University of Central Florida

Annual Institutional Effectiveness Assessment Report
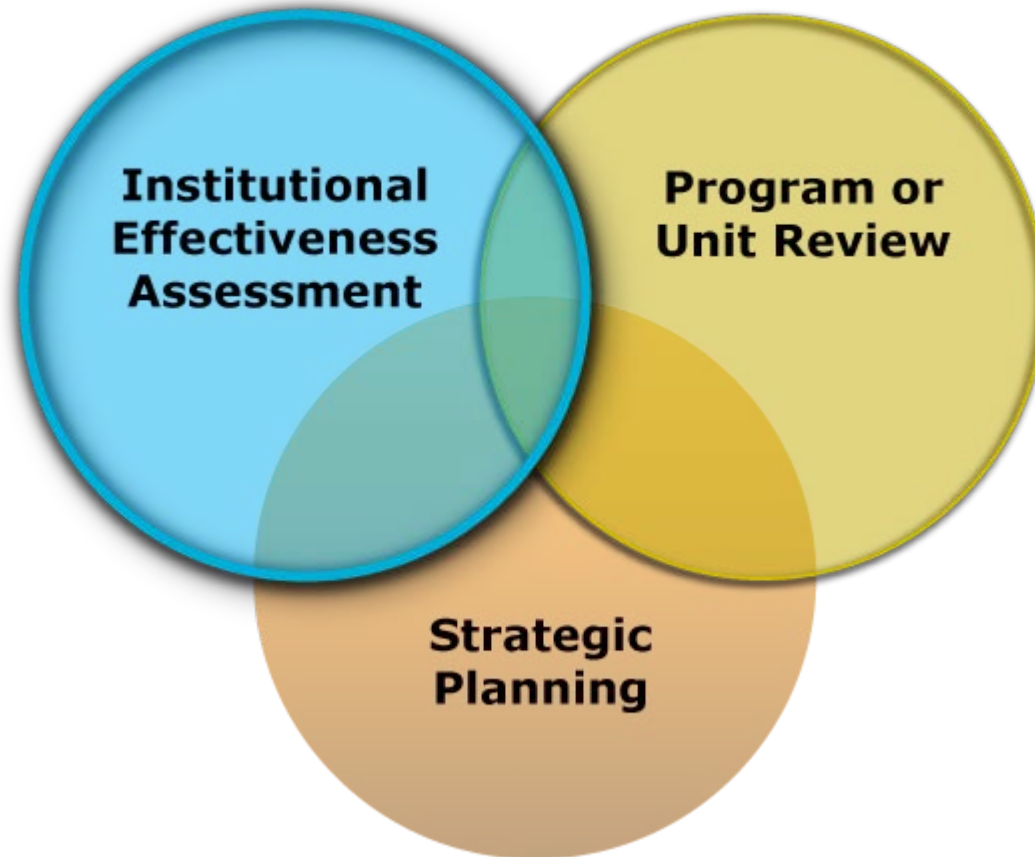
August 22, 2013
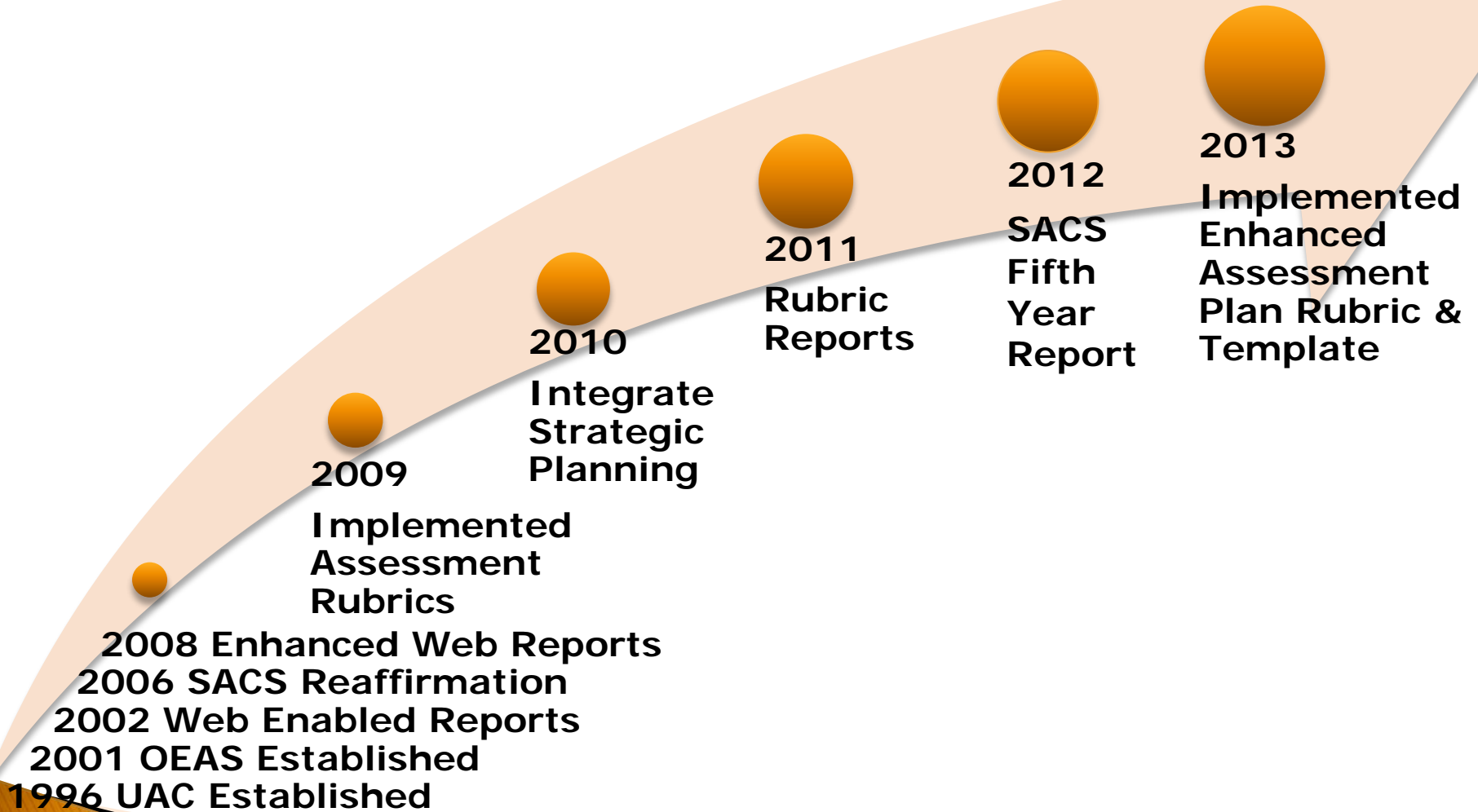
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Agenda

➢ **Purpose of Assessment**

➢ **Key Milestones**

➢ **Results and Changes**
  ▪ 2011-12 results
  ▪ Implemented (2011-12) and planned (2012-13) changes
  ▪ Linkages between strategic planning and assessment

➢ **Going to the Next Level**

➢ **Success Stories**

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Integrated Approach

Key Milestones

2013
Implemented Enhanced Assessment Plan Rubric & Template

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

Improved Performance
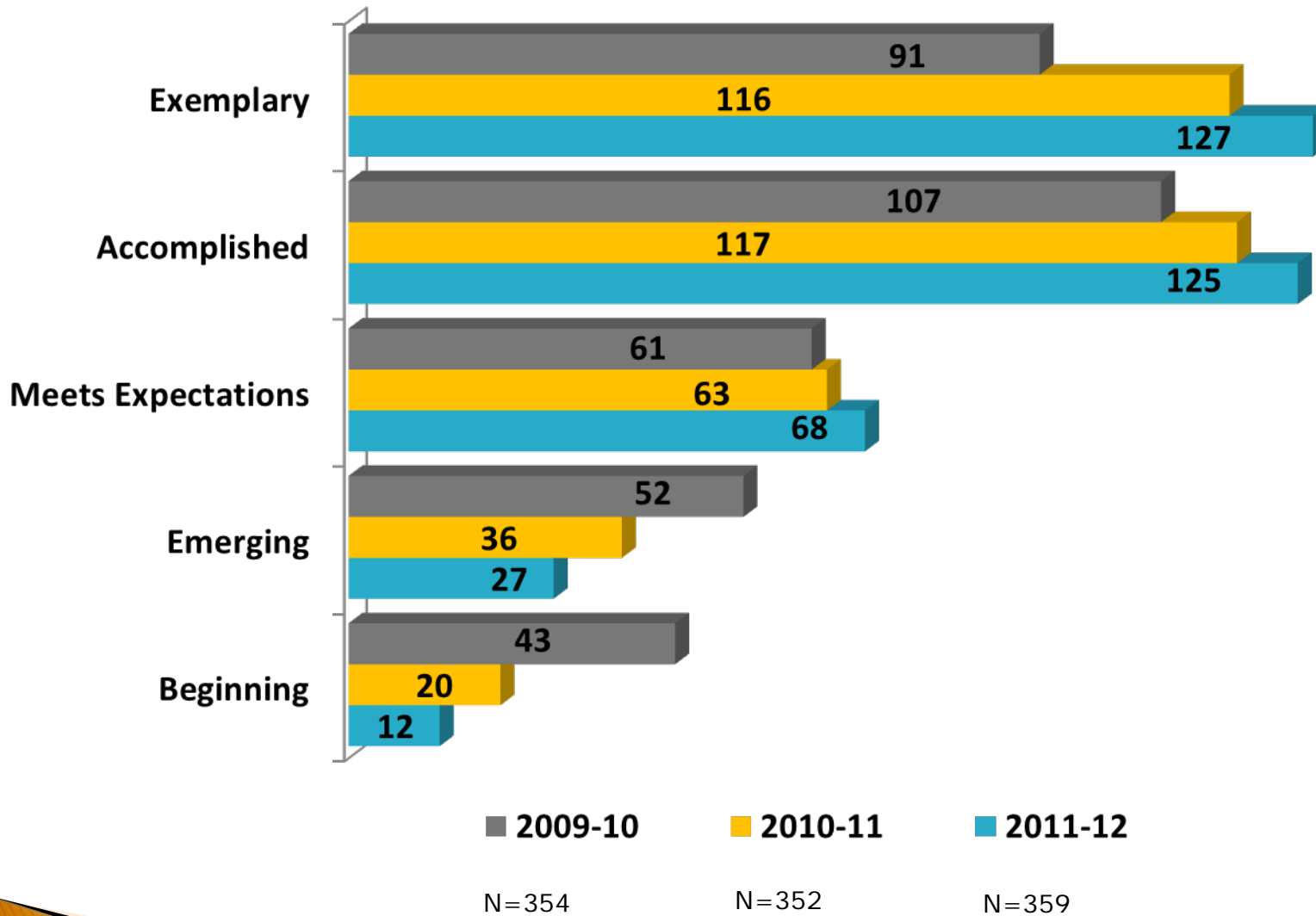
Divisional Review Committee Ratings 2011-12 Results for Academic Programs

Program	Beginning	Emerging	Meets Expectations	Accomplished	Exemplary
College of Arts and Humanities	1	3	7	9	25
College of Business Administration			5	12	1
College of Education	1	4	11	15	8
College of Engineering and Computer…			6	5	22
College of Health and Public Affairs			2	8	11
College of Sciences	6	3	2	18	8
Specialized Programs		2	1	2	
GEP Foundations		4	15	14	10
College of Medicine		2	1	4	
College of Nursing				3	1
Rosen College of Hospitality Management	1		1	2	

Legend: ■ Beginning ■ Emerging ■ Meets Expectations ■ Accomplished ■ Exemplary

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Divisional Review Committee Ratings 2011-12 Results for Administrative Units

Unit	Beginning	Emerging	Meets Expectations	Accomplished	Exemplary
Administration and Finance	2	3	1	5	2
Community Relations and University Relations				2	4
Office of Research and Commercialization			5	1	
President's Division				2	5
Academic Affairs I		1	3	6	7
Academic Affairs II	1	2		5	5
Strategy, Marketing, Communications and Admissions				4	6
Student Development and Enrollment Services		2	7	10	12
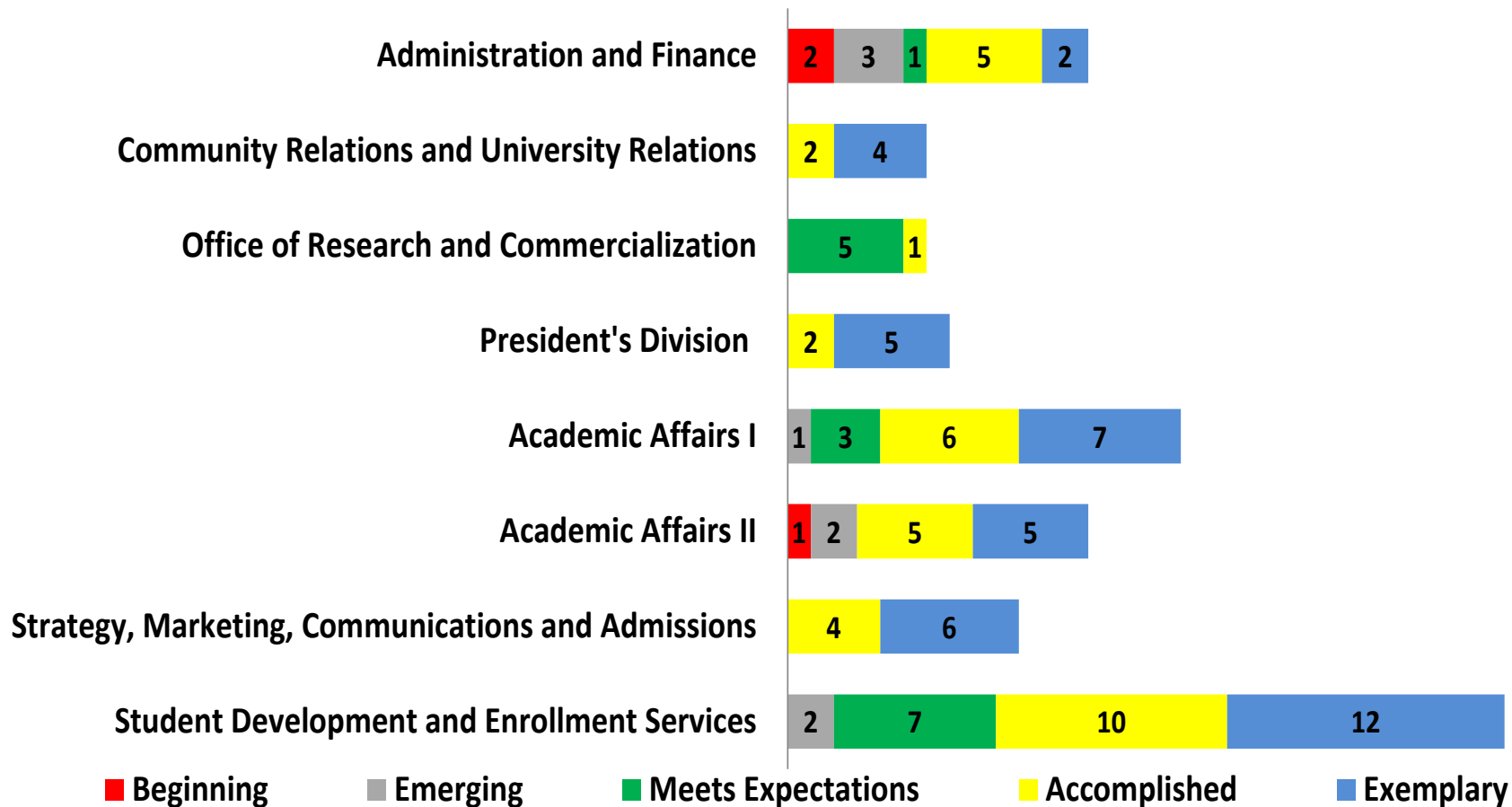
Research Institutes and Centers

College of Education & Human Performance

- Institute of Exercise Physiology and Wellness
- Center for Educational Research and Development

College of Engineering and Computer Science

- Environmental Systems Engineering Institute
- Center for Advanced Transportation Systems Simulation
- Transportation Systems Institute
- Stormwater Management Academy

Research Institutes and Centers

College of Sciences
- Institute for Social and Behavioral Sciences
- Institute of Statistics and Data Mining
- Center for Microgravity Research and Education

College of Optics and Photonics
- The Center for Research and Education in Optics and Lasers
- Florida Photonics Center of Excellence
- The Townes Laser Institute

Office of International Studies
- Florida-Canada Linkage Institute
- Florida-Eastern Europe Linkage Institute

Implemented and Planned Changes 2009-10 to 2011-12

Academic Programs			
	2009-10	**2010-11**	**2011-12**
Changes to curricula	26%	31%	31%
Changes to academic processes	30%	32%	33%
Changes to assessment plans	44%	37%	36%
Administrative Units			
	2009-10	**2010-11**	**2011-12**
Changes to operations	50%	55%	52%
Changes to assessment plans	50%	45%	48%

Strategic Plan Linkage

➢ In 2012-13, 60% of plans articulated strategic plan linkages compared to 49% in 2011-12

➢ 2013-14 plans will strengthen meaningful linkages
  ▪ Enhanced rubrics
  ▪ Specific reporting templates

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Success Factors

➢ **DRC Members are "assessment coaches"**

➢ **Feedback: face-to-face, email and phone**

➢ **Coordinator presentations of assessment results and plans**

➢ **Measureable difference after training and consultations**

➢ **Collaborative reflections in UAC**

➢ **Increased use of IE assessment results drives quality improvement initiatives**

Going to the Next Level

Strategic initiatives to improve IE work of programs and units

Measurable Improvement in Student Learning and Operational Efficiency

Enhanced Rubrics

Revised Templates

Assessment Audit

SACSCOC Reaffirmation 2016

2013-2014

Preparing for SACSCOC Report

- ➢ **Conduct Assessment Audit of 2011-12 and 2012-13 Results Reports**
    - ▪ Put programs and units in three groups
        - ❖ show evidence of improvement
        - ❖ potential to 'close the loop'
        - ❖ red flag; need remediation
- ➢ **Customized consultations and workshops**
- ➢ **IE Report draft due spring 2015 for internal review**
    - ▪ showcase three years of data, from 2011-2012 to 2013-2014
    - ▪ reviewers may request access to prior data

Success Stories

➢ **Administrative unit**

- **Center for Distributed Learning**

  ❖ Assessment coordinators: Robert Reed and Karen Cobbs

➢ **Academic program**

▪ **College of Sciences**

- **Anthropology M.A.**

  ❖ Assessment coordinators: Drs. Tosha Dupras and Ty Matejowsky

▪ **College of Arts and Humanities**

- **Interactive Entertainment - M.S.**

  ❖ Assessment coordinators: Mr. Joseph Muley and Mr. Brian Salisbury

- The flagship faculty development program from **The Center for Distributed Learning.**
- IDL 6543 prepares and qualifies faculty to develop and deliver online courses in a manner consistent with the Principles of Good Practice as defined by the SREB.
- Recognized with an award from Sloan-C for Excellence in Faculty Development (2003)
- Since 1997, over 1,000 faculty have completed the semester-long program.
- The program has always collected participant feedback including satisfaction ratings. This assessment has been included in our annual IE process.

Changes in IDL 6543

- The program was subject to minor revisions every year in response to advances in the field of online teaching and learning.

- The satisfaction rate with IDL 6543 dropped from a one time high of 100% to 83% in 2010. (n=24)

- Based on this measure, and other participant feedback, an initiative was launched to re-evaluate from top to bottom. A committee of faculty and administrators from colleges active in online teaching collected more data and provided feedback for CDL's instructional designers.

Closing The Loop

- The redesigned IDL 6543 was introduced in Summer 2011. The new version reduced the number of face-to-face meetings and reframed the labs to focus more on the design and development of the participant's course.

- The measured satisfaction rate in our 2011-12 IE results assessment (M3.2) increased from the previous year's 83% to 98%. (n=81)

Anthropology M.A.

Assessment Method

MA thesis students will demonstrate an understanding of methods, theory and core concepts specific to their sub-discipline and within anthropology and will demonstrate an ability to integrate their specific research topics into a broader anthropological context during their thesis oral defense. A rubric will be applied by the committee to assess:

1. **Research hypothesis/question**
2. **Relate topic to a broader anthropological context?**
3. **Methodology?**
4. **Explanation and discussion of results?**
5. **Summary/Conclusion**
6. **Was the PowerPoint presentation style appropriate?**
7. **Was the student's presentation style appropriate?**
8. **Did the student answer questions adequately?**
9. **Did the student's answers reflect a broader understanding of discipline specific concepts?**

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Data & Implemented Changes

2009-10 Data:

❑ Students failed to meet expectations in the "Presentation" area of the rubric during thesis defense. Of 13 students assessed, 7 were deemed as "unsatisfactory".

❑ Students were also lacking in quantitative skills (faculty data – sub-discipline specific).

❑ The rubric failed to provide useful quantitative data.

Implemented Changes:

❑ Added presentations to the *Pro-Seminar, a* core required course to improve presentation skills.

❑ *Quantitative Methods in Anthropology course* was added to the curriculum in fall 2010.

❑ Assessment rubric was redesigned to obtain granular quantitative data.

Data & Implemented Changes

2011-12 Data:

❑ 15 thesis assessments were available for review.

❑ 14 of 15 (93%) had an overall score of above satisfactory or higher in the area of presentation.

❑ 15 of 15 (100%) had an overall score of satisfactory or higher in the area of methods (quantitative).
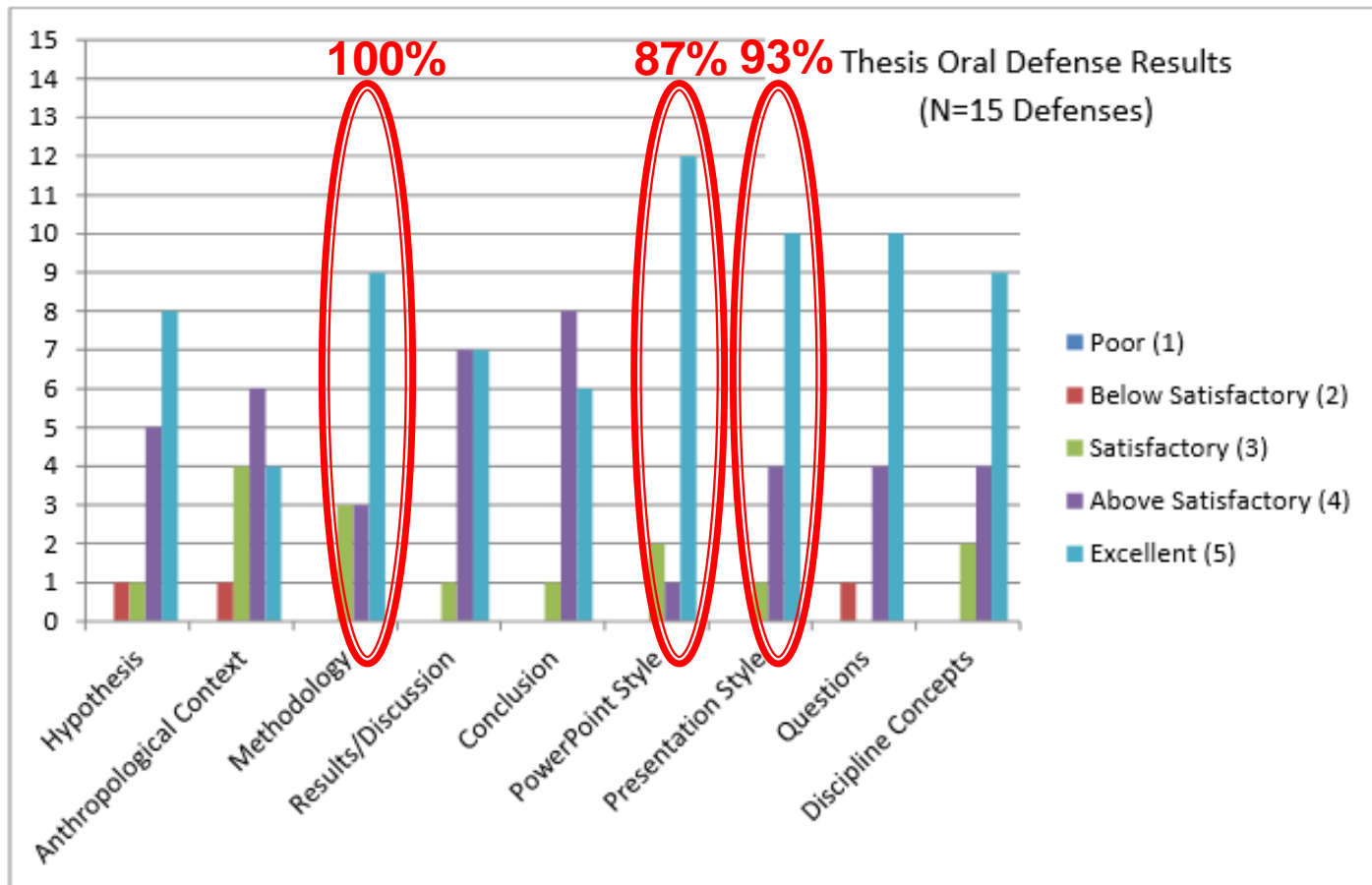
Significance & Impact of Implemented Changes

❑ Results from 2011-2012 shows that significant improvement has occurred in the area of "presentations". This shows that adding presentations to the *Pro-seminar* course likely led to improvement in presentation.

❑ In the *appropriate methodology* sub-score, the goal was reached indicating that the *Quantitative Methods in Anthropology* course likely had positive effect.

❑ Lastly, when comparing the 2009-10 to 2011-12 narrative results, the changes to the scoring rubric clearly have allowed for collection of more useful data.

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COLLEGE OF ARTS AND HUMANITIES

FLORIDA INTERACTIVE ENTERTAINMENT ACADEMY

MISSION STATEMENT

The Florida Interactive Entertainment Academy at UCF is a unique graduate program leading to the Master of Science in Interactive Entertainment. We provide an immersive, project-based education that focuses on video games. The program is highly interdisciplinary, providing in-depth practical experience in computer programming, artistic skills, and team-based production experience. This education method results in graduates ideally suited for leadership roles in the interactive entertainment industry.

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IEA
active learning

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EMERGING MEDIA

INTERACTIVE ENTERTAINMENT MS

GRADUATE GAME DESIGN PROGRAM

The program goals center around teaching fundamental skills as well as preparing students to be contributing members of collaborative, interdisciplinary teams.

Our program is successful because the curriculum is built around what the industry needs. Florida Interactive Entertainment Academy (FIEA) professors keep up with changing skills and trends in the game industry to keep the curriculum fresh and relevant.

ART CONCENTRATION

- Strongest change that came out of the 2011-2012 Assessment Plan was a concerted effort to heighten standards through the use of revised rubrics to evaluate and provide feedback for students in the Art concentration. Therefore, for purposes of this presentation, we chose to focus on the Art Concentration of the FIEA program.

- In the FIEA Art Concentration, students work on individual portfolio and team projects to sharpen their creative skills while creating memorable characters, animations, cinematics and interactive worlds utilizing industry-standard software tools, equipment and game engines.

- The Art faculty got fully behind the idea to strengthen the quality of its students' work, worked with the staff to come up with a plan to do so, and as a result produced some of the strongest art assets and aesthetics ever seen in capstone team projects at FIEA.

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FIEA
active learning

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ART CONCENTRATION

OUTCOME 4

Art students will demonstrate competent knowledge of the technical skills to produce aesthetic pieces of art that can be used in a game production.

MEASUREMENTS #1

In their first semester at FIEA, students completed an individual final game art/animation/technical art project based on skills acquired in this class. This project will represent an important artistic or technical aspect of a typical video game, and will be the subject of their specialty at FIEA. The instructor used the scoring rubric below to evaluate the quality of the project. Goal: A minimum of 80% of the students will receive an 85% or higher on this project to demonstrate mastery of the outcome.

TARGET NOT MET: 10 of 24 (42%) students received an 85% or higher.

Grading Rubric for measurement 1:

1) Accuracy in form, detail, and aesthetics in creating visual assets based on a chosen style & approved concept or storyboard.
2) Technical competency and problem solving abilities demonstrated through an approved script or technical pipeline solution typical of game industry requirements.
3) Demonstration of visual or technical creativity in the execution of the final project.

ART CONCENTRATION

OUTCOME 4

Art students will demonstrate competent knowledge of the technical skills to produce aesthetic pieces of art that can be used in a game production.

MEASUREMENTS #2

In the second semester, a faculty committee reviewed 4 art portfolio pieces of students. The committee used the scoring rubric below to evaluate the quality of each portfolio piece. Each of these particular portfolios will be rated on a scale (excellent, very good, good, fair, and poor). Goal: 80% of the students with a focus on virtual environment creation will achieve an average ranking of excellent or very good on the 4 combined pieces.

TARGET NOT MET: 18 of 24 (75%) students received a ranking of excellent or very good.

Grading Rubric for measurement 2:
1) Technical competency
2) Polished and quality look
3) Artistic Creativity of the pieces
4) Relevance to the demands of the game industry

ART CONCENTRATION

- After previous years' Assessment results in the Art concentration yielded successive targets being met, the Art faculty made a concerted effort to strengthen the requirements and rubrics of evaluation as the new Cohort of students began the program in Fall 2011.
  - While the majority of students did not reach this new measurement set by the Art faculty, it set a new standard of expectation for those students.

- The new standard then bled in to the work of the students in the second semester, who while they still did not meet the measurement, showed significant improvement in the quality of work in comparison to previous years.

ART CONCENTRATION

IMPLEMENTED CHANGES

- At the start of their second semester, students determined portfolio pieces they would work on during the duration of the semester. Each student met with the Art faculty to set an expectation for their portfolio pieces.
    - From this point forward, the Art faculty met with each student bi-weekly to review/critique the current status of the art pieces and provide direct feedback to determine if students were progressing at the scale/speed expected for each portfolio piece.
        - Students were subsequently given bi-weekly grades after each critique so they knew where they stood and the feedback provided detailed information on how to improve and what was expected the following meeting.
    - Industry representatives from Electronic Arts were periodically brought in by the Art faculty to provide further critique during this semester. This initiative to get real-world feedback to the students ramped up their level of dedication and focus to complete portfolio pieces.
    - Constant communication and feedback with the students put due diligence on the students to find a way to manage their time on both portfolio and capstone art work.
    - These progress critiques constantly relayed to the students the quality bar to reach as well as reminders about the timeframe it takes to complete particular aspects of their portfolio pieces.
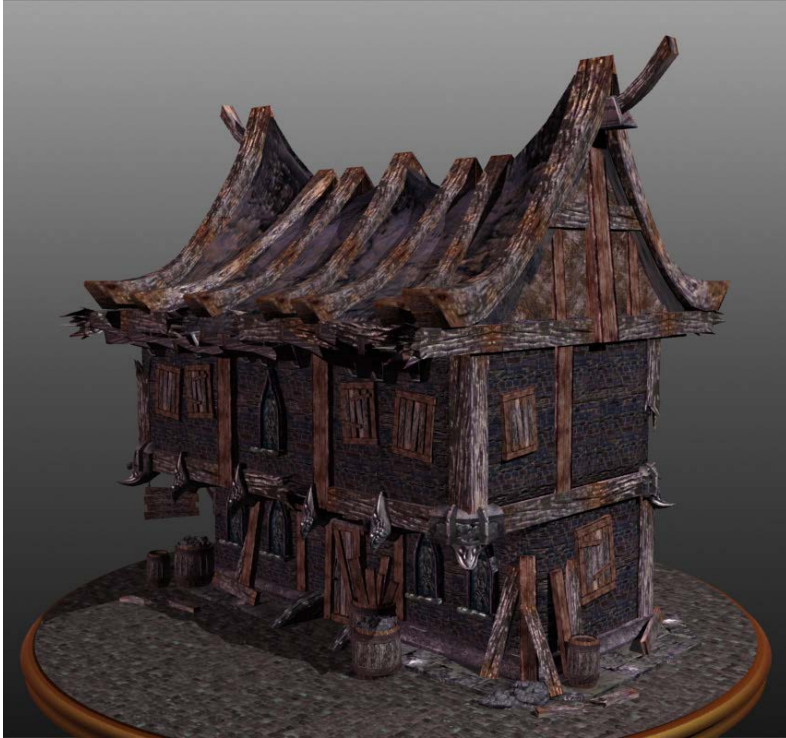
ART CONCENTRATION

- The assessment led to a change in expectations and evaluation of student success, and proved to have a significant impact on the students and work they produced.

- The Art faculty got fully behind the idea to strengthen the quality of its students' work and improve learning, worked with the staff to come up with a plan to do so, and as a result produced some of the strongest art assets and aesthetics ever seen in capstone team projects at FIEA.

- The following pages are samples of student Art work at the end of the Spring semester from the previous year (2010-2011) and then from 2011-2012. By comparing the two, an increase in skill set can be seen by students at the same point in their studies in the 2011-2012 samples as a direct reflection of new assessment measures and practices put in place.

ART CONCENTRATION

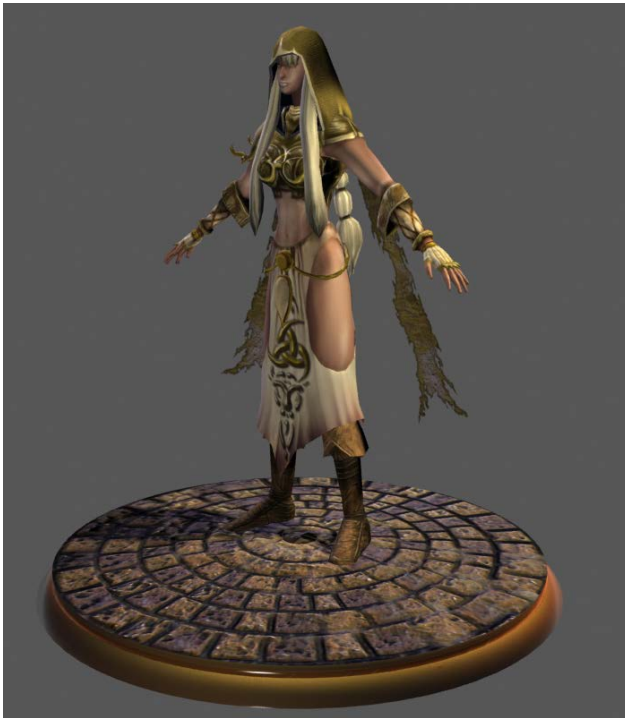COMPARATIVE ART WORK FROM 2010-2011 TO 2011-2012

2010-2011 Example

2011-2012 Example

ART CONCENTRATION

COMPARATIVE ART WORK FROM 2010-2011 TO 2011-2012

2010-2011 Example

2011-2012 Example

ART CONCENTRATION

COMPARATIVE ART WORK FROM 2010-2011 TO 2011-2012

2011-2012

Example

Wireframe on Shaded

Thank you!

Strategic Planning

IE Assessment

Program or Unit Reviews