

Implementing an Institutional Effectiveness Rubric to Deepen the Culture of Assessment

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2011 Association for Institutional Research (AIR) Forum

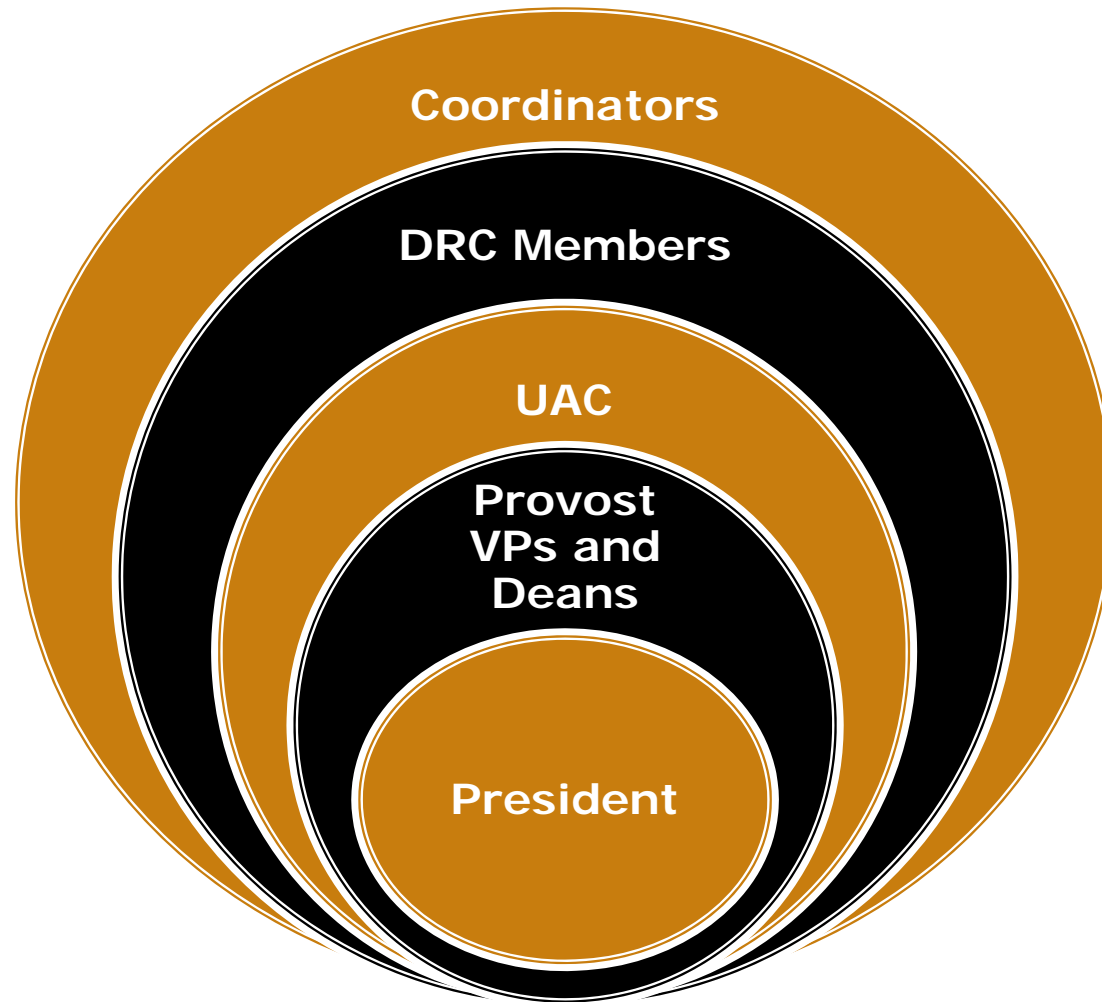
Overview

- **UCF institutional effectiveness assessment process**
- **Evolution of the assessment process**
- **Rubric development and implementation**
- **Benefits**

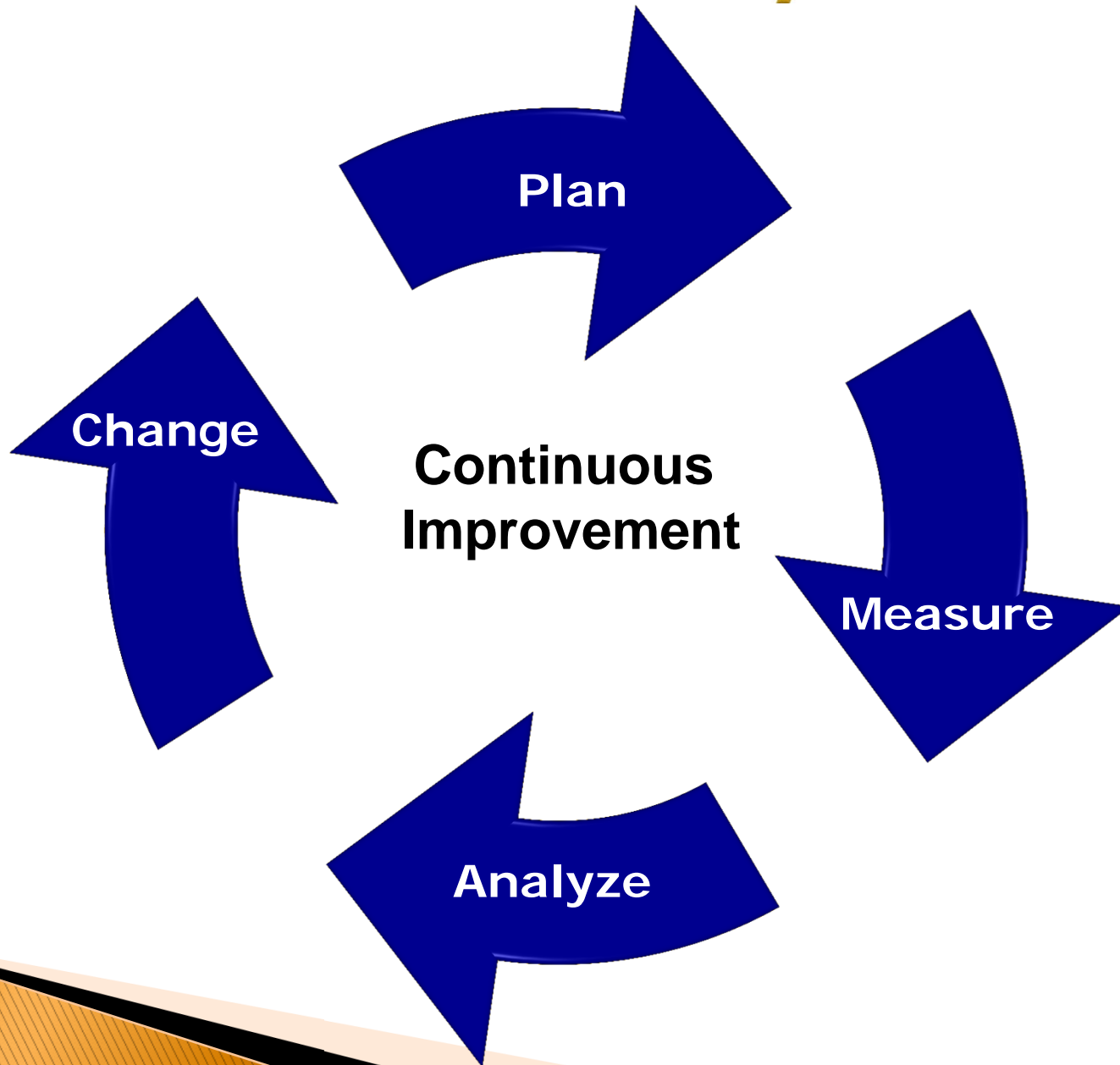
UCF Overview

- **Basic Carnegie classification: research universities (high research activity)**
- **UCF also achieved Carnegie Community Engagement Classification**
- **2nd largest university in U.S. with 56,337 students**
- **1,415 acres on Orlando campus**
- **10 regional campuses and numerous other instructional sites**
- **extensive distance learning offerings**
- **12 colleges, including a medical college**
- **216 degree programs (91 bachelor's, 92 master's, 3 specialist, 29 doctoral, 1 professional)**

Assessment Leadership



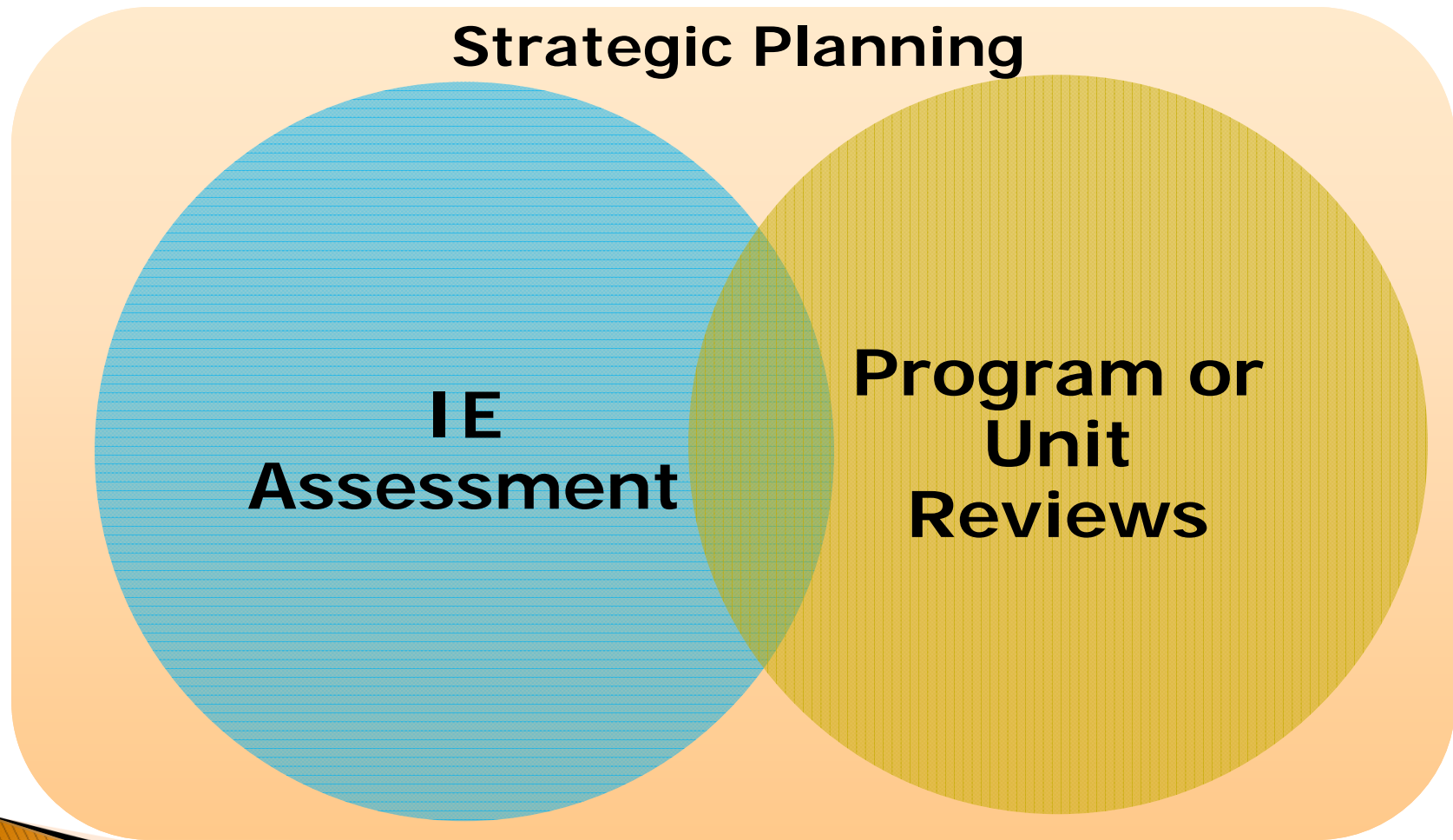
Assessment Cycle



Assessment Scope and Schedule

- **355 programs and units report**
 - Year round process
 - Centralized online reporting system
 - Ongoing reviews and feedback by DRC
- **September – Coordinators submit final results and plans**
- **October – DRCs review results and plans**
- **November to December – UAC final review**

Integrated Approach



Assessment Process: The Dinosaur Era at UCF

- **Loads of paper documents**
- **Manual submission of assessment plans**
- **No common assessment plan template**
- **No structured review of plans**
- **Little faculty and staff involvement**
- **Difficult to manage or use**

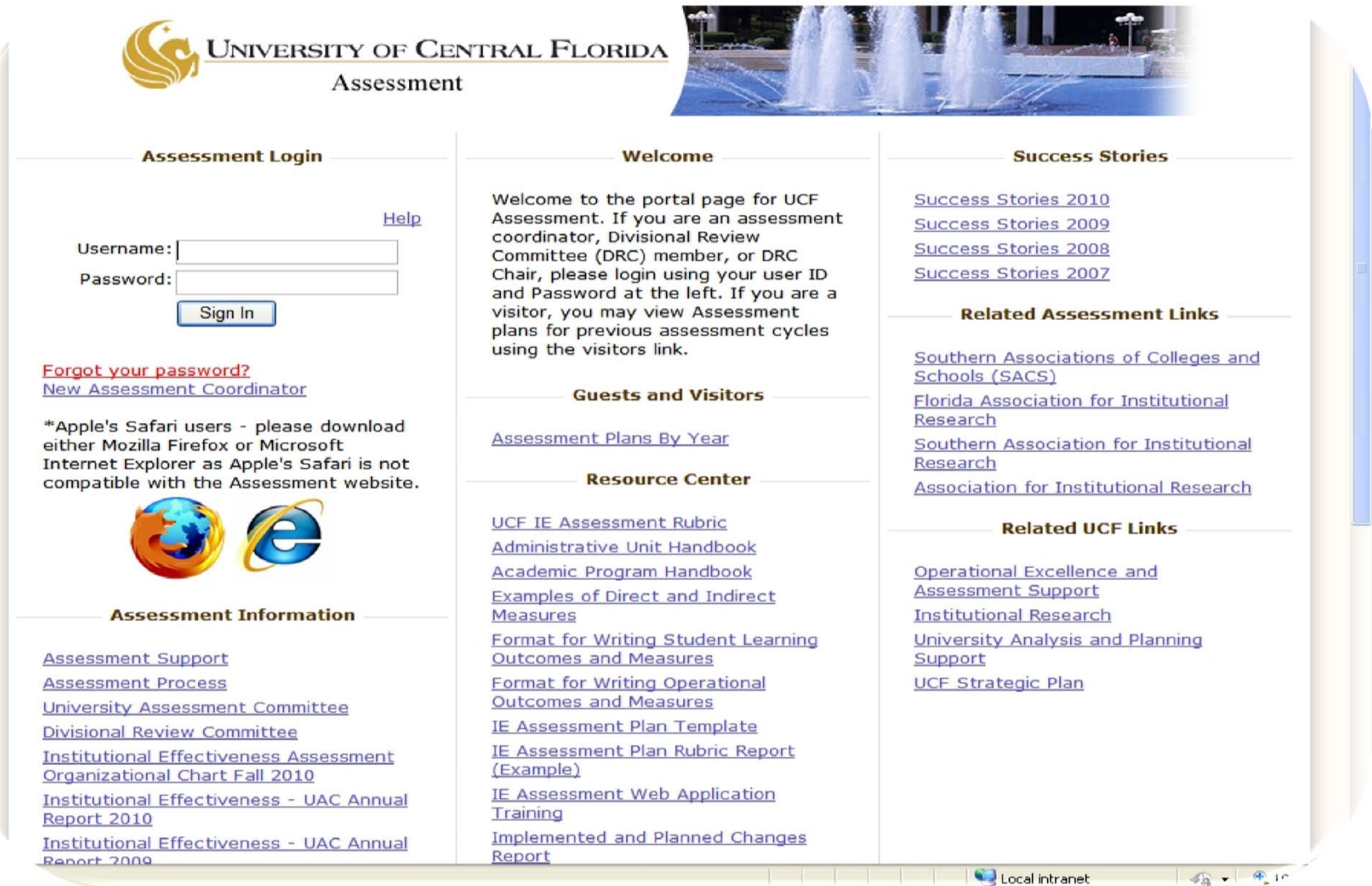
Assessment Process: The Middle Ages at UCF

- **Establishment of University Assessment Committee**
- **Creation of an assessment support office**
- **Formation of a common assessment template in Microsoft Word**
- **Knowledge management –manually driven**
 - **Communication by email**
 - **Electronic submission of assessment plans by email**

Cyber Age: Transition to a Knowledge Management System

- **Includes more players in the process**
- **Increases communication**
 - promotes best practice
 - institutional memory
- **Reduces work load for faculty and staff**
 - doers
 - support staff
- **Promotes collaboration and mentoring**
- **Centralized capture of knowledge**
- **Extract and report information**
 - improve process and support
 - meta analysis

IE Assessment Web Application



The screenshot displays the University of Central Florida Assessment website. At the top left is the UCF logo and the text "UNIVERSITY OF CENTRAL FLORIDA Assessment". To the right is a photograph of a fountain. The page is divided into three main columns. The left column contains a login form with fields for "Username:" and "Password:", a "Sign In" button, and a "Help" link. Below the login form are links for "Forgot your password?" and "New Assessment Coordinator", followed by a note about browser compatibility and icons for Firefox and Internet Explorer. The middle column features a "Welcome" message, a "Guests and Visitors" section with a link to "Assessment Plans By Year", and a "Resource Center" with various links such as "UCF IE Assessment Rubric" and "Administrative Unit Handbook". The right column includes "Success Stories" with links for the years 2010, 2009, 2008, and 2007, "Related Assessment Links" with links to SACS, Florida Association for Institutional Research, and Southern Association for Institutional Research, and "Related UCF Links" with links to Operational Excellence and Assessment Support, Institutional Research, University Analysis and Planning Support, and UCF Strategic Plan. The bottom of the page shows a taskbar with "Local intranet" and system icons.

UNIVERSITY OF CENTRAL FLORIDA
Assessment

Assessment Login

Help


Username:

Password:

Sign In

[Forgot your password?](#)
[New Assessment Coordinator](#)

*Apple's Safari users - please download either Mozilla Firefox or Microsoft Internet Explorer as Apple's Safari is not compatible with the Assessment website.



Assessment Information

[Assessment Support](#)
[Assessment Process](#)
[University Assessment Committee](#)
[Divisional Review Committee](#)
[Institutional Effectiveness Assessment Organizational Chart Fall 2010](#)
[Institutional Effectiveness - UAC Annual Report 2010](#)
[Institutional Effectiveness - UAC Annual Report 2009](#)

Welcome

Welcome to the portal page for UCF Assessment. If you are an assessment coordinator, Divisional Review Committee (DRC) member, or DRC Chair, please login using your user ID and Password at the left. If you are a visitor, you may view Assessment plans for previous assessment cycles using the visitors link.

Guests and Visitors

[Assessment Plans By Year](#)

Resource Center

[UCF IE Assessment Rubric](#)
[Administrative Unit Handbook](#)
[Academic Program Handbook](#)
[Examples of Direct and Indirect Measures](#)
[Format for Writing Student Learning Outcomes and Measures](#)
[Format for Writing Operational Outcomes and Measures](#)
[IE Assessment Plan Template](#)
[IE Assessment Plan Rubric Report \(Example\)](#)
[IE Assessment Web Application Training](#)
[Implemented and Planned Changes Report](#)

Success Stories

[Success Stories 2010](#)
[Success Stories 2009](#)
[Success Stories 2008](#)
[Success Stories 2007](#)

Related Assessment Links

[Southern Associations of Colleges and Schools \(SACS\)](#)
[Florida Association for Institutional Research](#)
[Southern Association for Institutional Research](#)
[Association for Institutional Research](#)

Related UCF Links

[Operational Excellence and Assessment Support](#)
[Institutional Research](#)
[University Analysis and Planning Support](#)
[UCF Strategic Plan](#)

Local intranet

www.assessment.ucf.edu

Structure and Design of Institutional Effectiveness Assessment Rubrics

Prior Rating Scales for Plans

Menu ▾ | Home > Archives - Plan Review User: dbhati | Role: Staff | Help | Logout

Documentation of Mission, Outcomes, and Measures	<input checked="" type="radio"/> Complete: Program has mission statement, a sufficient number of learning and program outcomes, and sufficient measures (usually at least 2) linked to each outcome <input type="radio"/> Partial: Some parts of the plan do not have sufficient detail (e.g., insufficient number of learning outcomes or measures); or the plan lacks some coherence (e.g., measures not related to outcomes) <input type="radio"/> None: No assessment plan submitted
Evaluation of Plan	<input type="radio"/> Excellent: The plan addresses the noted deficiencies in prior data collection, has sufficient detail, and will clearly provide useful data for program improvement. No deficiencies found. This is a model plan <input checked="" type="radio"/> Good: The plan has sufficient detail and will provide useful data for program improvement <input type="radio"/> Acceptable: The plan lacks sufficient detail, but will provide some limited data that may be useful <input type="radio"/> Unacceptable: A plan was not submitted or lacks detail to be useful
Comparison of Plans	<input type="radio"/> Maintained Good or Excellent Quality: Plan is consistent with previous good plan <input type="radio"/> Substantial Improvement: Current plan is much stronger than prior year's plan <input type="radio"/> Maintained Acceptable Quality: Plan is consistent with previous acceptable plan <input checked="" type="radio"/> Some Improvement: Current plan is somewhat stronger than prior plan <input type="radio"/> No Improvement: Current plan is the same as the prior plan and there is clearly room for improvement <input type="radio"/> Worse: Current plan appears to be less useful than the prior plan <input type="radio"/> No Prior Plan
Overall Comments on Outcomes and Measures	<p>This is a good plan. Much of future progress depends on a new exam and a standard for what performance on the exam should be.</p>

Top

Site maintained by Operational Excellence and Assessment Support

Internet

Prior Rating Scales for Results

Menu ▾ | Home > Archives - Results Reviews User: dbhati | Role: Staff | Help | Logout

Status Report on Data Collected:	<input checked="" type="radio"/> Complete: Data on all scheduled measures were collected and reports provide details of the results. If the data were not collected, a good explanation is provided <input type="radio"/> Partial: Data on some of the scheduled measures were not collected or reports are not of sufficient detail <input type="radio"/> None: No data collection took place
Status Report on Implemented and Planned Changes:	<input checked="" type="radio"/> Complete: Changes to Plan and/or program checked off, explanations of each change provided, and changes are related to results <input type="radio"/> Partial: Recommended actions not linked to results and/or some explanations missing for checked items <input type="radio"/> None: Implemented and planned changes not addressed
DRC Evaluation of Results Report:	<input checked="" type="radio"/> Excellent: The reporting of data collected, and implemented and planned changes is complete; an excellent example of closing the loop <input type="radio"/> Good: The reporting of data collected and implemented and planned changes is complete <input type="radio"/> Acceptable: Only partial reporting took place, but the program has addressed the issue in their next plan <input type="radio"/> Unacceptable: Partial or no reporting and/or actions took place; and no changes to plan are indicated
Comparison of Results:	<input type="radio"/> Maintained Good or Excellent Quality: Documentation of data collection and use of results is consistently good <input type="radio"/> Substantial Improvement: Documentation of data collection and use of results is substantially more detailed than prior year <input checked="" type="radio"/> Some Improvement: Documentation of data collection and/or use of results is somewhat more complete than prior year <input type="radio"/> No Improvement: Documentation of data collection and use of results is about the same as prior year and there is clearly room for improvement <input type="radio"/> Worse: Documentation of data collection and/or use of results is less detailed and less complete than prior year <input type="radio"/> No prior results <input type="radio"/> Maintained Acceptable Quality: Documentation of data collection and use of

Internet

Purpose of Developing New Rubrics

- **Achieve clear and consistent rating system**
- **Deepen collaborative model for reviewers and coordinators**
- **Enhance the usefulness of the assessment process and deepen quality**
- **Tie IE assessment with strategic planning**

Design and Development of Institutional Effectiveness Assessment Rubrics

- **Sub committee of the University Assessment Committee (UAC) was established to develop rubrics**
- **Drafts circulated to UAC**
- **Revisions incorporated**
- **Pilot tested with coordinators and Divisional Review Committee (DRC) members**
- **Designed feedback survey**
- **Analyzed feedback survey to improve the content and language of rubrics**

University of Central Florida Institutional Effectiveness Assessment Plan Rubric

Beginning (1)	Emerging (2)	Meets Expectations (3)	Accomplished (4)	Exemplary (5)
<p>Three or more of the <i>Meets Expectations</i> indicators are not met.</p>	<p>Up to two of the <i>Meets Expectations</i> indicators are not met.</p>	<p>All of the following indicators are met.</p> <ol style="list-style-type: none"> 1. Mission statement includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders 2. Assessment process is provided and describes assessment strategies, and how the program or unit members are involved 3. Number of outcomes: <ul style="list-style-type: none"> • administrative units: minimum of three outcomes • graduate academic programs: minimum of three student learning outcomes • undergraduate academic programs: minimum of eight student learning outcomes that incorporates academic learning compacts 4. Minimum of two appropriate measures for each outcome; at least one is a direct measure 5. Measures establish specific, quantifiable performance targets 6. Measures and targets are designed to promote improvement 	<p>All of the <i>Meets Expectations</i> indicators are met and at least one of the additional indicators is met.</p> <p style="text-align: center;">Additional Indicators</p> <ol style="list-style-type: none"> 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment 9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan 	<p>All of the <i>Meets Expectations</i> indicators are met and all of the additional indicators are met.</p> <p style="text-align: center;">Additional Indicators</p> <ol style="list-style-type: none"> 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment 9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan

*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

University of Central Florida Institutional Effectiveness Assessment Results Rubric

Beginning (1)	Emerging (2)	Meets Expectations (3)	Accomplished (4)	Exemplary (5)
<p>Three or more of the <i>Meets Expectations</i> indicators are not met.</p>	<p>Up to two of the <i>Meets Expectations</i> indicators are not met.</p>	<p>All of the following indicators are met.</p> <ol style="list-style-type: none"> 1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided 2. Data reporting is thorough (see below) 3. Results for each measure indicate whether the target for that measure has been met 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes 5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided 6. Assessment instruments are attached or linked to if not proprietary 	<p>All of the <i>Meets Expectations</i> indicators are met and at least one of the additional indicators is met.</p> <p>Additional Indicators</p> <ol style="list-style-type: none"> 7. Includes description of how the assessment process has been useful to your program or unit 8. Includes description of how IE Assessment has resulted in quality improvement initiatives 9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully “closed loop” process 	<p>All of the <i>Meets Expectations</i> indicators are met and all of the additional indicators are met.</p> <p>Additional Indicators</p> <ol style="list-style-type: none"> 7. Includes description of how the assessment process has been useful to your program or unit 8. Includes description of how IE Assessment has resulted in quality improvement initiatives 9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully “closed loop” process

2. i.e., populations are defined; sampling methods and response rates are provided with survey data, etc.

*If programs or units fail to provide any input, their plan will be evaluated with “No effort (0).”

Implementation of the Institutional Effectiveness Assessment Rubrics

- Programmed into an existing assessment web application
- Replaced existing reviewer rating scales in the Institutional Effectiveness Assessment plans and results templates
- Made link in templates to provide easy access to PDF of rubrics for coordinators, DRC members and DRC Chairs (UAC)

Institutional Effectiveness Assessment Plan Rubric

*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

- Beginning (1) Emerging (2) Meets Expectations (3) Accomplished (4) Exemplary (5)

Indicators

- 1. Mission statement includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders
- 2. Assessment process is provided and describes assessment strategies, and how the program or unit members are involved
- 3. Number of outcomes:
 - administrative units: minimum of three outcomes
 - graduate academic programs: minimum of three student learning outcomes
 - undergraduate academic programs: minimum of eight student learning outcomes that incorporates academic learning compacts
- 4. Minimum of two appropriate measures for each outcome; at least one is a direct measure
- 5. Measures establish specific, quantifiable performance targets
- 6. Measures and targets are designed to promote improvement

Additional Indicators

- 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary
- 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment

Communication Plan and Assessment Rubric Training

- **Conducted a series of workshops and training sessions to clarify levels and indicators**
- **Applied rubrics to actual plans reports and results reports**
- **Worked toward establishing inter-rater reliability**
- **Developed rubric reports for university stakeholders to show how programs or support services areas are meeting the expected standards**

Divisional Review Committee Ratings 2009-10 Plans (using the Rubric)

Program or Unit Status	University of Central Florida *	
Plans not approved by the DRC Chair(s)		0
Plan not created	0	
Plan in progress	0	
Plans submitted to DRC	0	
Plan review process has begun, but the review has not been approved	0	
Total number of program and unit plans approved by the DRC Chair		355
Total number of programs and units doing assessment		355
	University of Central Florida *	
Program or Unit Rubric Level	Number of Programs or Units meeting the level	Percentage of Programs or Units meeting the level
Exemplary	53	15
Accomplished	71	20
Meets Expectations	178	50
Emerging	35	10
Beginning	18	5
* Note: Numbers and percents are fictitious and are given as an example.		

Benefits of the Rubrics

- **Communication tool**
 - Sets clear expectations
 - Uses common terminology
 - Offers concise, focused and timely feedback
- **Guides self-evaluation**
 - Programmed into web application
- **Improves accuracy and consistency throughout the assessment process**
- **Generates meaningful discussion – more involved faculty and staff members**

Benefits of the Rubrics (continued)

- **Tool to deepen the collaborative model**
- **Increases channels of communication**
- **Results in more “off-line” consultations**
- **Higher attendance of assessment workshops**
- **University strategic plan linkages integrated into plan rubric**

Future Plans

- **Continue training and one to one consultations and collaborative work**
- **Develop library of examples aligned to the rubric levels**
- **Share reports with trends over time**
- **Clarify distinction between indicator 7 and 8 on IE assessment results rubric**

Contact Information

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