

IS IT WORKING?

Assessing an Institution's Program Assessment Process

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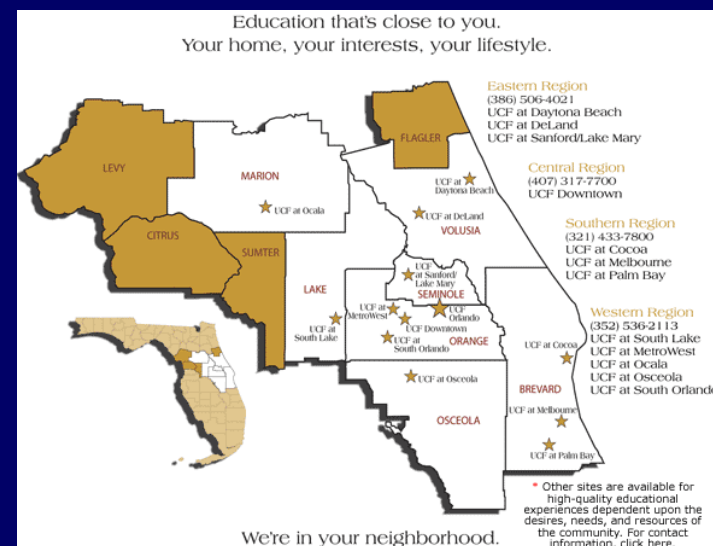
Overview

- What is program assessment?
- How do you assess student learning outcomes?
- What is the purpose of an assessment system?
- How do you know whether the assessment system is working?
 - assessment plans
 - system structure
 - assessment culture

The University of Central Florida

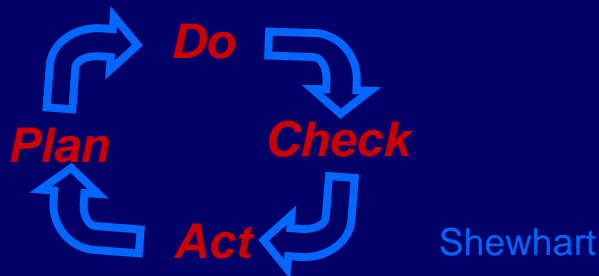
From Promise to Prominence: Celebrating 40 Years

- established in 1963 in Orlando Florida (first classes in 1968), Metropolitan Research University
- grown from 1,948 to 43,000 students in 36 years
 - 35,300 undergraduates and 7,700 graduates
 - 12 instructional sites in regional campus system
 - 10th largest public university
- doctoral intensive
 - 84 Bachelors, 64 Masters, 3 Specialist, and 26 PhD programs
- second largest undergraduate enrollment in state
 - projected largest undergraduate enrollment in 2005
- approximately 1,200+ faculty and 3,100 staff
- nine colleges
 - Arts and Sciences, Biomedical Sciences, Business Administration, Education, Engineering and Computer Science, Health and Public Affairs, Honors, Optics and Photonics, and Hospitality Management



What Is Program Assessment?

- formative evaluation process designed to support program improvement
- continuous



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

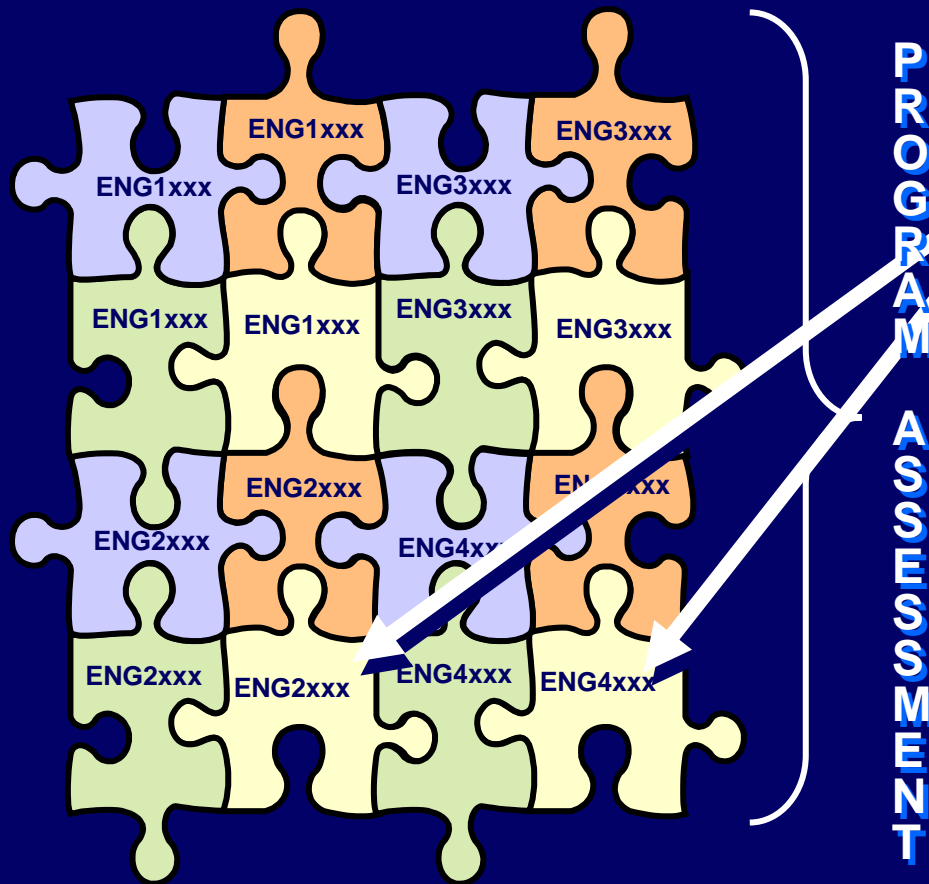
Student Learning Outcomes for Programs

- specific statements that describe required learning achievement that must be met on the way to attaining the degree and meeting the goals of the program
- three questions
 - What does the student know? (**cognitive**)
 - What can the student do? (**psychomotor**)
 - What does the student care about? (**affective**)



Program Outcomes Assessment

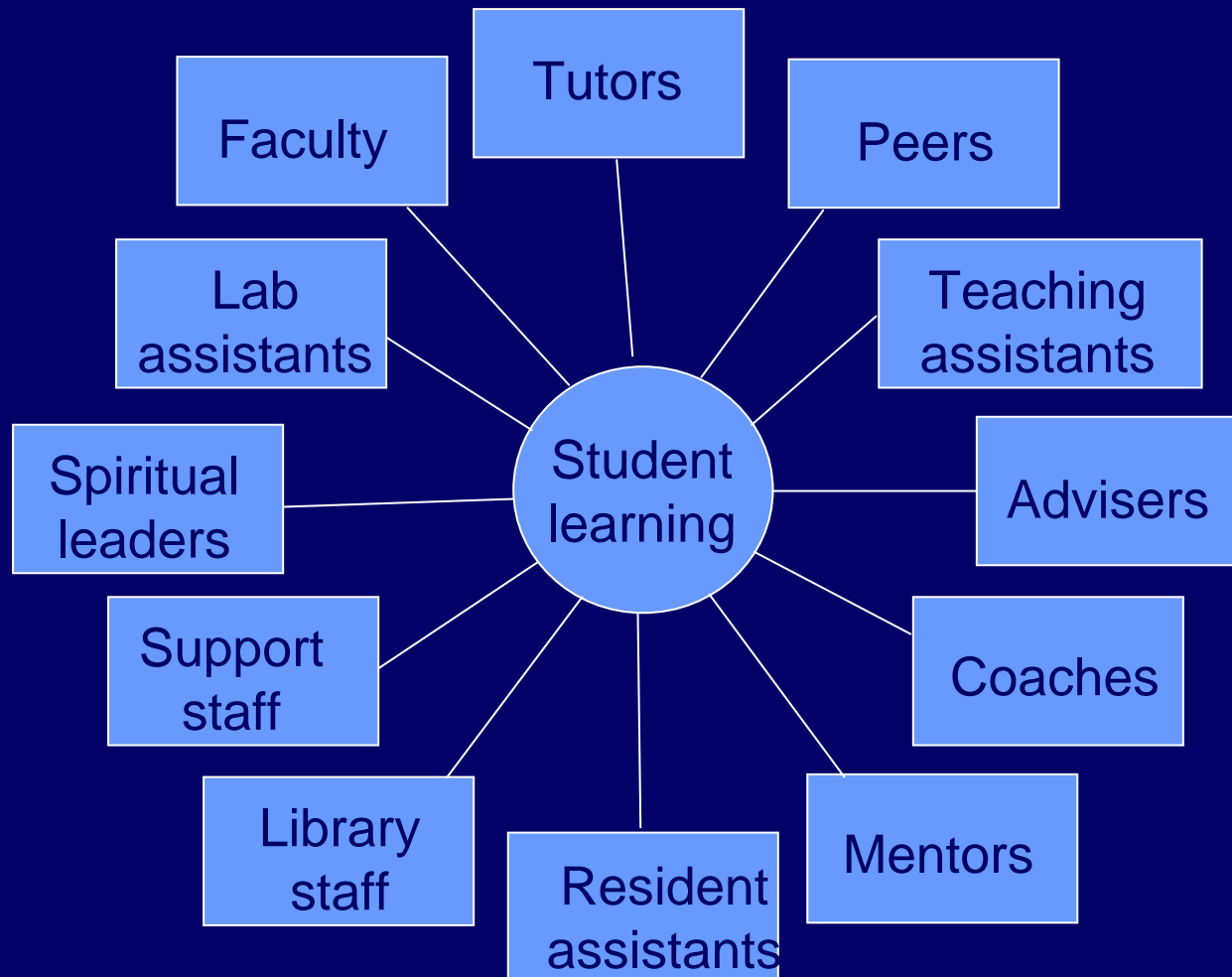
Courses in the Curriculum



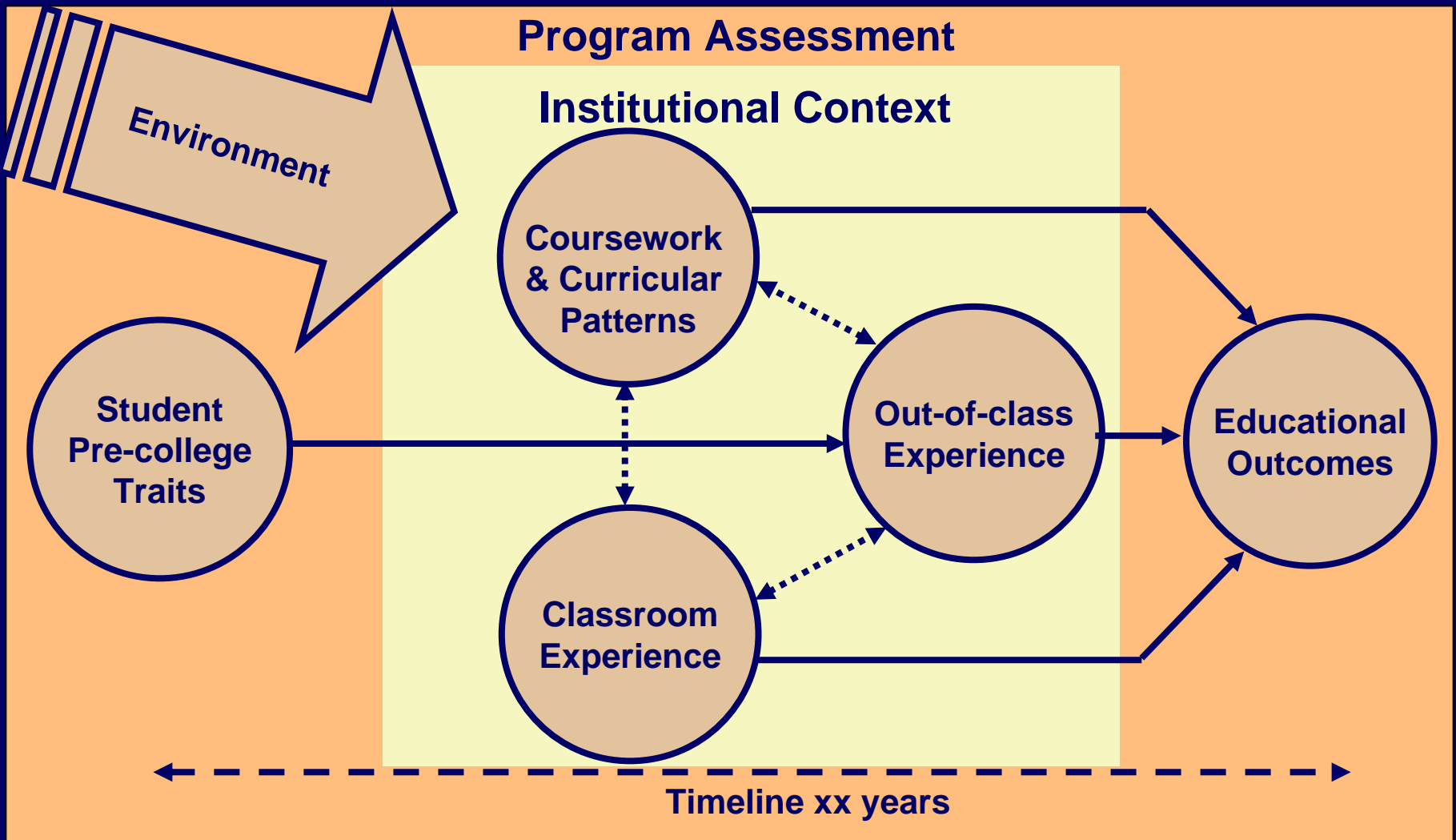
Learning Outcomes

- oral communication
- written communication
- teamwork skills
- quantitative skills
- ethics
- discipline knowledge
- professional skills
- performance skills

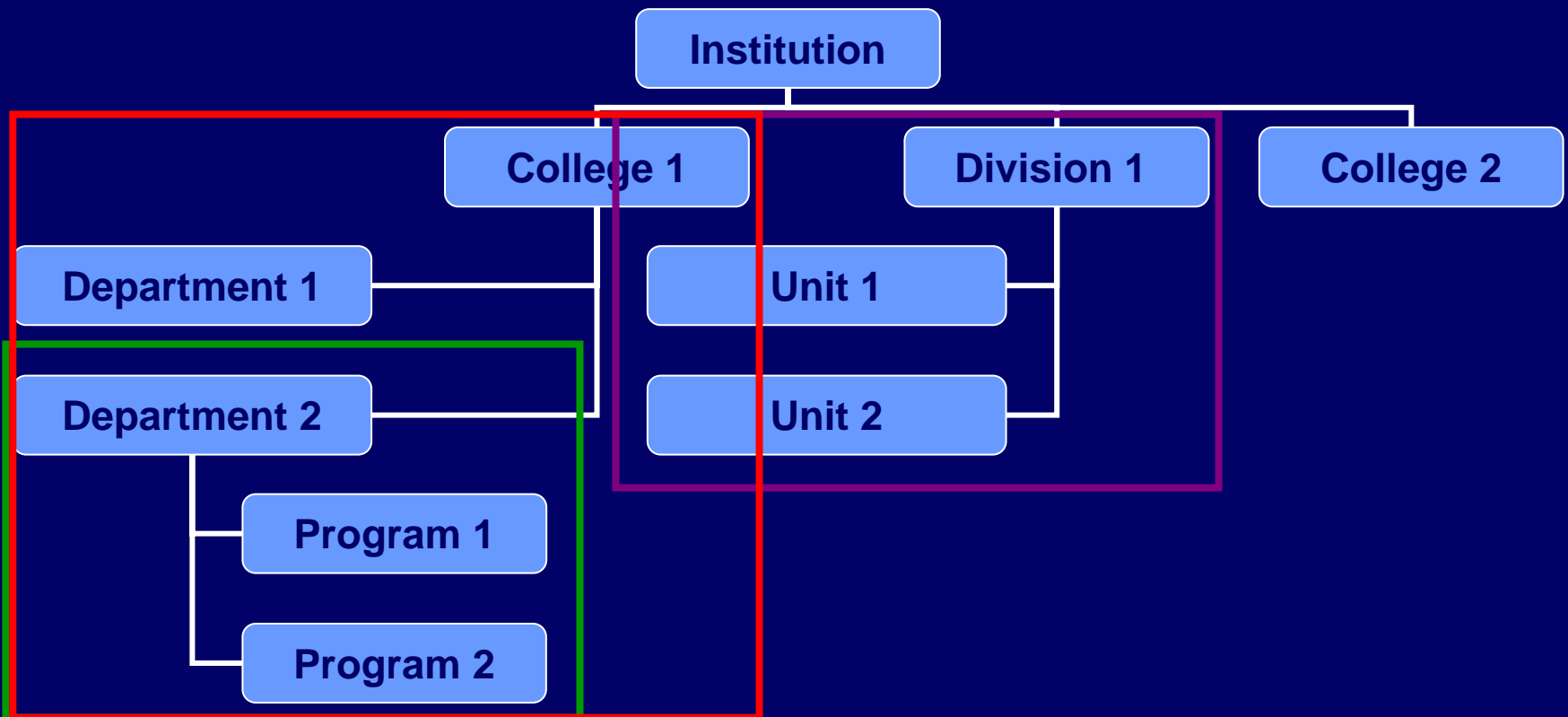
Student Learning Is Complex



Educational Outcomes

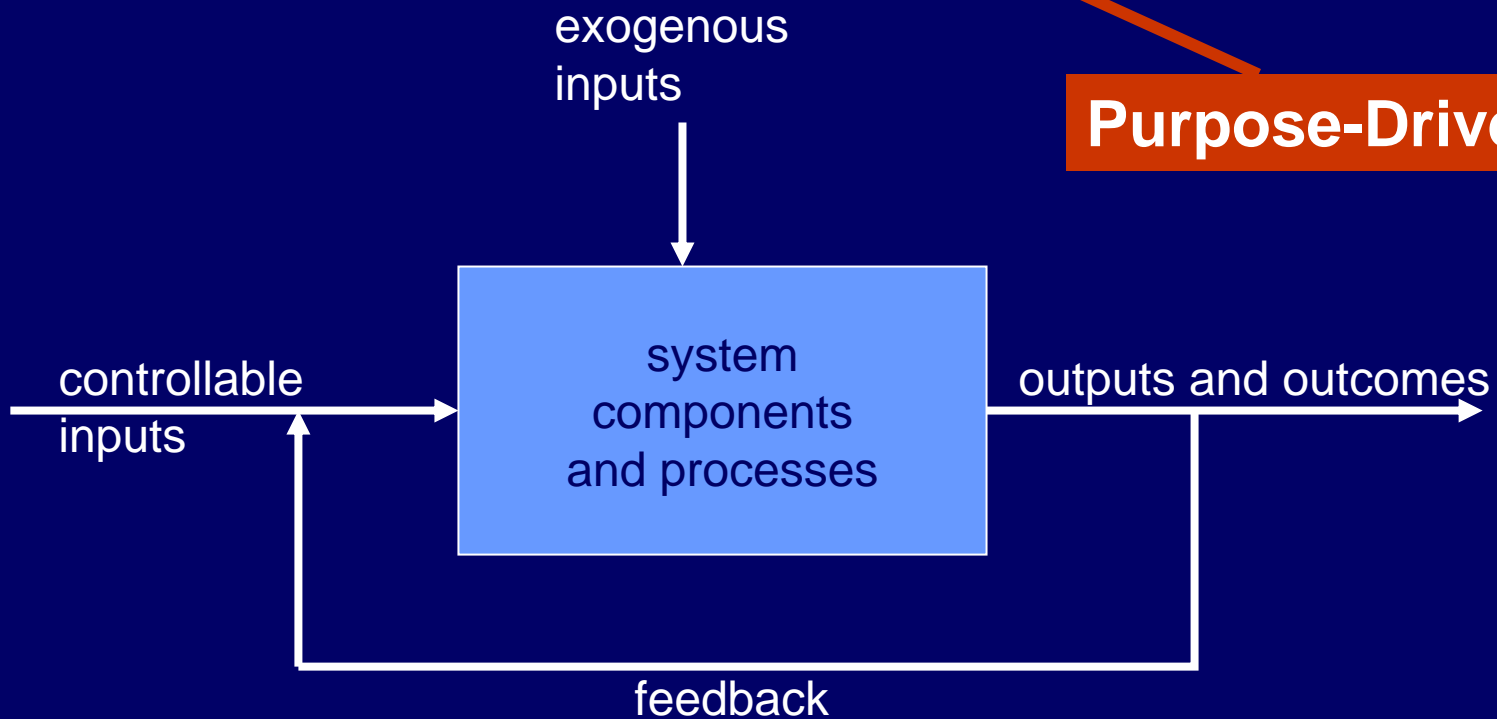


Multi-level View of Systems



What Is a System?

- organized set of interacting components working together to achieve a set of goals



Purposes of Program Assessment System?



- helps programs and operations to improve
 - quality of assessment plans
 - assessment culture
- supports reaffirmation of accreditation
 - documentation
 - use of results
- informs the budget and planning processes
 - system structure



How Do We Know the System Is Working?

- assess the assessment plans
 - basic content
 - quality of outcomes
 - quality of measures
- assess the system structure
- assess the assessment culture



Assessing Assessment Plans: *Content*

- includes mission or purpose of program
 - states primary functions and activities
 - states why these are done (program purpose)
 - states stakeholders
- includes a sufficient number of outcomes
 - student learning outcomes (think, know, do)
 - program outcomes
- includes multiple measures for each outcome
 - direct measures
 - measurement using an exam of knowledge gained
 - indirect measures
 - student's perception of knowledge gain



Assessing Assessment Plans: *Content*

Individual assessment plan

Content of Plan	Yes	No
Describes purpose or mission of program		
Includes student learning outcomes		
Includes other program outcomes		
Includes 2 or more measures per outcome		

Institution

Content of Plans	Percent of Programs
Describes purpose or mission of program	
Includes student learning outcomes	
Includes other program outcomes	
Includes 2 or more measures per outcome	



Assessing Assessment Plans:

Quality of the Outcomes: SMART

- **Specific**
 - clearly states the expected abilities, knowledge, values and attitudes
 - distinctive and specific to program
- **Measurable**
 - feasible to collect accurate and reliable data
- **Aggressive but Attainable**
 - reasonable stretch targets
- **Results-oriented**
 - focused on expected performance of students, not on teaching or academic processes
- **Time-bound**
 - indicates when the student should achieve the outcome

Assessing Assessment Plans:

Quality of the Outcomes: SMART

Quality of the Outcomes	Excellent 100%	Very good	Good 75%	Average	Poor 0%
Specific					
Measurable					
Attainable					
Results-oriented					
Time-bound					



Program Assessment Measures

- written surveys and questionnaires
- exit and other interviews
- standardized exams
- locally developed exams
- student records
- focus groups
- portfolios
- simulations
- performance appraisals
- external examiner
- oral exams
- behavioral observations
- project evaluations

direct measures: direct examination or observation of student knowledge, skills, or attitudes against measurable learning outcomes

indirect measures: perceived extent or value of learning experiences



Assessing Assessment Plans:

Quality of the Measures: MATURE

- **M**atches
 - directly related to the outcome it is trying to measure
- **A**ppropriate methods
 - uses appropriate direct and indirect measures
- **T**argets
 - indicates desired level of performance
- **U**seful
 - measures help identify what to improve
- **R**eliable
 - based on tested known methods
- **E**ffective and **E**fficient
 - parsimoniously characterize the outcome



Assessing Assessment Plans:

Quality of the Measures: MATURE

Quality of the Measurement Methods	Excellent 100%	Very good	Good 75%	Average	Poor 0%
Matches the outcome					
Uses appropriate (direct and indirect) Approaches					
Includes T argets for achievement					
Produces U seful results					
Produces R eliable results					
E ffective and E fficient					

Assessing the System Structure

- defined assessment model
 - mission, objectives, measures, results, use of results
- quality assurance process
 - continuous improvement of assessment process
 - feedback mechanism
- schedules and timelines for program assessment
 - frequency of submissions and reviews
- support for assessment
 - training, surveys, instructions, and consultations
- documentation system
 - paper-based or electronic
- appropriate linkages to budget and planning
 - loose or tight linkages, depending on institutional needs



Assessing the System Structure

Components of Assessment System	Complete				Non-existent
Defined Assessment Model					
Provide Quality Assurance of the Process					
Schedules and Timelines					
Support for Assessment					
Documentation System					
Linkages to Budget and Planning					



The Assessment Culture

- organizational culture
 - shared basic assumptions that have worked well enough to be considered valid and are seen as the “correct way”
- culture determines the “way we do business”



Assessing the Assessment Culture: *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 that leaders are supporters and 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 throughout the institution
- **S**upport means people are not on their own—help is available



Assessing the Assessment Culture: *SUCCESS*

Assessing the Assessment Culture	Excellent	Very good	Good	Average	Poor
Sincerity and Integrity					
Usefulness					
Clarity of purpose					
Commitment and Leadership					
Enthusiasm					
Systematic and Sustainable					
Supported					



Summary of “Is It Working?”

- assess the assessment plans
 - clearly defined content
 - **SMART** outcomes
 - **MATURE** measures
- assess the assessment structure
 - process, QA, timeline, support, documentation, link to budget
- assess the assessment culture
 - assessment **SUCCESS**



Questions



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