Annual Report on Institutional Effectiveness (Program Assessment Success)

Julia Pet-Armacost

Assistant Vice President, Information, Planning, and Assessment

Taylor Ellis

Chair, University Assessment Committee

July 2003

Overview

- brief history of institutional effectiveness (IE) and program assessment at UCF

- primary enhancements to IE program assessment process

- current status of IE at UCF

- becoming a national leader in program assessment

- next steps

Celebrating Success

- almost 100% participation (WOW!)

  – both academic and administrative "programs"

- extensive use of results to improve programs

- systematic quality assurance process fully implemented

- fully implemented web-based operating and documentation system

- national recognition for leadership in assessment systems

Assessment is One Part of an Overall Planning and Evaluation Process

Program Assessment

Unit and Program Reviews

Strategic Planning

linkages
- share data and information
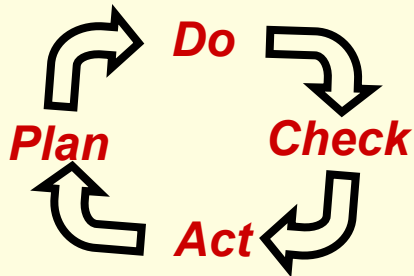- inform budget process

differences
- different cycles
- additional data elements
- different purposes
  - continuous improvement
  - evaluation
  - planning

What Do We Mean by Program Assessment?

- it is a <u>formative</u> evaluation process designed to support program improvement
- it is continuous

Plan → Do → Check → Act

- it is focused on improvement
  - student learning
  - student development
 - the institution and its people

Institutional Effectiveness Program Assessment

- focuses on continuous quality improvement
    - academic programs
    - administrative support units
- examines students learning outcomes, program outcomes, customer satisfaction, and unit performance to identify areas to improve
- leads to actions
- conducted continuously

UCF Has Come a Long Way!

- SACS reaffirmation visit
- strong planning process
- lack of ongoing assessment
- required to submit follow-on report

1995   1996   1997   1998   1999   2000   2001   2002   2003
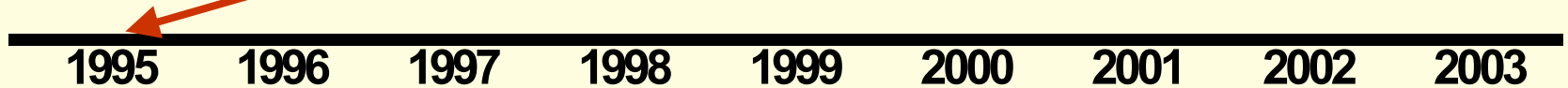
UCF Has Come a Long Way!

- Jim Nichol's model is adopted
- training conducted

| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |

UCF Has Come a Long Way!

•programs and units submit mission, outcomes and measures
•few results yet
•second report required

| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |
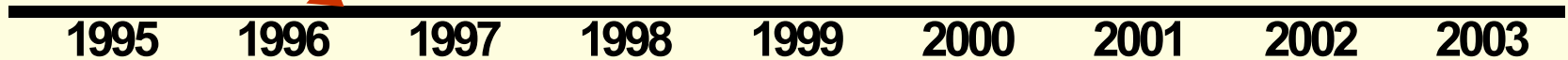
UCF Has Come a Long Way!

•President establishes UAC
•SACS accepts second report

| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |

UCF Has Come a Long Way!

•programs and units asked to conduct assessment annually
•three-year review schedule is established

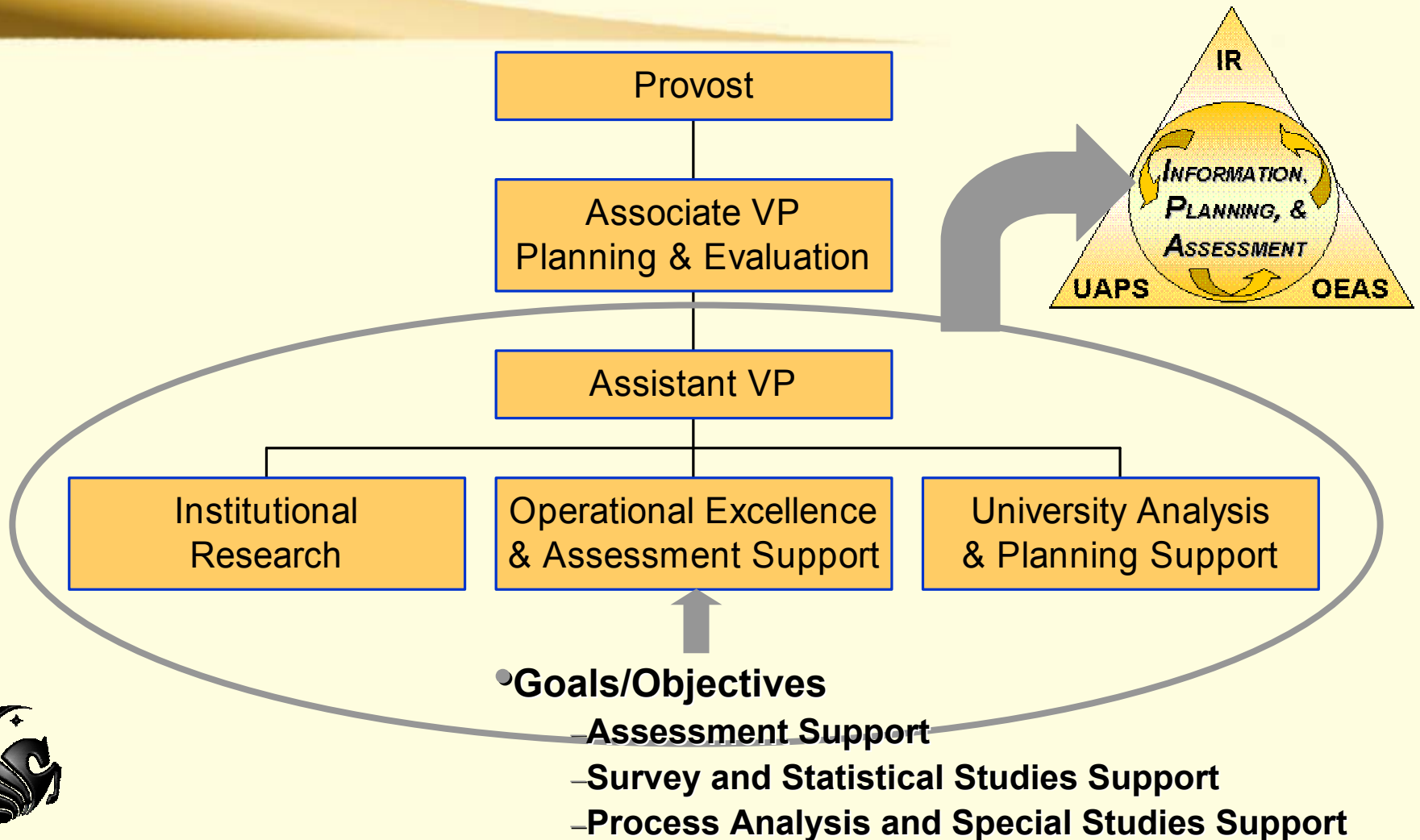| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |

UCF Has Come a Long Way!

•UCF 21 conducts study to reorganize IR functions
   •improve information access
   •support assessment
   •improve planning support

| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |

Vision for the New Organization

Provost

Associate VP
Planning & Evaluation

IR

INFORMATION,
PLANNING, &
ASSESSMENT

UAPS   OEAS

Assistant VP

| Institutional Research | Operational Excellence & Assessment Support | University Analysis & Planning Support |

- **Goals/Objectives**
  - **Assessment Support**
  - **Survey and Statistical Studies Support**
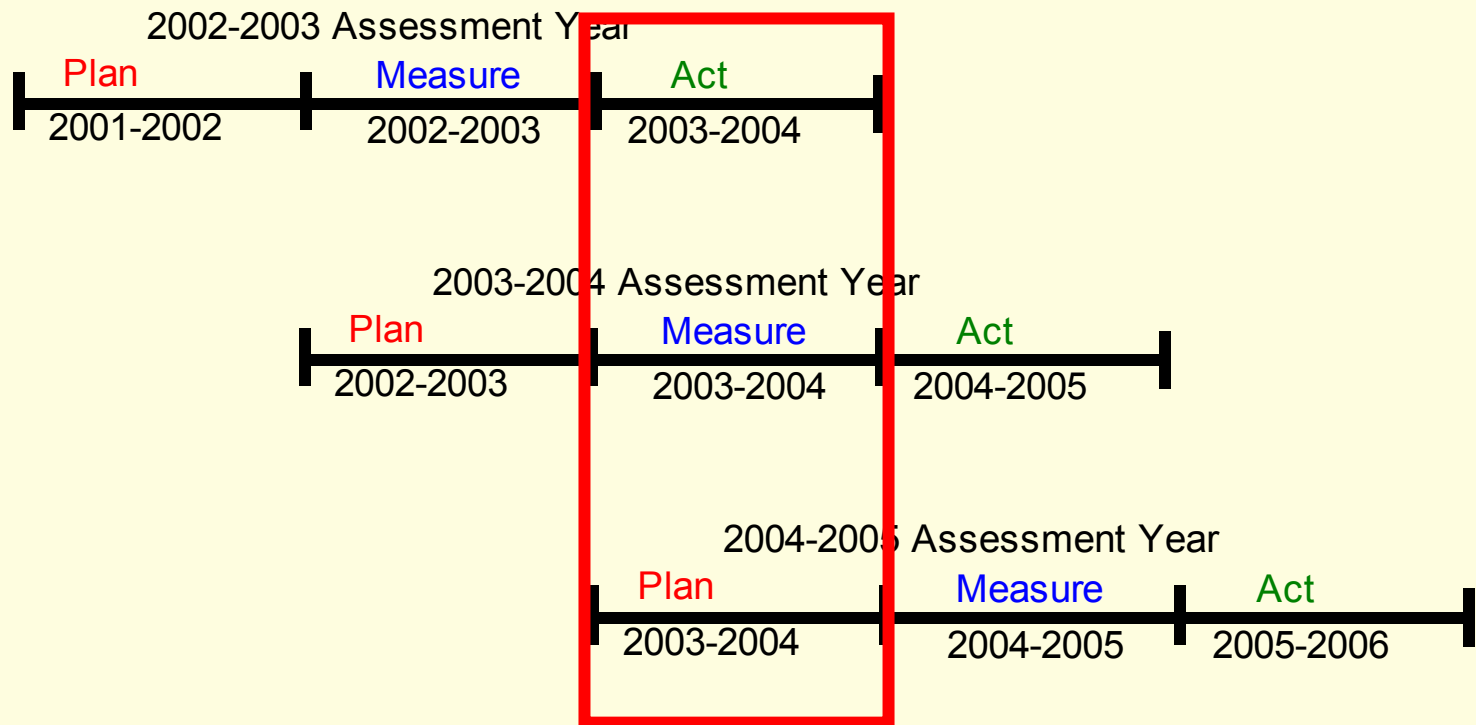 - **Process Analysis and Special Studies Support**

UCF Has Come a Long Way!

- OEAS is established
- OEAS conducts review of assessment process
- President announces annual assessment cycle

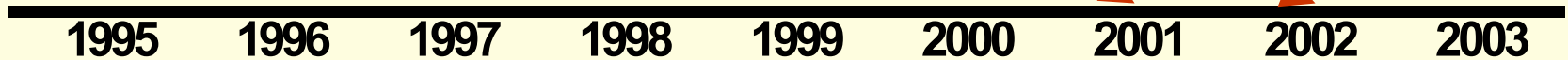| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |
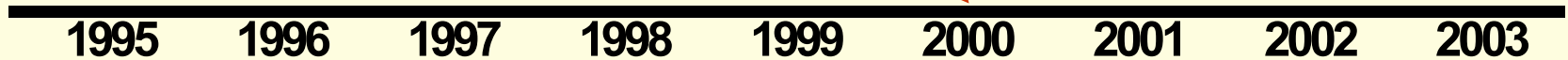
Parallel Activities of Assessment

assessment (measurement) conducted annually

UCF Has Come a Long Way!

- dynamic web system
  - submit plans and results
  - review plans and results
- increase UAC membership
- assessment support by OEAS

1995   1996   1997   1998   1999   2000   2001   2002   2003

UCF Has Come a Long Way!

•Divisional Review Committees fully implemented
•enhanced assessment support
   •surveys
   •completed website
   •enhanced quality assurance

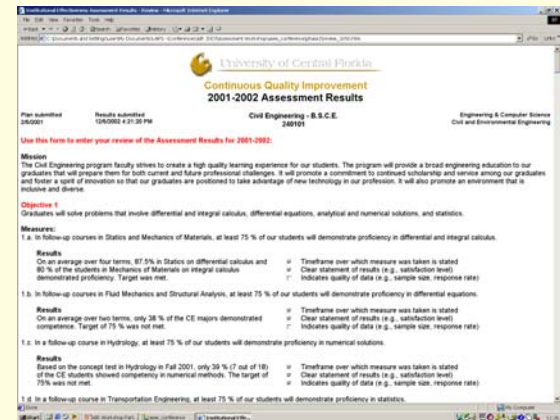| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |
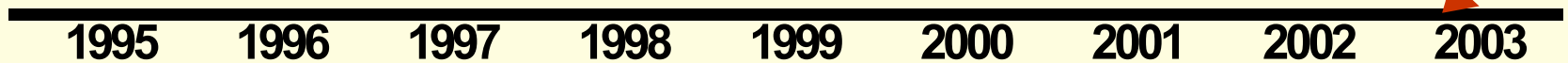
UCF is entering its 8th year

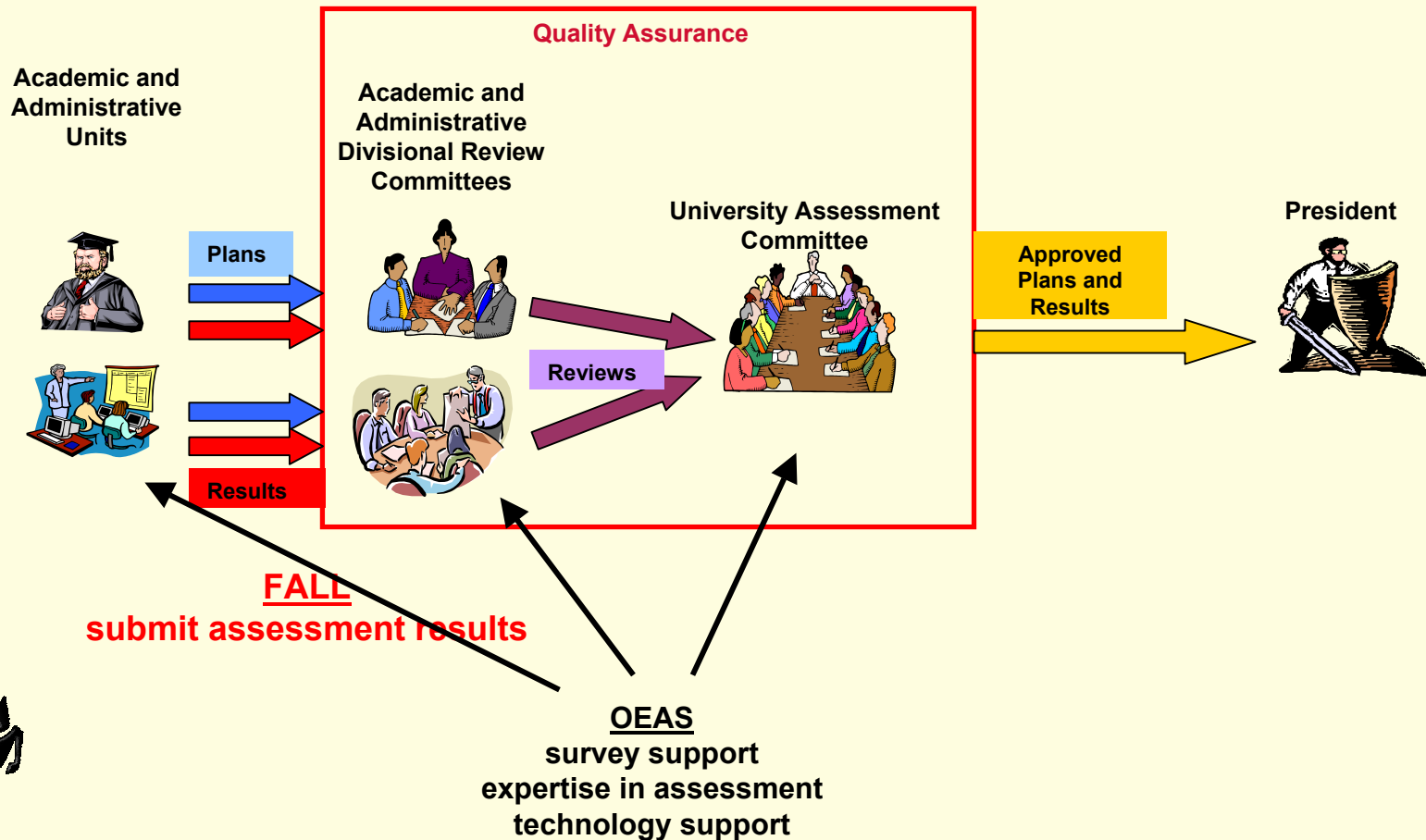# Enhanced Quality Assurance
CQI Website

- ensures that the assessment process is done well

- now provide suggestions to programs and units via the web

- redesigned the QA checklists

UCF's Program Assessment System

SPRING
submit assessment plans

Quality Assurance

Academic and Administrative Units

Academic and Administrative Divisional Review Committees

University Assessment Committee

President

Plans

Reviews

Results

Approved Plans and Results

FALL
submit assessment results

OEAS
survey support
expertise in assessment
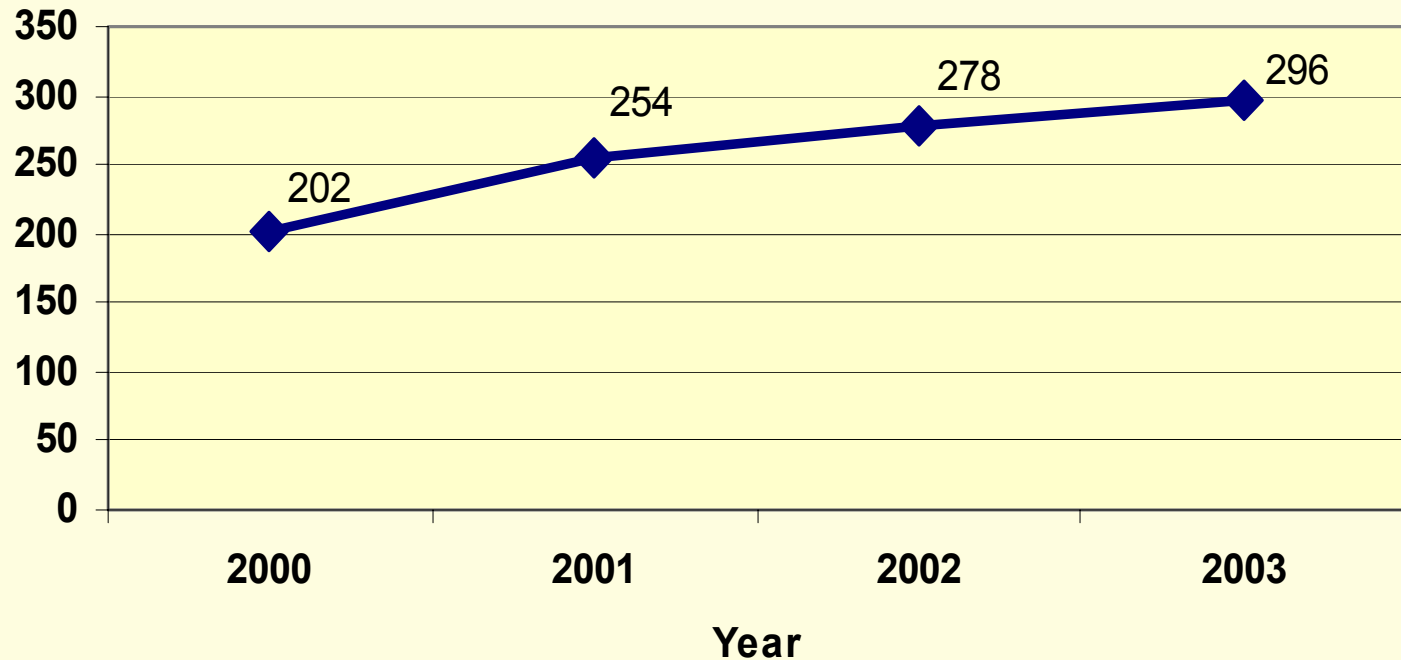technology support

2002-03 Status Report
How Well Are We Doing?

- submission compliance
- scope of the assessment plans
- methods for conducting assessment
- changes made on the basis of assessment
    - academic programs
    - administrative units

Growing Number of Programs and Units Conducting Assessment

Number of Programs and Units Conducting Assessment

Increasing Compliance With Submission Requirements

Submission of Assessment Plans
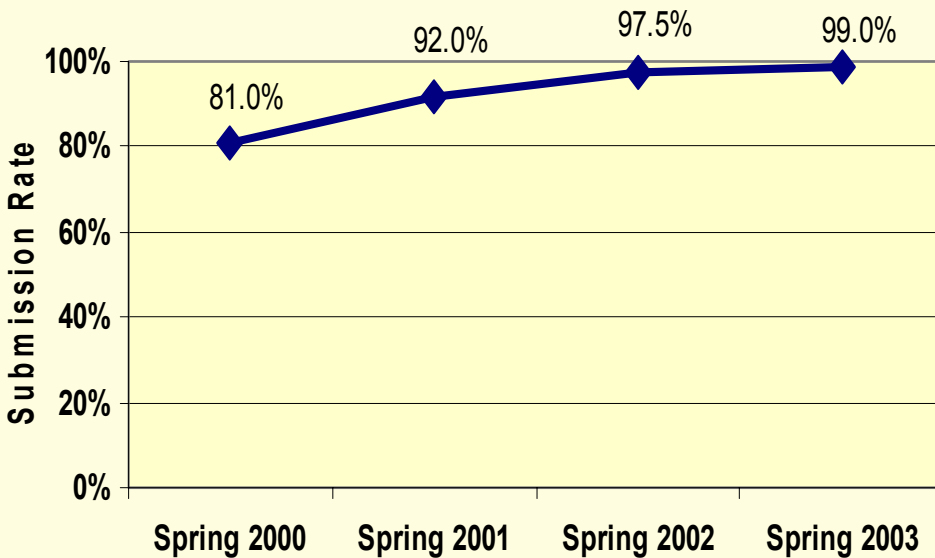
Submission of Assessment Results

Requirements: at least 3 objectives or outcomes with at least 2 measurement methods

- average number of objectives or outcomes is 3.53
- average number of measurement methods per objective or outcome is 2.3

How Assessment Is Being Conducted Instrument Count

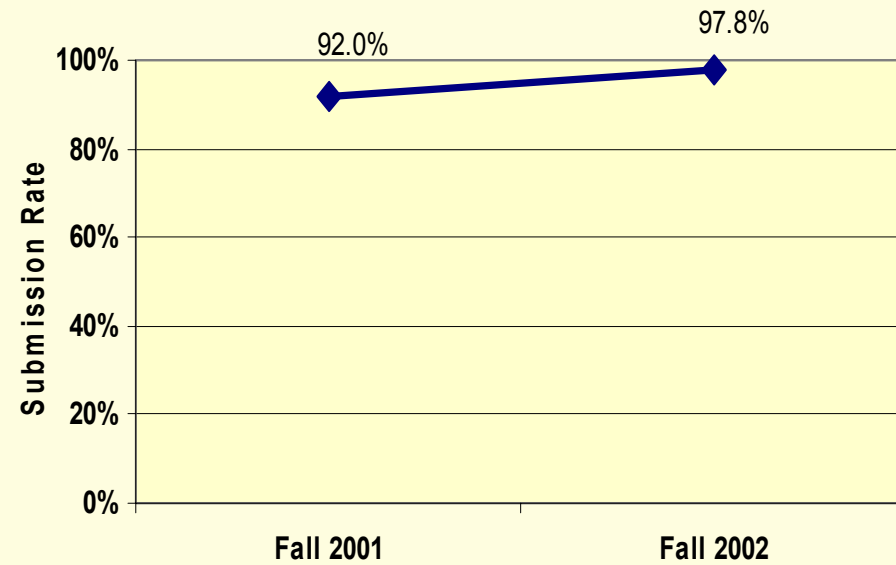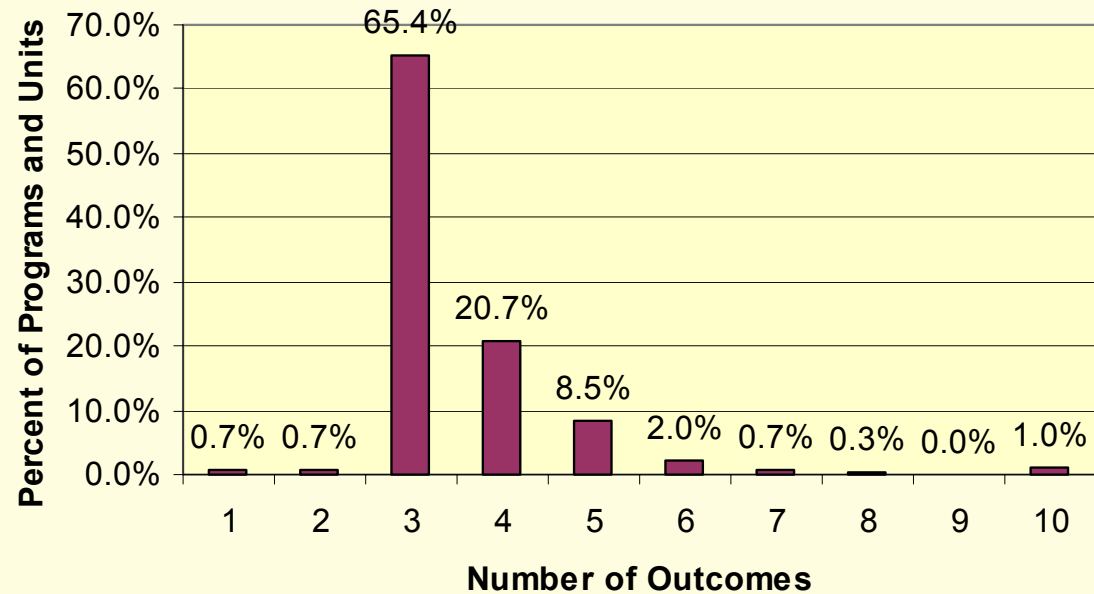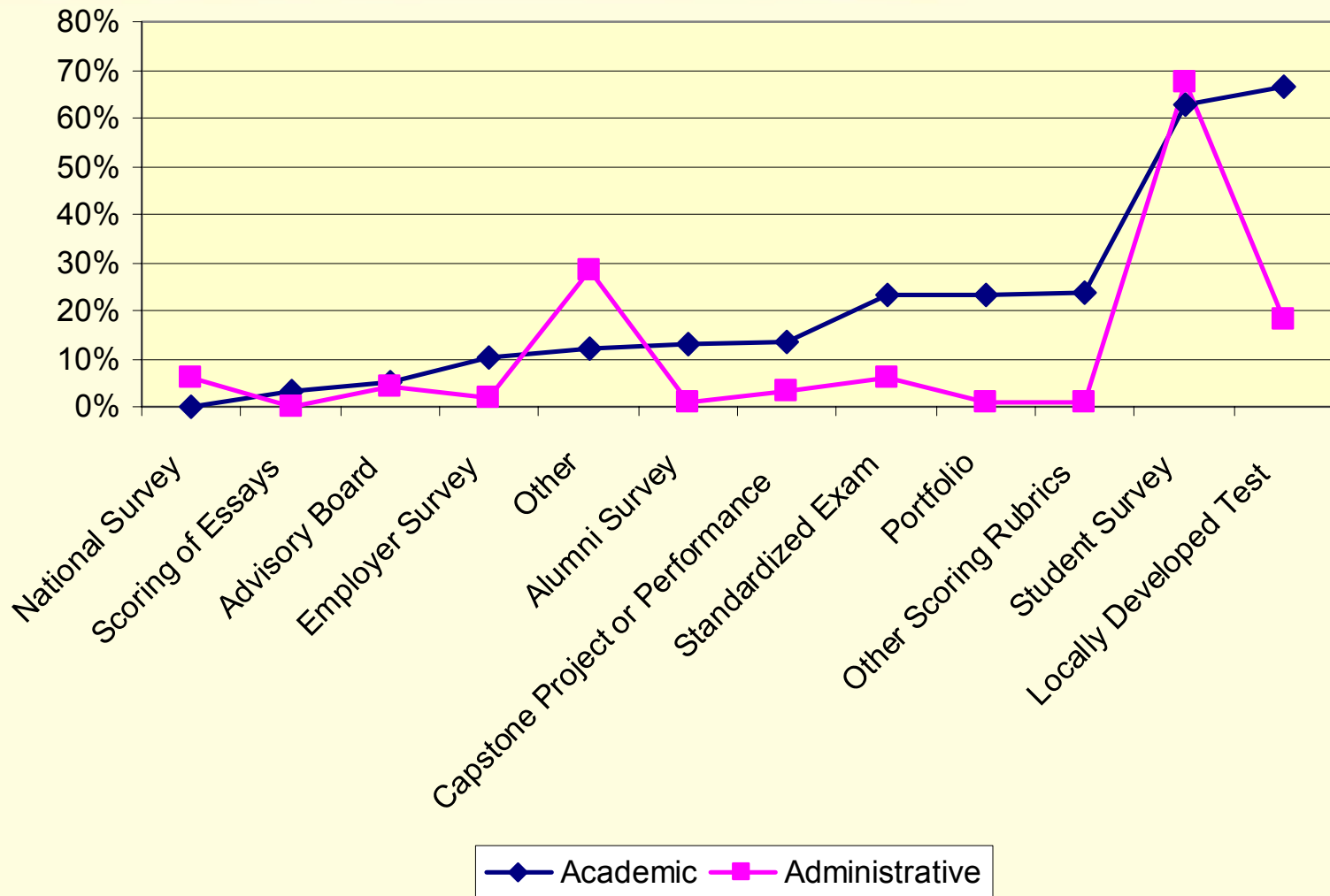# Changes Made by Academic Programs

**Changes Made by Academic Programs
(planned or implemented)**

Change	Percent
Revise Measurement Approach	77%
Restructure Student Outcomes	50%
Conduct Deeper Analysis	49%
Change Data Collection Method	47%
Increase Program Offerings	44%
Make Personnel Related Changes	29%
Make Technology Improvements	29%
Revise Course Content	28%
Revise Advising Standards or Processes	28%
Implement New Training	21%
Add Courses	17%
Revise Course Sequence or Pre-reqs	12%
Revise Admission Criteria	10%
Delete Courses	6%

Examples of Quality Improvements (Academic Programs)

- Elementary Education BS Degree
  - survey of local school administrators indicated that < 90% of graduates were above satisfactory (88%)
  - established advisory committee
  - infused ESOL standards throughout the program curriculum and added two stand-alone ESOL/TESOL courses
  - increased emphasis on classroom management skills, enhanced curriculum in the area of assessment, and revised the reading curriculum to place additional emphasis on content reading
- Medical Laboratory Sciences BS Degree
  - only 45% pass rate on ASCP exam
  - incorporated a comprehensive exam as part of the program's required one credit-hour senior seminar
  - most recent pass rate was 100%

Examples of Quality Improvements (Academic Programs)

- Civil Engineering BS Degree
  - students did not meet target percentages for competency in differential equations, numerical methods, and statistics
  - formed a departmental mathematics committee to identify relevant applications of calculus and differential equations as well as numerical methods
  - encourage faculty to include applications of differential equations within the course content
  - added a review of numerical methods in the courses on Hydrology
  - added a brief review of statistics at the beginning of the TTE 4004 class

Changes Made by Administrative Units

Changes Made by Administrative Units
(planned or implemented)

Change	Percentage
Revise Measurement Approach	60%
Revamp Services	54%
Conduct Deeper Analysis	47%
Restructure Objective	47%
Make Technology Improvements	37%
Change Data Collection Method	36%
Add New Services	35%
Make Personnel Changes	33%
Implement New Training	25%
Delete Services	10%

0% 10% 20% 30% 40% 50% 60% 70%
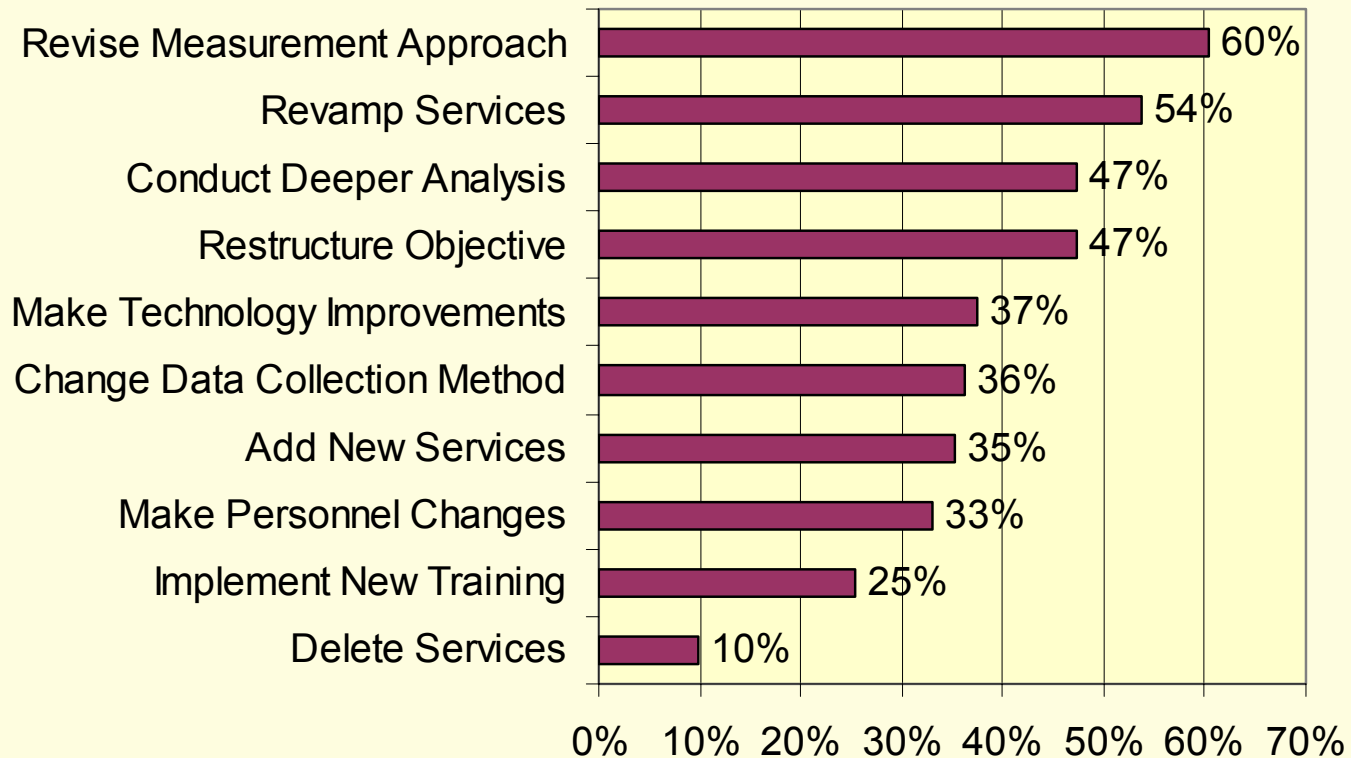
Examples of Quality Improvements (Administrative Units)

- Graduate Studies
  - complete a deeper analysis of application data in order to examine the extent to which non-degree and degree program applications are submitted online so that students can be offered the type of service that best meets their needs
- Office of Research
  - enhancements were added to the website in response to feedback from the users
  - these included additional on-line forms
  - more in-depth information about proposals and awards in the catalogue area
  - electronic access to Contracts & Grants documentation

Increasing Our National Prominence in Program Assessment

Last Year

- 7 conference presentations
  - SAIR (1)
  - SACS (1)
  - AIR (3)
  - AAHE (2)

This Year

- 15 conference presentations
  - SAIR (2)
  - SACS (3)
  - AIR (3)
  - AAHE (4)
  - AACTE (1)
  - FATE (1)
  - ASEE SE (1)
- 5 workshops conducted
  - FAIR
  - SACS
  - AIR
  - AAHE
  - Rose Hulman (BAP V)
- invited feature presentation
  - SACCR
- accepted journal article
  - *J. of General Education*

External Consultations

- visitors, consultations, and exchanges
  - Embry Riddle Aeronautical University
  - University of South Florida
  - Florida Institute of Technology
  - Western Kentucky
  - Auburn
  - Florida Atlantic University
  - North Carolina State
  - Brevard Community College
  - Our Lady of the Lakes
  - Jacksonville University
  - Georgia Tech

Commitments in the Near Future

- NASPA regional workshop (with NC State)
- Frontiers in Higher Education
  - 2 presentations
- Invited contribution to Peggy Maki's new book on assessment
- 2003 SACS Meeting
  - 2 workshops
  - 2 presentations
- Consultation with USF on IR Organization

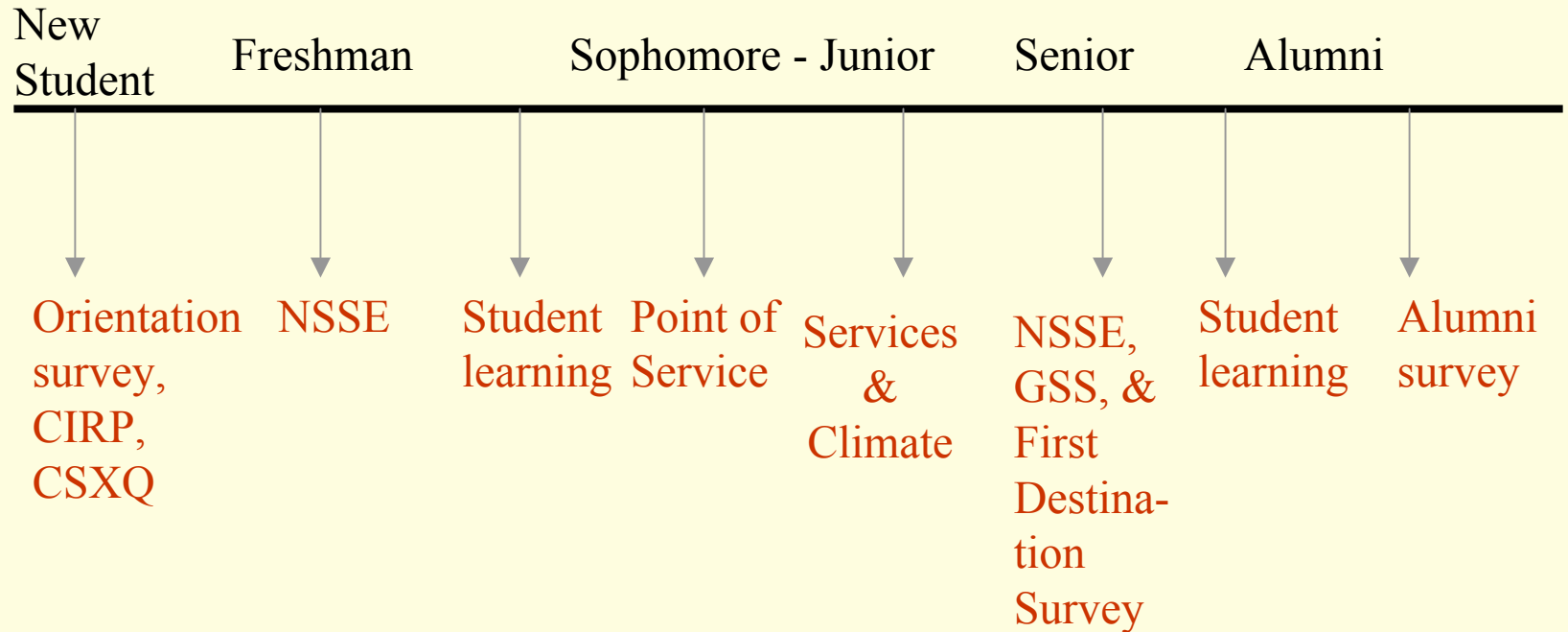# Planned Enhancements for Next Year

- enhanced materials and training for assessing student learning outcomes
    - creating a faculty workbook
    - conduct training (OEAS and FTLC)
- alumni survey revision with program-level data
- National Survey of Student Engagement (NSSE)
- dynamic web access
    - graduating senior survey
    - graduating graduate student survey
    - first destination survey results

Listening to Our Students

New Student	Freshman	Sophomore - Junior			Senior	Alumni	
Orientation survey, CIRP, CSXQ	NSSE	Student learning	Point of Service	Services & Climate	NSSE, GSS, & First Destina-tion Survey	Student learning	Alumni survey

Providing Dynamic Access to Survey Results Via the Web
Survey Website

University of Central Florida
Operational Excellence & Assessment Support

OEAS HOME   CONTACT US   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: [Click Here]

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: [Click Here]

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

Evidence of Program Assessment
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

Source: J. Pet-Armacost, R.L. Armacost, D.L. Young, Transforming the Assessment Culture, 2003 AAHE Assessment Forum
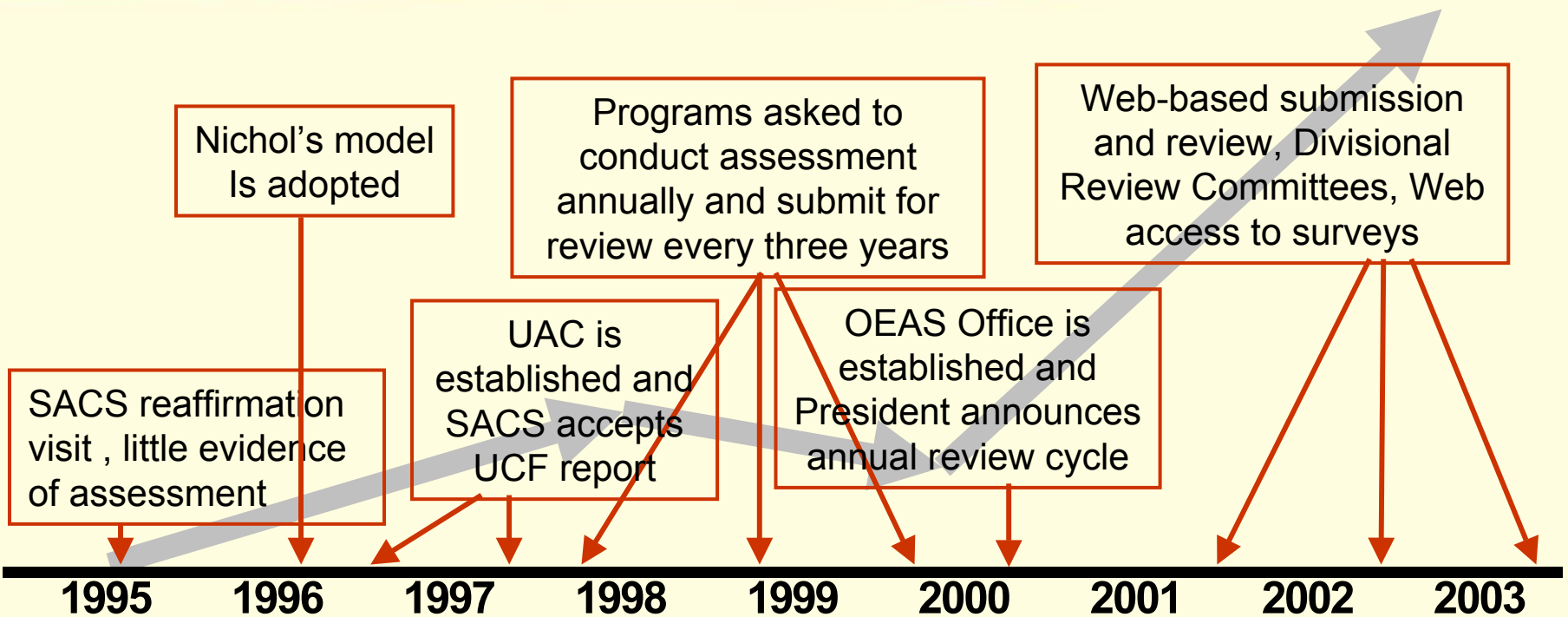
UCF's Program Assessment Score Card Today

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 come a long way
- we still have room to improve

Source: J. Pet-Armacost, R.L. Armacost, D.L. Young, Transforming the Assessment Culture, 2003 AAHE Assessment Forum

UCF Has Come a Long Way!

Nichol's model
Is adopted

Programs asked to
conduct assessment
annually and submit for
review every three years

Web-based submission
and review, Divisional
Review Committees, Web
access to surveys

UAC is
established and
SACS accepts
UCF report

OEAS Office is
established and
President announces
annual review cycle

SACS reaffirmation
visit , little evidence
of assessment

| 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |

UCF is entering its 8th year

Future Enhancements

- determine who else should be doing assessment
- assess our assessment process
- encourage innovations in assessment
  - e.g., balanced scorecard approach
- achieve better integration with accreditation requirements
- learn about methods to assess student learning
- improve understanding of the assessment cycle
- provide recognition for outstanding assessment processes

Questions and Comments