Annual Report on Institutional Effectiveness

Pathways to Prominence

August 27, 2007
Overview

- institutional effectiveness at UCF
- enhancements made this year
- report on program assessment efforts
- report on program improvements
- national visibility in assessment
- next steps
UCF’s Integrated Approach to Institutional Effectiveness

- Program Assessment
- Unit and Program Reviews
- Strategic Planning

Linkages:
- Share information
- Inform budget process

Differences:
- Different cycles
- Additional data elements
- Different purposes
  - Continuous improvement
  - Evaluation
  - Planning
Program Assessment

- *formative* evaluation process designed to support improvement
- continuous

focused on improving
  - student-learning
  - student development
  - services and operations
Assessment at UCF

Nichol’s model is adopted

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

2005

2006

2007

OEAS Office is established and President announces annual review cycle

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

Academic Learning Compacts integrated

SACS reaffirmation, emphasis on evidence of learning

SACS reaffirmation visit, little evidence of assessment

University Assessment Committee established, SACS accepts UCF report

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

2006-2007 Enhancements

- emphasis on continual improvement of assessment
- Quality Enhancement Plan assessment
- increased use of direct evidence of student-learning
- increased emphasis on use of results for improvement
- FCTL and OEAS assessment workshops
- assessment training for coordinators and Divisional Review Committee members
- stronger role of Divisional Review Committees
Emphasis on Quality and Improvement

Academic Divisional Review Committees
- College of Arts and Humanities
- College of Business Administration
- College of Education
- College of Engineering and Computer Science
- College of Health and Public Affairs
- College of Sciences
- Specialized colleges: Rosen College of Hospitality Management, The Burnett College of Biomolecular Sciences, academic programs in graduate studies and undergraduate studies; next year the College of Nursing and College of Medicine will be included
- General Education Program foundations
Emphasis on Quality and Improvement

Administrative Divisional Review Committees:
- Administration and Finance Division
- Community Relations and University Relations
- Marketing, Communications, and Admissions
- Office of Research and Commercialization
- Office of the President
- Provost’s Office A (deans’ offices, regional campuses)
- Provost’s Office B (computer services and telecommunications, planning and evaluation, graduate studies, undergraduate studies)
- Student Development and Enrollment Services
Report on Assessment Efforts and Improvements

- 2006-2007 participation
- Divisional Review Committee roles
- assessment success stories
  - academic programs
  - administrative units
- efforts to increase national reputation
- planned enhancements for 2007-2008
Participation and Improvement

- Participation in 2005-2006 results reporting
  - 212 academic programs, 5 general education foundations
  - 103 administrative units
- Participation in 2006-2007 plan development
  - 216 academic programs - 4 new, 5 general education foundations
  - 103 administrative units
- Divisional Review Committee
  - Each committee has 5-12 members
  - DRC chair is representative on the University Assessment Committee
Roles of Divisional Review Committee

- review assessment results
  - offer feedback, suggestions
  - evaluate results reporting (complete, tied to improvement)
  - compare use of results with previous year
- review assessment plans
  - offer feedback, suggestions
  - evaluate plan (complete, potential for improvement)
  - compare plan with previous year
### Four-Year Trends for Academic Programs Planning Curricular Changes

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Revise and/or Enforce Pre-reqs</td>
<td>29</td>
<td>37</td>
<td>66</td>
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</tr>
<tr>
<td>Revise Course Sequence</td>
<td>19</td>
<td>32</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Revise Course Content</td>
<td>39</td>
<td>45</td>
<td>41</td>
<td>106</td>
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<tr>
<td>Add Courses</td>
<td>35</td>
<td>49</td>
<td>69</td>
<td>96</td>
</tr>
<tr>
<td>Delete Courses</td>
<td>23</td>
<td>24</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Other Changes</td>
<td>34</td>
<td>50</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>
Four-Year Trends for Academic Programs Planning Operational Changes

- Modify Course Schedule
  - 2002-03: 28%
  - 2003-04: 49%
  - 2004-05: 50%
  - 2005-06: 85%

- Technology Improvements
  - 2002-03: 24%
  - 2003-04: 34%
  - 2004-05: 36%
  - 2005-06: 58%

- Personnel Related Changes
  - 2002-03: 31%
  - 2003-04: 42%
  - 2004-05: 42%
  - 2005-06: 79%

- Implement Additional Training
  - 2002-03: 11%
  - 2003-04: 25%
  - 2004-05: 30%
  - 2005-06: 47%

- Revise Standards or Processes
  - 2002-03: 23%
  - 2003-04: 40%
  - 2004-05: 40%
  - 2005-06: 82%

- Revise Admission Criteria
  - 2002-03: 16%
  - 2003-04: 29%
  - 2004-05: 34%

- Other Changes
  - 2002-03: 15%
  - 2003-04: 27%
  - 2004-05: 38%
Four-Year Trends for Administrative Units Planning Operational Changes

- Delete Services:
  - 2002-03: 4
  - 2003-04: 5
  - 2004-05: 8
  - 2005-06: 8

- Add New Services:
  - 2002-03: 24
  - 2003-04: 31
  - 2004-05: 33
  - 2005-06: 41

- Technology Improvements:
  - 2002-03: 30
  - 2003-04: 39
  - 2004-05: 39
  - 2005-06: 52

- Personnel Related Changes:
  - 2002-03: 19
  - 2003-04: 32
  - 2004-05: 40
  - 2005-06: 43

- Implement Additional Training:
  - 2002-03: 33
  - 2003-04: 43
  - 2004-05: 59
  - 2005-06: 67

- Revamp Services:
  - 2002-03: 18
  - 2003-04: 23
  - 2004-05: 40
  - 2005-06: 54

- Other Changes:
  - 2002-03: 27
  - 2003-04: 5
  - 2004-05: 19
  - 2005-06: 23
2005-2006 DRC Rating of Academic Program Results

- College of Arts and Humanities: 11 Unacceptable, 11 Acceptable, 7 Excellent
- College of Business Administration: 2 Unacceptable, 5 Acceptable, 6 Good, 5 Excellent
- College of Education: 3 Unacceptable, 17 Acceptable, 23 Good, 16 Excellent
- College of Engineering and Computer Science: 4 Unacceptable, 29 Acceptable
- College of Health and Public Affairs: 8 Unacceptable, 6 Acceptable, 8 Good
- College of Sciences: 1 Unacceptable, 11 Acceptable, 17 Good, 5 Excellent
- Specialized Colleges: 1 Unacceptable, 4 Acceptable, 2 Good, 5 Excellent
- General Education Program: 3 Unacceptable, 2 Acceptable

Legend: 
- Unacceptable
- Acceptable
- Good
- Excellent
2005-2006 DRC Rating of Administrative Unit Results

- Administration and Finance: 1 Unacceptable, 3 Acceptable, 4 Excellent
- Community Relations and University Relations: 1 Unacceptable, 4 Acceptable, 1 Excellent
- Marketing, Communications and Admissions: 3 Acceptable, 2 Good
- Office of Research: 1 Unacceptable, 3 Acceptable, 4 Excellent, 3 Good
- President’s Division: 1 Unacceptable, 4 Acceptable, 2 Good
- Provost A: 3 Acceptable, 10 Good, 3 Excellent
- Provost B: 4 Acceptable, 9 Good, 4 Excellent
- SDES: 1 Unacceptable, 14 Good, 14 Excellent

Legend:
- Unacceptable
- Acceptable
- Good
- Excellent
2005-2006 DRC Comparison of Academic Program Results

- College of Arts and Humanities: 1 (Worse), 12 (No Improvement), 5 (Some Improvement), 9 (Substantial Improvement)
- College of Business Administration: 5 (Worse), 5 (No Improvement), 5 (Some Improvement)
- College of Education: 1 (Worse), 4 (No Improvement), 4 (Some Improvement), 34 (Maintained Excellence)
- College of Engineering and Computer Science: 1 (Worse), 3 (No Improvement), 4 (Some Improvement), 21 (Maintained Excellence)
- College of Health and Public Affairs: 1 (Worse), 4 (No Improvement), 9 (Maintained Excellence)
- College of Sciences: 13 (Worse), 12 (No Improvement), 5 (Some Improvement), 2 (Maintained Excellence)
- Specialized Colleges: 11 (Worse), 2 (No Improvement), 8 (Maintained Excellence)
- General Education Program: 1 (Worse), 4 (Maintained Excellence)

Legend:
- Orange: Worse
- Yellow: No Improvement
- Green: Some Improvement
- Turquoise: Substantial Improvement
- Blue: Maintained Excellence
## 2005-2006 DRC Comparison of Administrative Unit Results

<table>
<thead>
<tr>
<th>Administrative Unit</th>
<th>No Improvement</th>
<th>Some Improvement</th>
<th>Substantial Improvement</th>
<th>Maintained Excellence</th>
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<tr>
<td>Administration and Finance</td>
<td>1</td>
<td>1</td>
<td>6</td>
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<tr>
<td>Community Relations and University Relations</td>
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<td>2</td>
<td>2</td>
<td></td>
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<tr>
<td>Marketing, Communications and Admissions</td>
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<td>2</td>
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<tr>
<td>Office of Research</td>
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<tr>
<td>President's Division</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Provost A</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Provost B</td>
<td>3</td>
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<td>10</td>
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<tr>
<td>SDES</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>17</td>
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</table>
### Changes in 2006-2007 Plan for Academic Programs and Administrative Units

<table>
<thead>
<tr>
<th>Category</th>
<th>Academic Programs</th>
<th>Administrative Units</th>
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</thead>
<tbody>
<tr>
<td>Revise Outcome Statement</td>
<td>22.1%</td>
<td>35.5%</td>
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<tr>
<td>Revise Measurement Approach</td>
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<td>37.1%</td>
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<tr>
<td>Change Method of Data Collection</td>
<td></td>
<td>45.8%</td>
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<tr>
<td>Collect &amp; Analyze Additional Information</td>
<td>10.3%</td>
<td>28.2%</td>
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<tr>
<td>Other Planned Changes</td>
<td>11.7%</td>
<td>21.5%</td>
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<tr>
<td>No Changes Made to Plan</td>
<td></td>
<td>24.9%</td>
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</tbody>
</table>

Legend:
- Blue: Academic programs
- Yellow: Administrative units
Examples of Quality Improvements

- College of Engineering and Computer Science
  - dean’s office

- College of Arts and Humanities
  - English, B.A. and M.A.: literature, technical writing, creative writing
  - dean’s office

- College of Education
  - 11 undergraduate state-approved initial teacher preparation programs
  - student affairs office
Examples of Quality Improvements

- College of Health and Public Affairs
  - health sciences – athletic training B.S.
- Rosen College of Hospitality Management
  - undergraduate programs: academic learning compacts and administrative strategic plan
- Office of the President
  - ombuds office
  - university audit
Examples of Quality Improvements

- Student Development and Enrollment Services
  - career services and experiential learning
  - student union
- Administration and Finance Division
  - facilities and safety: housekeeping—special services
  - energy and sustainability center
  - human resources
Increasing Our National Prominence in Assessment

- broader scope of national conference presentations
  - 15 workshops this year (5 versus 9 last year)
    - emphasis on depth of assessment capabilities for participants
  - wider range of venues (4 new conferences)
    - student affairs
    - faculty
    - discipline-specific
- consultations to state, national, and international universities
- increase in requests to use UCF’s materials
Planned Enhancements for 2007-2008

- Integrate Quality Enhancement Plan information fluency student-learning outcomes into program plans
- Integrate General Education Common Theme student-learning outcomes into program plans
- Expand partnership with FCTL to reach more academic departments
- Increase emphasis on evidence-based measures of learning outcomes in assessment plans
- Deploy refined Web interface and data management system for assessment
- Increase recognition for best practices
- Maintain UCF’s national reputation in assessment
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