



University of Central Florida

Program and Administrative Unit Assessment Overview

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AGENDA

- ❑ Overview and Purpose
- ❑ Definitions:
 - ❑ program assessment
 - ❑ student learning outcomes
- ❑ Student Learning Outcomes
 - ❑ curriculum mapping
- ❑ Measures
 - ❑ direct and indirect measures
 - ❑ student learning outcomes
- ❑ Closing the Loop
- ❑ Supporting Faculty Work

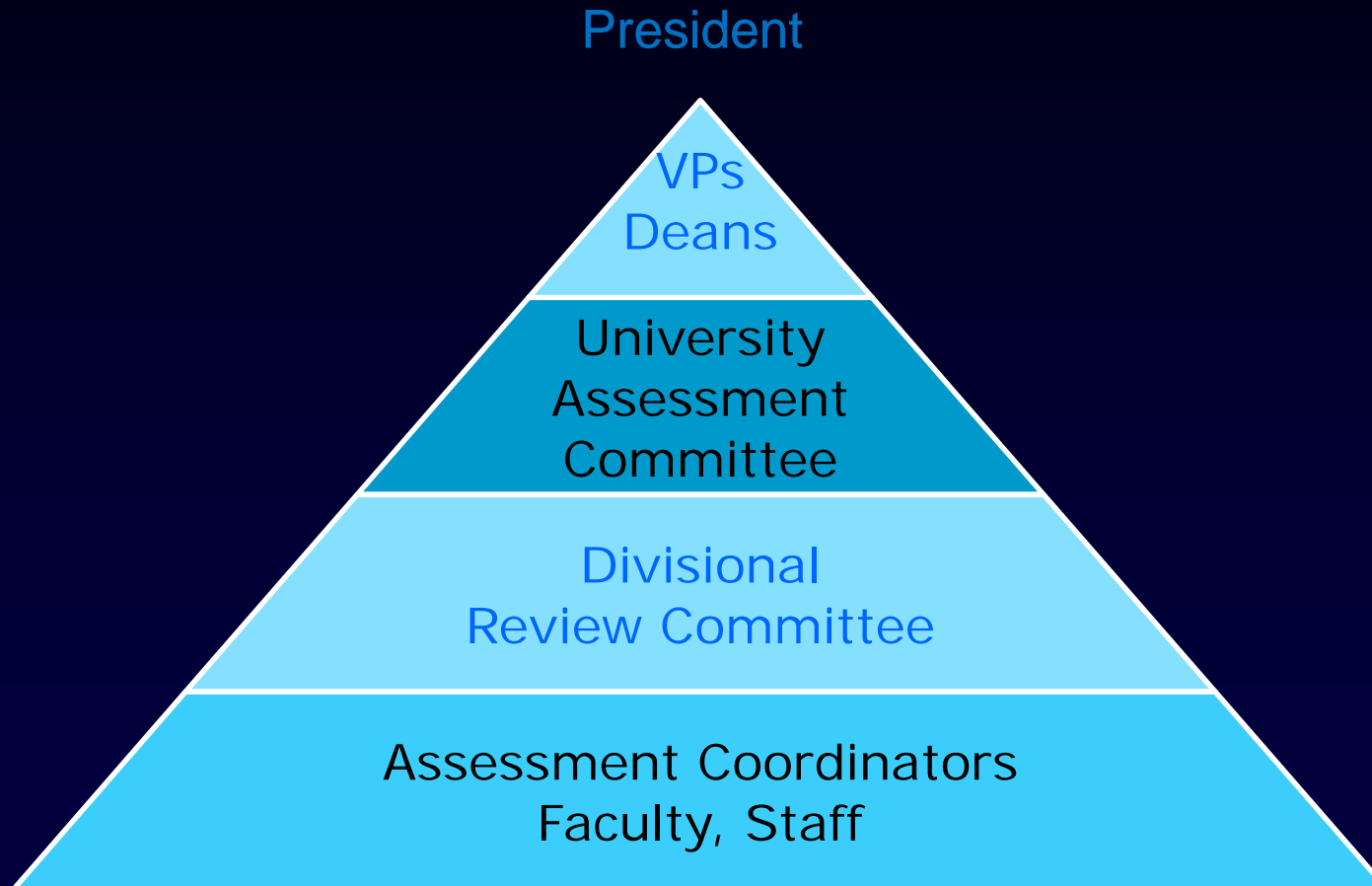


Definitions

- ❑ **Program Assessment:**
setting and assessing outcomes that will promote program improvement
- ❑ **Program outcome:** a specific, measurable statement that describes desired performance.
 - ❑ **Process or operational outcome:** a type of program outcome that deals with functions, resource allocation, quality and efficiency.
 - ❑ **Student learning outcome:** a type of program outcome that describes the intended learning outcomes that students must meet on the way to attaining a particular degree, certificate, or diploma.



The UCF Process





Student Learning Outcomes

Assessment of student learning outcomes can be framed in these ways:

- What does the student know? (**cognitive**)
- What can the student do? (**psychomotor**)
- What does the student care about? (**affective**)



Spellings Commission Report

□ Transparency and Accountability:

- student learning outcomes
- assessment measures
- results of assessment

□ Continuous Innovation and Quality Improvement:

- pedagogies
- curricula
- technologies
- focus on **improving learning**



Florida: Academic Learning Compacts

Baccalaureate programs should be able to show that students have a standard set of competencies at graduation in three areas:

- communication
- critical thinking
- discipline-specific knowledge, skills, attitudes & behaviors
- Students and programs should have a shared understanding of what those are and how they will be measured.





Writing Outcomes: Think SMART

Specific

- ❑ Clear and definite terms describing expected quality, efficiency, performance

Measurable

- ❑ It is feasible to get the data, data are accurate and reliable; it can be assessed in more than one way

Aggressive but Attainable

- ❑ Has the potential to improve the program

Results-oriented

- ❑ Describe what standards are expected

Time-bound

- ❑ Describe where you would like to be within a specified time period

From: Drucker, 1954





MATURE: Measuring Operational and Student Learning Outcomes

Matches

- directly related to the outcome it is measuring

Appropriate methods

- uses appropriate direct and indirect measures

Targets

- indicates desired level of performance

Useful

- measures help identify what to improve

Reliable

- based on tested, known methods

Effective and Efficient

- characterize the outcome concisely



Appropriate Measures for Operational Outcomes

direct measures

- staff time
- cost
- materials
- equipment
- other resources
- cost per unit output
- reliability
- accuracy
- courtesy
- competence
- reduction in errors
- audit, external evaluator

indirect measures

- written surveys and questionnaires:
 - stakeholder perception
 - students
 - administration and staff
 - faculty
- interviews
- focus groups



Appropriate Measures for Student Learning Outcomes

direct measures

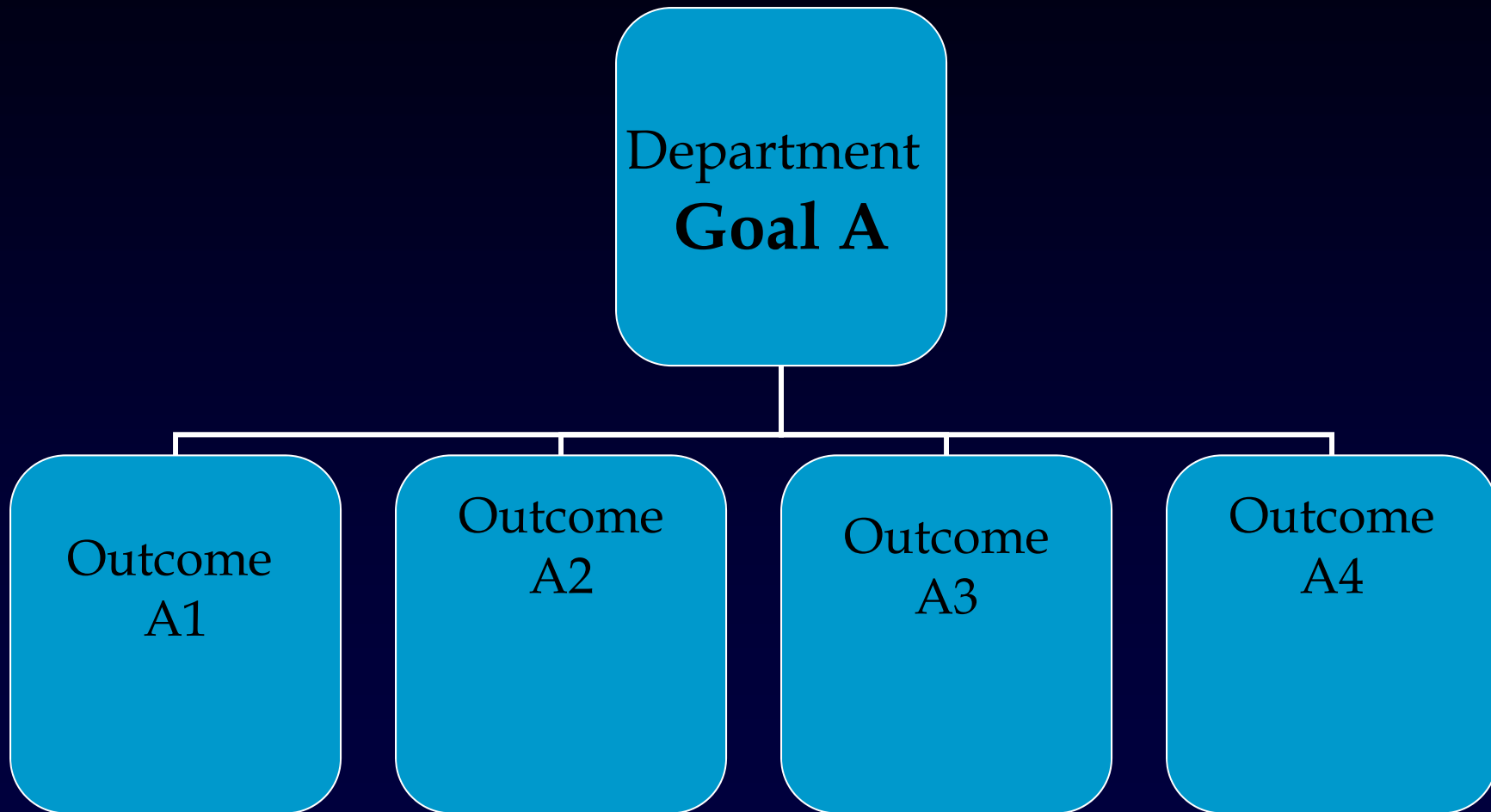
- standardized exams
- locally developed exams
- external examiner
- oral exams
- minute papers
- portfolios (with rubrics)
- behavioral observations
- simulations
- project evaluations
- performance appraisals

indirect measures

- written surveys and questionnaires:
 - student perception
 - alumni perception
 - employer perception of program
- exit and other interviews
- focus groups
- student records



Department Assessment Mapping





Program Assessment Map

SLO's	Course I	Course II	Course III	Course IV	Capstone Course
SLO A1	I <i>classify</i>	E <i>design</i>			R <i>analyze</i>
SLO A2	I <i>define</i>			E <i>choose</i>	R <i>design</i>
SLO B1	I <i>predict</i>		E <i>examine</i>	R <i>evaluate</i>	R <i>synthesize</i>
SLO B2		I <i>translate</i>	E <i>specify</i>	R <i>plan</i>	R <i>evaluate</i>
SLO B3					

I = Introduce
E = Enhance
R = Reinforce





Crafting Learning Outcomes

Target Group

Intervention

Second year students who participate in the course sequence advising workshop will be able to identify the core courses required in their major for the following semester.

Do, Know, Value



Crafting Measures

Target Group

Target

All second year students who participate in the course sequence advising workshop will score proficient or above on a rubric that assesses their semester course plan.

Type of Measure





Linking Learning Outcomes and Measures

Outcome: Graduates of the BS program in Business Administration will demonstrate proficiency in oral communication of the kind expected in professional paper presentations.

Measure 2: After viewing and analyzing videotapes of professional paper presentations, junior level BSBA students will achieve satisfactory or better on the presentation skills rubric assessing a 15 minute presentation in BS 3333.



Linking Learning Outcomes and Measures

Outcome: Nursing graduates will demonstrate a high level of proficiency in assessment of acute care patients.

Measure 1: All students will demonstrate a 90% accuracy on the hypothetical hospital situation responses that require accurate assessment of acute care responses.



Example: Useful Feedback

Outcome: Bachelor students will demonstrate the skills needed by teachers in Exceptional Education classrooms.

Measure: One hundred percent of the students graduating in exceptional student education will demonstrate skills at a satisfactory level in teaching English Language Learners (ELL) on the ESOL Internship II Competency Profile.

Result: One hundred percent (**100%**) of the students who graduated in exceptional student education demonstrated skills at a satisfactory level in teaching English Language Learners (ELL) on the ESOL Internship II Competency Profile during the school year 2006-2007.

Comment: In future reports, please ensure that you include the "n," not just percentage-based results. Also, you may want to consider whether new outcomes/measures may provide more useful information regarding opportunities for program quality improvement. Since you have a very strong program, any improvements would involve "fine tuning," which often requires high-resolution assessment data. When you consistently report 100% achievement, you're unlikely to be able to use those data to help make program improvements.





Example: Reviewing Student Learning Outcomes

Outcome: Graduates of the BS program in Business Administration will demonstrate proficiency in oral communication of the kind expected in professional paper presentations.

Example of a measure that does not match the Outcome: Students will list five oral communication skills in a presentation outline for a BS 3333 class project.

Example of measure that matches the Outcome: After viewing and analyzing videotapes of professional paper presentations, junior level BSBA students will achieve satisfactory or better on the presentation skills rubric assessing a 15 minute presentation in BS 3333.





Wording Useful Feedback

Recommended Phrases and Questions

- ❑ (Both) Consider... adding, elaborating, providing context for the information, clarifying...
- ❑ (Both) Elaborate, add (percents, total number, time frame, etc.)
- ❑ (Both) Specify... time frame, data collection strategies, measurement instrument(s), assessment strategies
- ❑ (Results- reflective statement) Please explain what these results mean. What will your unit/program do now that you have this information?
- ❑ (Results) What changes will you make for the next plan?
- ❑ (Plan) What will the data you gather with these measures tell you that could help you improve the unit/program?
- ❑ (Plan) Can you restate the outcome so that it is more specific about what you are looking for?
- ❑ (Plan) Consider narrowing the focus to make this more specific.



Closing the Loop

Student Learning Outcomes
SMART



Assess Change



Determine evidence needed

2+ Direct Measures
MATURE



Collect data

What is Next?



CHANGE
Procedures
Resources
Outcomes
Measures

Report Results
Who, what, when?





Results Report

Stages

Results and Reflective Statements

Implemented and Planned Changes

View/Submit Results



New Plans

Stages

Mission and Process

Participants

Outcomes and Measures

Attachments

View/Submit Plan



Contact Information

Other assessment information is available at:
[http:// www.oeas.ucf.edu](http://www.oeas.ucf.edu)

Assessment plans: click Assessment Support

Continue the conversation:
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