is essential
 - Through all levels of the organization is essential
- Support and technology
 - Primary enablers for transforming the assessment culture

Questions



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