University of Central Florida

University Assessment Committee
Annual Institutional Effectiveness Report

August 29, 2011
Agenda

- Purpose of Assessment
- Assessment Process
- Key Milestones
- Assessing Our Assessment Process
- Results and Changes
  - 2009-10 results
  - Implemented (2009-10) and planned (2010-11) changes
  - Linkages between strategic planning and assessment
- Success Stories
- Next Steps
Purpose of Assessment

- Are current practices effective?
- Are student learning outcomes being achieved?
- Are we meeting national, regional, and state standards?
- How can we continue to improve performance?
Assessment Leadership

- Coordinators
- DRC Members
- UAC
- VPs and Deans
- President
Assessment Cycle

- Plan
- Measure
- Analyze
- Continuous Improvement
- Change
Assessment Scope and Schedule

- 354 programs and units report
  - Centralized online reporting system
  - Ongoing reviews and feedback by DRC

- Year round process

- September – Coordinators submit final results and plans

- October – DRCs review results and plans

- November to December – UAC final review
Integrated Approach

- Institutional Effectiveness Assessment
- Program or Unit Review
- Strategic Planning
Key Milestones

- 1996 UAC Established
- 2001 OEAS Established
- 2002 Web Enabled Reports
- 2006 SACS Reaffirmation
- 2008 Enhanced Web Reports
- 2009 Implemented Assessment Rubrics
- 2010 Integrate Strategic Planning
- 2011 Rubric Reports
- 2012 Complete SACS Five-Year Report
- 2008 Enhanced Web Reports
- 2009 Implemented Assessment Rubrics
- 2010 Integrate Strategic Planning
- 2011 Rubric Reports
- 2012 Complete SACS Five-Year Report
Assessing our Assessment Process

Planned Outcomes for 2010-11

- Enhance collaborative model for DRC members and coordinators
- Expand use of assessment to implement quality improvement initiatives
- Strengthen linkages between strategic planning and assessment
Enhance Collaborative Model

**Best Practices**

- DRC Members are “assessment coaches”
- Rubric workshops and one to one consultations
- Coordinator presentations of assessment results and plans
  - Isolated single reviewers to open peer review discussions
- Detailed feedback - in person, by email and by phone
- Multiple revisions of results reports and plans to improve quality and use
# Expand Use of Assessment

**Divisional Review Committee Ratings 2009-10 Results**

<table>
<thead>
<tr>
<th>Program/Unit Rubric Level</th>
<th>Number of Programs/Units that met the level</th>
<th>Percentage of Programs/Units that met the level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>91</td>
<td>25.71</td>
</tr>
<tr>
<td>Accomplished</td>
<td>107</td>
<td>30.23</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>61</td>
<td>17.23</td>
</tr>
<tr>
<td>Emerging</td>
<td>52</td>
<td>14.69</td>
</tr>
<tr>
<td>Beginning</td>
<td>43</td>
<td>12.15</td>
</tr>
</tbody>
</table>

University of Central Florida
### Divisional Review Committee Ratings
#### 2009-10 Results for Academic Programs

| College of Arts and Humanities | 7 | 6 | 10 | 10 | 4 |
| College of Business Administration | 2 | 4 | 7 | 5 |
| College of Education | 2 | 8 | 20 | 20 |
| College of Engineering and Computer Science | 11 | 13 | 8 |
| College of Health and Public Affairs | 1 | 5 | 16 | 5 |
| College of Sciences | 5 | 9 | 3 | 12 | 7 |
| Specialized Programs | 5 |
| GEP Foundations | 12 | 15 | 6 | 7 | 3 |
| College of Medicine | 11 | 4 |
| College of Nursing | 12 | 1 |
| Rosen College of Hospitality Management | 4 |

Legend:
- **Beginning**
- **Emerging**
- **Meets Expectations**
- **Accomplished**
- **Exemplary**
## Divisional Review Committee Ratings
### 2009-10 Results for Administrative Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Meets Expectations</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Finance</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Community Relations and University Relations</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Research and Commercialization</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>President's Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Provost A</td>
<td>11</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Provost B</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Strategy, Marketing, Communications and Admissions</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Student Development and Enrollment Services</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- **Beginning**
- **Emerging**
- **Meets Expectations**
- **Accomplished**
- **Exemplary**
Implemented and Planned Changes
2009-10 Results

➢ Academic Programs
  • Changes to curricula – 26%
  • Changes to academic processes – 30%
  • Changes to assessment plans – 44%

➢ Administrative Units
  • Changes to operations – 50%
  • Changes to assessment plans – 50%
Linkage to Strategic Planning

- Common leadership and support
- University strategic plan linkages integrated into plan rubric
- Common terminology in assessment and strategic planning efforts
### Linking Strategic Plan to Institutional Effectiveness Assessment 2010-11 Plans

<table>
<thead>
<tr>
<th>IE Assessment Plan Rubric Indicator Number Nine</th>
<th>Number of Programs and units</th>
<th>Percentage of Programs and Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes the relationship between the Institutional Effectiveness Assessment plan and the University’s Strategic Plan</td>
<td>159</td>
<td>45%</td>
</tr>
</tbody>
</table>

Total Number of Programs and Units conducting Institutional Effectiveness Assessment = 354
Success Stories

- **Academic program**
  - **Doctor of Medicine - M.D.**
    - Assessment coordinators: Drs. Dan Gardner, Basma Selim and Jonathan Kibble

- **Dean’s office**
  - **College of Health and Public Affairs, Dean’s Office**
    - Assessment coordinators: Drs. Dawn Oetjen, Susan Gosnell, Pam Kirby and Ronnie Korosec

- **Administrative unit**
  - **Office of Experiential Learning**
    - Assessment coordinator: Dr. Sheri Dressler
Doctor of Medicine - M.D.
Perspectives on Assessment

- Student learning and progress
- Student satisfaction and engagement
- Program improvement
- LCME accreditation
  (Preliminary 2008, Provisional 2010, Full 2013)
- UCF assessment and SACS accreditation
## MD Program Overview 2011-12

<table>
<thead>
<tr>
<th>Year</th>
<th>Disciplines</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M1 7 courses</strong></td>
<td>Anatomy, Biochemistry, Cell Biology, Genetics, Hematology, Immunology, Microbiology, Oncology, Pathology, Pharmacology, Physiology ... Practice of Medicine, Professionalism, Psychosocial</td>
<td><strong>80</strong></td>
</tr>
<tr>
<td><strong>M2 7 courses</strong></td>
<td>Behavior, Brain, Cardiovascular, Endocrine, Gastrointestinal, Skin, Renal, Reproductive, Pulmonary</td>
<td><strong>60</strong></td>
</tr>
<tr>
<td><strong>M3</strong></td>
<td>Family medicine, Gynecology, Neurology, Obstetrics, Pediatrics, Psychiatry, Surgery</td>
<td><strong>40</strong></td>
</tr>
<tr>
<td><strong>M4</strong></td>
<td><strong>2012-2013</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Integrated Curriculum

### M-1 New Student Orientation
- Intro to Profession of Medicine
  - HB-1 Human Body: Molecules to Cells
  - Biochemistry, Cell Biology, Genetics, Molecular Biology, and Preclinical Informatics (8 wks)

### I-1 Focused Individualized Research Experience
- HB-2 Human Body: Structure and Function
  - Anatomy, Embryology, Medical Imaging, Physiology, Histology, Neurobiology (10 wks +)

### P-1 Practice of Medicine

#### Community of Practice

### I-1 Focused Individualized Research Experience (cont’d)
- C-1 Psychosocial Issues in Healthcare (3 wks +)
- HB-3 Human Body: Health and Disease
  - Microbiology, Immunology, Virology, Intro to Pathology (4 wks +)

### S-1 Hematology/Oncology
- S-1 Hematology/Oncology (3 wks)

---

### M-2 Orientation
- S-2 Endocrine and Reproductive Systems (6 wks)
- S-3 Cardiovascular and Pulmonary Systems (6 wks)
- S-4 Gastrointestinal and Renal Systems (6 wks)

### I-2 Focused Individualized Research Experience

#### P-2 Practice of Medicine

##### Community of Practice

#### S-5 Skin and Musculoskeletal Systems (4 wks)

### S-6 Brain and Behavior (7 wks)

#### OSCE (1 wks)

#### FIRE Mini Conference

#### NBME Prep

#### Vacation
## Student Perspectives - one course 2009-10

<table>
<thead>
<tr>
<th>Question</th>
<th>#</th>
<th>9.68%</th>
<th>16.13%</th>
<th>22.58%</th>
<th>36.91%</th>
<th>3.23%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty expectations of students were clear (e.g., learning objectives, grading policy, etc.)</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module content was clearly related to the learning objectives</td>
<td>31</td>
<td>6.45%</td>
<td>38.71%</td>
<td>38.71%</td>
<td>12.9%</td>
<td>3.23%</td>
<td>0%</td>
</tr>
<tr>
<td>Content was well organized and presented in a logical sequence</td>
<td>31</td>
<td>3.23%</td>
<td>22.58%</td>
<td>12.9%</td>
<td>45.16%</td>
<td>16.13%</td>
<td>0%</td>
</tr>
<tr>
<td>Integration of clinical material was beneficial for my understanding</td>
<td>31</td>
<td>19.35%</td>
<td>41.94%</td>
<td>12.9%</td>
<td>19.35%</td>
<td>3.23%</td>
<td>3.23%</td>
</tr>
<tr>
<td><strong>In general</strong>, the teaching methods used in this module (e.g., lectures, Team-Based Learning, etc.) were effective</td>
<td>31</td>
<td>6.45%</td>
<td>16.13%</td>
<td>22.58%</td>
<td>36.71%</td>
<td>16.13%</td>
<td>0%</td>
</tr>
<tr>
<td>The ratio of lecture to other teaching methods was effective</td>
<td>31</td>
<td>9.68%</td>
<td>29.03%</td>
<td>25.81%</td>
<td>25.81%</td>
<td>9.68%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Times presented 31 Times answered 31
# Student Perspectives - one course 2010-11

<table>
<thead>
<tr>
<th>Question</th>
<th>#</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty expectations of students were clear (e.g., learning objectives, grading policy, etc.)</td>
<td>48</td>
<td>66.67%</td>
<td>29.17%</td>
<td>2.08%</td>
<td>2.08%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Module content was clearly related to the learning objectives</td>
<td>48</td>
<td>66.67%</td>
<td>27.08%</td>
<td>6.25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Content was well organized and presented in a logical sequence</td>
<td>48</td>
<td>58.33%</td>
<td>25%</td>
<td>6.25%</td>
<td>10.42%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Integration of clinical material was beneficial for my understanding</td>
<td>48</td>
<td>64.58%</td>
<td>33.33%</td>
<td>2.08%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>In general, the teaching methods used in this module (e.g., lectures, Team-Based Learning, etc.) were effective</td>
<td>48</td>
<td>64.58%</td>
<td>29.17%</td>
<td>6.25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>The ratio of lecture to other teaching methods was effective</td>
<td>48</td>
<td>62.5%</td>
<td>27.08%</td>
<td>4.17%</td>
<td>6.25%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Times presented 48  
Times answered 48
University of Central Florida
College of Medicine

The Perspectives of First-Year Medical Education Students 2014
on the College of Medicine Programs, Services, and Staff
2010-11

YEAR-END EVALUATION BY STUDENTS
Summary of survey results

CONFIDENTIAL

Prepared for the
UCF College of Medicine Program Evaluation Sub-Committee
Prepared by the
UCF College of Medicine Office of Assessment
Planning & Knowledge Management

June 2011

University of Central Florida
College of Medicine

The Perspectives of Second-Year Medical Education Students 2013
on the College of Medicine Programs, Services, and Staff
2010-11

YEAR-END EVALUATION BY STUDENTS
Summary of survey results

CONFIDENTIAL

Prepared for the
UCF College of Medicine Program Evaluation Sub-Committee
Prepared by the
UCF College of Medicine Office of Assessment
Planning & Knowledge Management

June 2011
Snapshot of Performance
NBME and CBSE

<table>
<thead>
<tr>
<th>Date of Administration</th>
<th>Mean*</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
<th>% Passing (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2009</td>
<td>39.7</td>
<td>3.0</td>
<td>36</td>
<td>50</td>
<td>0.0 (0)</td>
</tr>
<tr>
<td>December 2009</td>
<td>47.7</td>
<td>5.6</td>
<td>36</td>
<td>59</td>
<td>0.0 (0)</td>
</tr>
<tr>
<td>May 2010</td>
<td>54.8</td>
<td>5.8</td>
<td>39</td>
<td>66</td>
<td>2.6 (1)</td>
</tr>
<tr>
<td>December 2010</td>
<td>61.3</td>
<td>6.8</td>
<td>48</td>
<td>77</td>
<td>33.3 (13)</td>
</tr>
<tr>
<td>March 2011</td>
<td>68.2</td>
<td>8.3</td>
<td>54</td>
<td>88</td>
<td>66.7 (26)</td>
</tr>
</tbody>
</table>

*Based on complete data sets for 39 students; mean scores across administrations are significantly different, as measured by a one-way repeated measures ANOVA, $F(4, 152) = 292.66, p < 0.001, \eta^2_p = 0.89$
Look How Far We have Come

0.0% Passing
August 2009

66.7% Passing
March 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lower Performance</th>
<th>Borderline Performance</th>
<th>Lower Performance</th>
<th>Borderline Performance</th>
<th>Higher Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardiovascular System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gastrointestinal System/Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Principles of Health &amp; Disease</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross Anatomy &amp; Embryology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hematopoietic &amp; Lymphoreticular Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Histology and Cell Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology &amp; Immunology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal, Skin &amp; Connective Tissue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous System/Special Senses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renal/Urinary System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reproductive &amp; Endocrine Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respiratory System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gain 28.5 (14 – 48)
Towards Success on USMLE Step 1

Correlations with USMLE Step 1: NBME Progress Tests and Module Exams

- Correlation coefficient
  - UCFCOM Exams
  - NBME

Week of curriculum
College of Health and Public Affairs, Dean’s Office

- Focuses on overall administrative and research support, student services, educational quality assurance through the faculty hiring process and compliance with SACS, and discipline specific accreditation standards

- Challenge = find measures other than “customer satisfaction” surveys that provide useful data to improve operations

- Strong ties to Strategic Plans (unit, college, and university)
College of Health and Public Affairs, Dean’s Office
Office of Undergraduate Student Services (USS)

USS Strategic Plan Goal 3: USS will increase student retention in UG programs.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Indicator</th>
<th>Monetary Resource</th>
<th>Other Resources</th>
<th>Responsibility</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each semester, USS will conduct workshops for students on academic probation.</td>
<td>At least 50% of probationary students will be retained.</td>
<td>None.</td>
<td>Time and coordination.</td>
<td>USS Director and staff.</td>
<td>Each semester, beginning Fall 2009</td>
</tr>
</tbody>
</table>

IE Measure 2.4: USS will measure the success of its academic probation workshops by tracking the progress of probationary students. At least 50% of students who participate in the workshops will be retained at the university.

Action Taken: (1) USS contacted all 314 students on academic probation regarding their status and 251 (80%) of these students participated in 12 mandatory Student Success Workshops held during the year; (2) additional AAEP advisor (recommendation from 08-09 IE cycle).

Results: 08-09 = 77% retention; 09-10 = 84% retention
Goals: To increase student learning in experiential learning courses in OEL and across campus and to make experiential learning student learning outcome data accessible to improve quality of instruction at UCF.

Environment – Increased focus on measuring student learning outcomes prompts interest in using external data for quality improvement. Electronic methods allow online evaluation and analysis of student learning outcome data by discipline and in the aggregate.

Assessment methods – Both employer supervisors and student evaluate student performance on 11 competency areas found to correlate to student academic and professional success. (critical thinking, communication/interpersonal, conceptual/analytical, theory to practice, professional qualities, teamwork, leadership, technology, design/experimentation, work culture, work habits and organization/planning)

Results – Data on student competency development informs OEL curriculum revision. Both student and employer evaluation instruments are expanded for relevancy and revised to allow comparisons.

Improvements: Evaluation instruments and student learning outcomes improve each year, especially in the areas of concern as a result of the improvement process. Also, awareness of student learning gained through real-world experience is increased.
Exit Profile / Event Management

Respects Diversity
Ab. Work with Others
Prof. Attitude
Work Quality
Accountability
Pos. Atitude
Self Confidence
Attendance
Punctuality
Gives Direction
Motivates Others
Conflict Management
Political Implications
Makes Effective Presentations
Effective Presen-
tations
Gives Directions
Rec Learning
Applies Class
Room
Design Systems.
Decreased     STD
Increased     STD
Increased Mean
Delta Profile / Event Management
Office of Experiential Learning (OEL)

- **Results:** In 2010, on-site supervisors completed student performance evaluations for 2628 co-op and internship students from 63 majors which provided aggregate and by discipline student learning outcome data.

- **Actions taken:** Annual adjustments were made to OEL curriculum and reports were produced for three colleges and two departments on student learning outcomes. New graphic presentation for the Rosen College allowed faculty to see curricular impact on student learning over time.

- **Improvement:** Completing the loop to use data obtained outside the classroom back into the institution for curriculum and accreditation reviews – a long way from data in file cabinets with no access.
Next Steps

- Advance use of IE assessment results for quality improvement initiatives
- Increase evidence of the impact of implemented changes
- Raise inter-rater reliability across DRCs
- Broaden linkages between strategic planning and assessment
Thank you!

Strategic Planning

IE Assessment

Program or Unit Reviews