



Listening to Our Students: Creating an Information Infrastructure to Support Continuous Quality Improvement



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2004 AIR Annual Forum

May 31, 2004



Overview of Presentation

- UCF infrastructure for planning and assessment quality improvement processes
- survey and statistical study support processes
 - ongoing measures of perceived student learning outcomes
 - quality of related academic and administrative student services
 - UCF programs and units at all institutional levels
- Graduating Senior Survey and Graduating Graduate Student Survey
 - a developmental view -- 2000 to current
- demonstration of dynamic Web data mart
- benefits
 - □ building an assessment culture



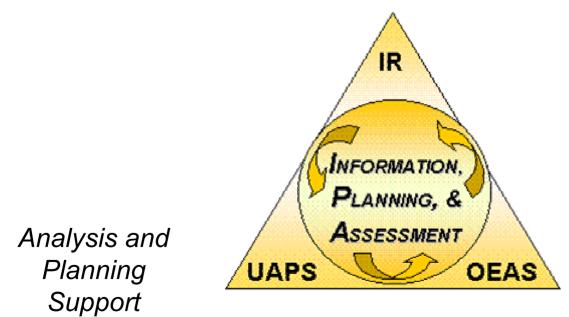
Assessment Process and Infrastructure

- creating infrastructure in higher education is essential to the success of a Continuous Quality Improvement (CSQ) assessment process [Pet-Armacost, et.al. 2001 Sims & Sims,1995]
- key elements
 - cultural change
 - commitment from upper administration
 - use of existing organizational structures to implement planning and assessment
 - participation from all levels
 - long term commitment
 - capability to measure objectives related to student learning outcomes and associated activities
 - dissemination of results and information



UCF Supports Planning and Assessment

Standard Management Reports, Data Marts, External Reporting



Process Analysis, Survey Design and Analysis, and Assessment Support



Institutional Effectiveness at UCF Three Related Processes

- assessment process (Institutional Effectiveness)
 - continuous improvement of programs and services
 - conducted annually

program reviews and unit performance reviews

- □ academic programs
 - legislatively mandated seven year reviews
 - discipline accreditation
- administrative units
 - piloting 3-year review process in Student Development and Enrollment Services
- strategic planning
 - includes comprehensive review of unit and program contributions to achieving university goals
 - provides direction and strategic actions
 - annual updates on progress and major revision every 5 year

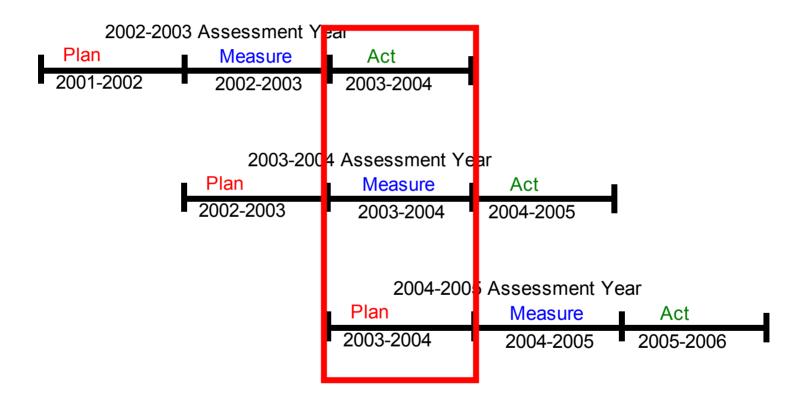


Program Assessment (CQI) Process

- every academic program (194) and administrative unit (97) must have an assessment plan and use the results to make improvements on an annual basis
 - □ program (unit) mission statement
 - □ program (unit) desired learning outcomes or objectives
 - measurement approaches
 - □ measurement results
 - □ planned use of results to improve program (unit)
 - implemented quality improvements

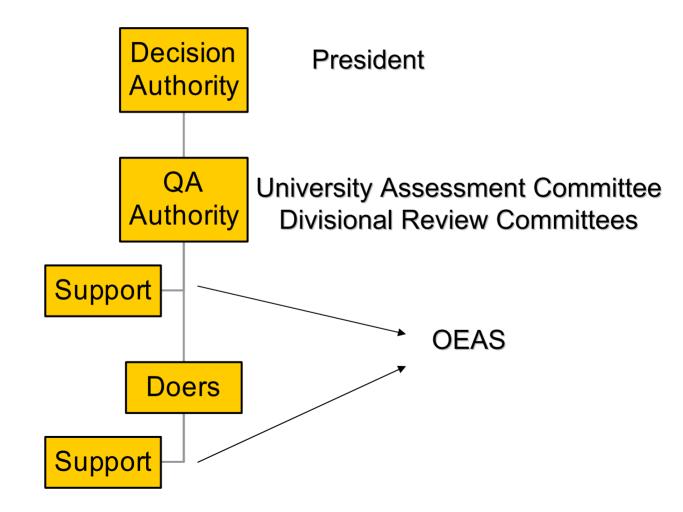


UCF's Annual Assessment Schedule





Organizational Structure





What Survey and Statistical Support does UCF Need to Practice Quality Improvement?

- capability to measure objectives related to student learning outcomes
- ongoing university-wide sources of survey information
- assess how students, alumni, employers, faculty and staff perceive quality and effectiveness of programs and services
- allow measurement at the university, college and program/unit level
- provide analysis support



What Survey and Statistical Support does UCF Need to Practice Quality Improvement?

- dissemination processes accessible, interpretable and user friendly
- provide deeper analysis support
- provide follow-on study support
- integrate data sources survey & institutional data bases (e.g. student data file)



March 2000 - Status of Survey Information Sources at UCF

- fragmented collection of program level information
 - □ by units and programs
- university level periodic surveys
 - graduating seniors and graduate students
 - student satisfaction
 - alumni
 - parent
 - employers



March 2000 - Status of Survey Information Sources at UCF

- efforts fell short of needs
 - no program level information
 - not ongoing (e.g. Spring term only for Graduating Senior Survey)
 - □ response rates often poor
- programs lacked capability to design, implement and analyze survey data into useable information
- dissemination and use of results poor



OEAS Designs Processes to Support Use of Survey Results to Improve

- expert survey design
- data collection processes and partnerships with colleges
- analysis of results
- university-wide dissemination
- deeper analysis
- follow-on studies



Types of Ongoing Surveys

as students progress

- □ entering student
- enrolled student
- □ graduating student
- □ first destination survey
- alumni

various topics

- use and Satisfaction with services
- □ satisfaction and value of experiences
- plans for the future
- behavior associated with student learning
- □ special topics
 - alcohol and drug usage
 - POLARIS registration system usability survey

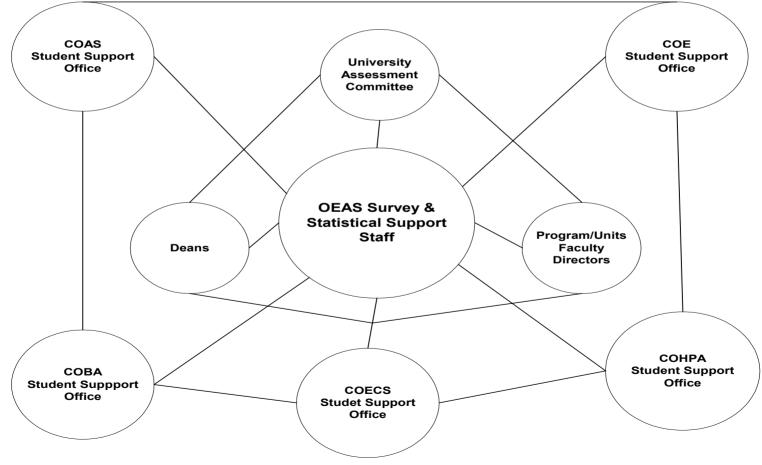


How Did We Do It?

- March 2000 Integrated of Graduating Senior Survey with IE Process
- collaborative efforts of OEAS survey staff and UAC made possible shift from periodic to ongoing Graduating Seniors Survey
- objectives
 - □ redesign survey instrument to meet Univ. needs
 - □ produce buy-in
 - □ design effective collection processes
 - □ promote use of results for quality improvement
- engaged UAC, faculty & staff in survey design, administration, dissemination and use



Survey Implementation Process Encouraged Partnerships and Produced Ownership



May 31, 2004

Dynamic Website for Surveys



Spring 2000 UCF Graduating Senior Survey

- paper (data entry) conducted since 1996
 - □ spring term only
- support services
 - usage
 - satisfaction
- academic experience
 - in my major
 - outside my major
- university level of analysis only

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2001-2002 UCF Graduating Senior Survey

- Scantron form
- conducted
 - every term: 2001 to today
- support services
 - usage
 - satisfaction
- academic experience
 - in my major
 - outside my major
- university, program and program specific

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Graduating Seniors Survey University

- overall experience (E-P)
- recommend to friend or relative
- challenged to do best
- overall ratings (E-P)
 - academic
 - social
 - safety
 - academic support
 - student services
 - advising

- quality of instructional experience in major and outside major
- quality first year advising
- quality academic and career advising in major
- use of and quality rating academic support and other services
- perception of General Ed competency
- social engagement
- demographic & other person variables



Program Specific Data Elements

- overall educational experience in program
- quality of instruction
- availability and breadth of courses
- perceived competency learning outcomes
 - knowledge
 - skills
 - abilities
- preparation for career or further study

- quality faculty academic and career advising
- plans after graduation
 - work –applied, in field/out of field, offer
 - Graduate or professional school - applied, program of study, acceptance
- membership professional organization
- strengths
- recommendations for improvement



2001-2002 UCF Graduating Graduate Student Survey

- conducted since 2000
 - spring: 2000
 - every term: 2001 to today
- support services
 - usage
 - satisfaction
- academic experience
 - in my graduate program
- university, program, program specific

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2000 Dissemination of Graduating Senior Survey and Graduating Graduate Student Survey Results



- selected paper summary reports posted to IR Website and sent to colleges
- university level report



Spring 2001 Dissemination

- integrated with IE assessment plan cycle for use
- data analyzed in summer
 - university level report
 - □ college level reports
 - program level reports
 - unit level reports
 - program specific reports
- results disseminated electronically by OEAS
 - e-mail attachment
 - □ proactive to faculty, deans, directors, upper administration



Fall 2002 Dissemination PDF files on the Web

- results disseminated on OEAS website
 - □ static PDF files
 - increased results visibility and accessibility
 - organized by level of analysis
 - university
 - college
 - program
 - program specific
 - interim step as OEAS increased technical resources to design dynamic Web-based data mart



Fall 2003 Dynamic Web-Based Data Mart Dissemination

- <u>Graduating Seniors Survey and Graduating</u>
 <u>Graduate Student Survey</u> Web data mart developed spring 2003 for August 2003 launch
- enhance awareness & use of information source for Program Assessment (CQI) Plan Process
 - users faculty, deans, program & unit directors, and upper administration
 - □ increase access
 - increase and guide interpretation through presentation mode and data mart design
 - disseminate results at the university, college and program level
 - provide comparative results (by college and university) and results over time



Dynamic Website Dissemination Demonstration

software used

- □ SAS/Internet technologies
- combined with Base SAS®, the SAS Macro language, HTML, and JavaScript
- SAS/IntrNet provides both Common Gateway Interface (CGI) and Java technologies for building dynamic Web applications and data compute services
- user can construct queries, get reports and graphs without installing SAS in their local machine



Challenges

dynamic data mart design

- purpose
- □ breath and depth
- user needs and input
- ease of interpretation
- analysis
 - □ keep it simple
 - □ data set sample size limitations
- dissemination
 - □ multiple channels
- user training



Benefits

promotes awareness of data

- promotes use of data
 - continuous quality improvement plans
 - program accreditation
 - □ academic program review
 - □ unit performance review



Survey Support and Analysis Processes that Support an Assessment Culture

- design and support ongoing measurement collection and results dissemination processes that build a CQI culture
 - partner with doers throughout the institution
 - support and model a continuous quality improvement approach to measurement and assessment
 - make it easy for the doers
 - design dynamic Web-based data marts to disseminate results to measure objectives, inform planning and assess improvement actions
- support use of student survey results as part of a CQI multiple measurement strategy
 - provide support for deeper analysis



Nurturing: "Closing the Loop"

- implement other dissemination processes (i.e., workshops, committees, board of trustees)
- show the connections
 - disseminate student survey results along with student profile elements to tell the story
 - □ insert link in program review and IE websites
 - □ design follow-on cohort studies
 - show case exemplary CQI processes in programs and units
- provide continuous support
 - nurture trust, enthusiasm and humor
 - □ build other ongoing sources of information
 - provide support to "doers" at each stage of the CQI program or unit assessment cycle



Questions

presentation and data mart will be available at http://oeas.ucf.edu and http://ipa.ucf.edu OEAS Survey Inventory available at http://oeas.ucf.edu/survey_inventory_ipa.htm

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