

Developing an Effective Assessment Process to Support Institutional Effectiveness



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Presentation Outline

- Institutional Effectiveness at UCF
- UCF's Assessment Organization
 - University Assessment Committee (UAC)
 - Operational Excellence & Assessment Support (OEAS)
 - Divisional Review Committee (DRC)
- Annual Assessment Cycle/Submissions & Reviews (Phase I & II)
 - Electronic Submissions
 - Institutional Effectiveness (IE) Website
- Continuous Quality Improvement



UCF Statistics

■ Case Study: University of Central Florida

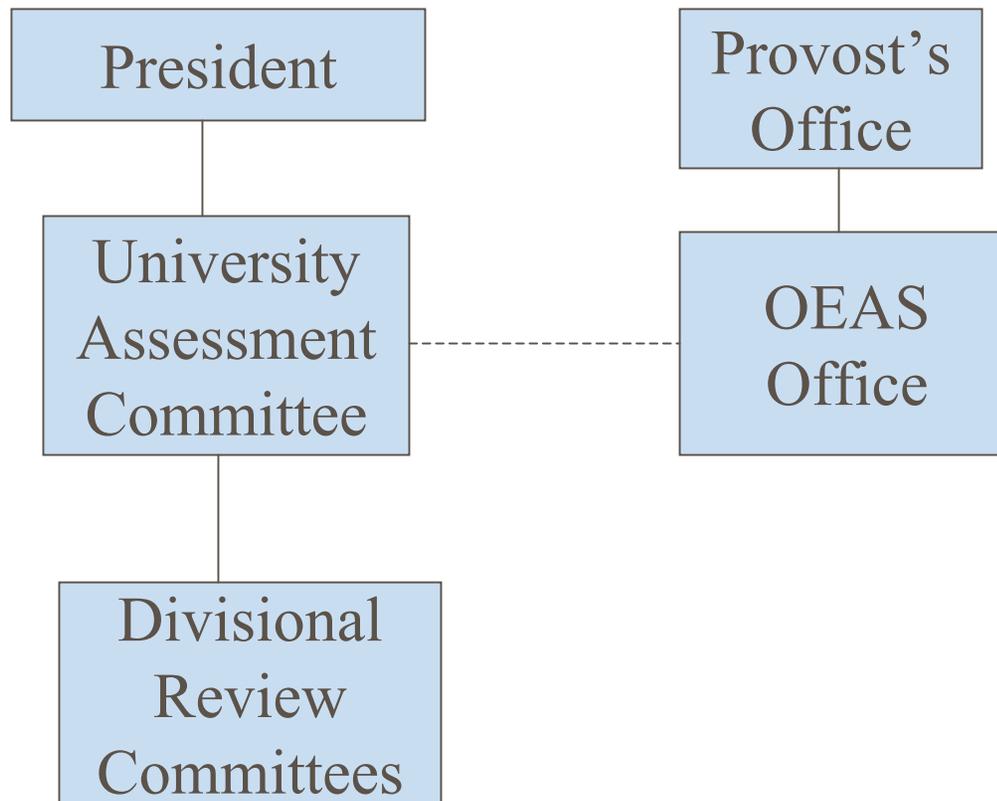
- UCF established in 1963 located just outside Orlando
 - Metropolitan Research University
- Grown from 2,600 to 36,000 students in 38 years
 - 30,000 undergraduates and 6,000 graduates
- Doctoral intensive
 - 76 Bachelors, 57 Masters, 3 Specialist, and 19 PhD programs
- Second largest undergraduate enrollment in the state
- Approximately 1000+ faculty and 3500 staff members
- Five colleges, plus an Honor's college
 - Arts and Sciences, Business Administration, Education, Engineering and Computer Science, and Health and Public Affairs



Institutional Effectiveness at UCF

- IE process was established in 1996 in response to “criticisms” from SACS
- Based on James Nichol’s model
- All academic program and administrative units are required to conduct and document assessment annually
- Moved from a three-year review cycle to an annual review of all assessment plans in 2001

UCF's Assessment Organization





University Assessment Committee

- Established by President Hitt in 1997 to provide quality assurance for UCF's institutional effectiveness process
 - Review assessment plans and results
 - Provide assistance
 - Review requests for funds to support assessment



Role of the University Assessment Committee (UAC)

- ➔ Promote a university culture that values assessment and continuous quality improvement
- ➔ Support the assessment process through the implementation of policy
 - Promote assessment training and education
 - Develop assessment criteria
 - Determine submission schedule
 - Design review process
 - Oversee the Divisional Review Committees
- ➔ Provide technical expertise

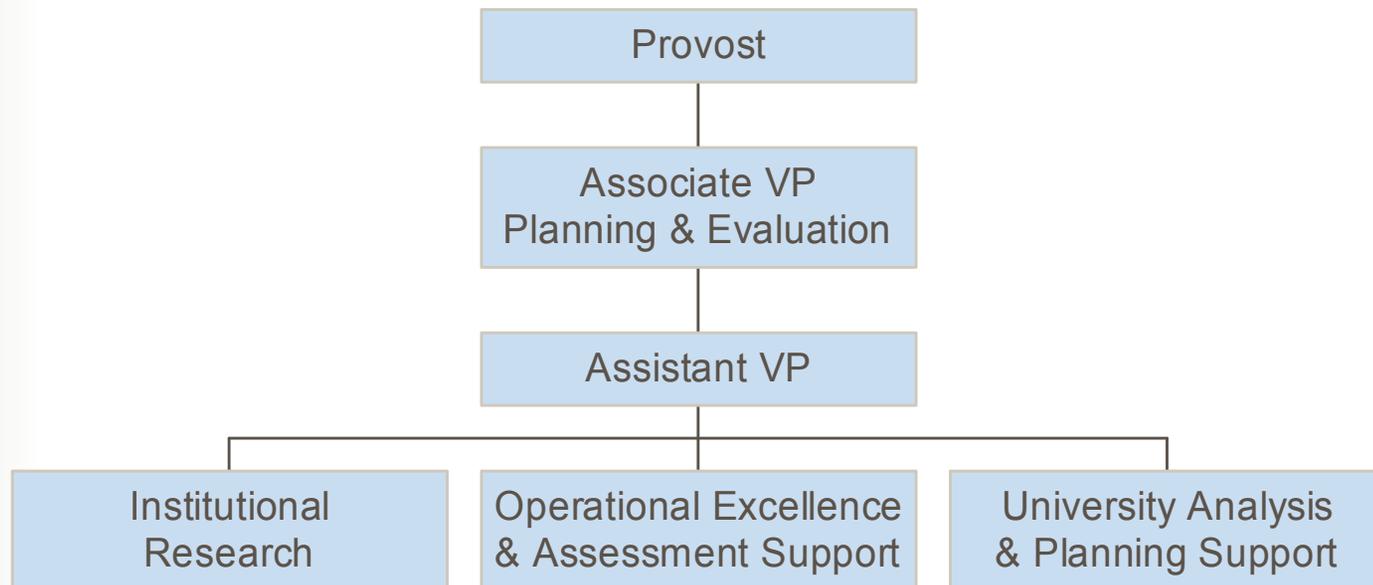


UAC Membership Composition

- Chair (faculty member)
- College of Arts & Sciences
- College of Business Administration
- College of Education
- College of Engineering & Computer Science
- College of Health & Public Affairs
- Administration & Finance
- Information Technologies and Resources
- Sponsored Research
- Student Development & Enrollment Services
- Academic Affairs
- University Relations
- President's Division

Operational Excellence and Assessment Support

- Established in March 2000 as part of UCF's reorganization of its Institutional Research Function





Role of Operational Excellence & Assessment Support

- Provide support to academic programs and administrative units in a broad range of activities
 - Preparation for regional and program accreditation
 - Survey design and analysis
 - Process analysis
 - Environmental scanning
 - Special Studies



Role of OEAS (Continued)

- Provide administrative support to the UAC
 - Maintain Institutional Effectiveness (IE) Website
 - Coordinate meetings
 - Prepare minutes
 - Maintain records
 - Coordinate all communication to DRC, faculty & staff
- Provide assessment training
 - Assessment Clinics
 - Consultations
 - Specialized workshops
- Assist UAC in preparing institutional level assessment reports



OEAS Staff

- Assistant VP and Director
- Assistant Director
- Survey and Statistical Studies Coordinator
- Process Analysis and Special Studies Coordinator
- Administrative Assistant
- Computer Support Specialist
- Secretary (Part time)
- Graduate Assistants (5)



Divisional Review Committees

- Nine Divisional Review Committees established in Spring 2001
 - Faculty members who are assessment coordinators for one or more academic programs within the college
 - Administrators who are responsible for developing assessment plans within the administrative unit
 - Each committee chaired by the UAC member or an appointed committee member



Role of Divisional Review Committee (DRC)

- Communicate assessment expectations of the University
 - Interface with faculty representing the five academic colleges
 - Interface with administrators representing the five administrative divisions
- Support the assessment process within their respective areas
 - Assist with the successful completion of the submission of assessment plans and results process
 - Conduct review of assessment plans and results

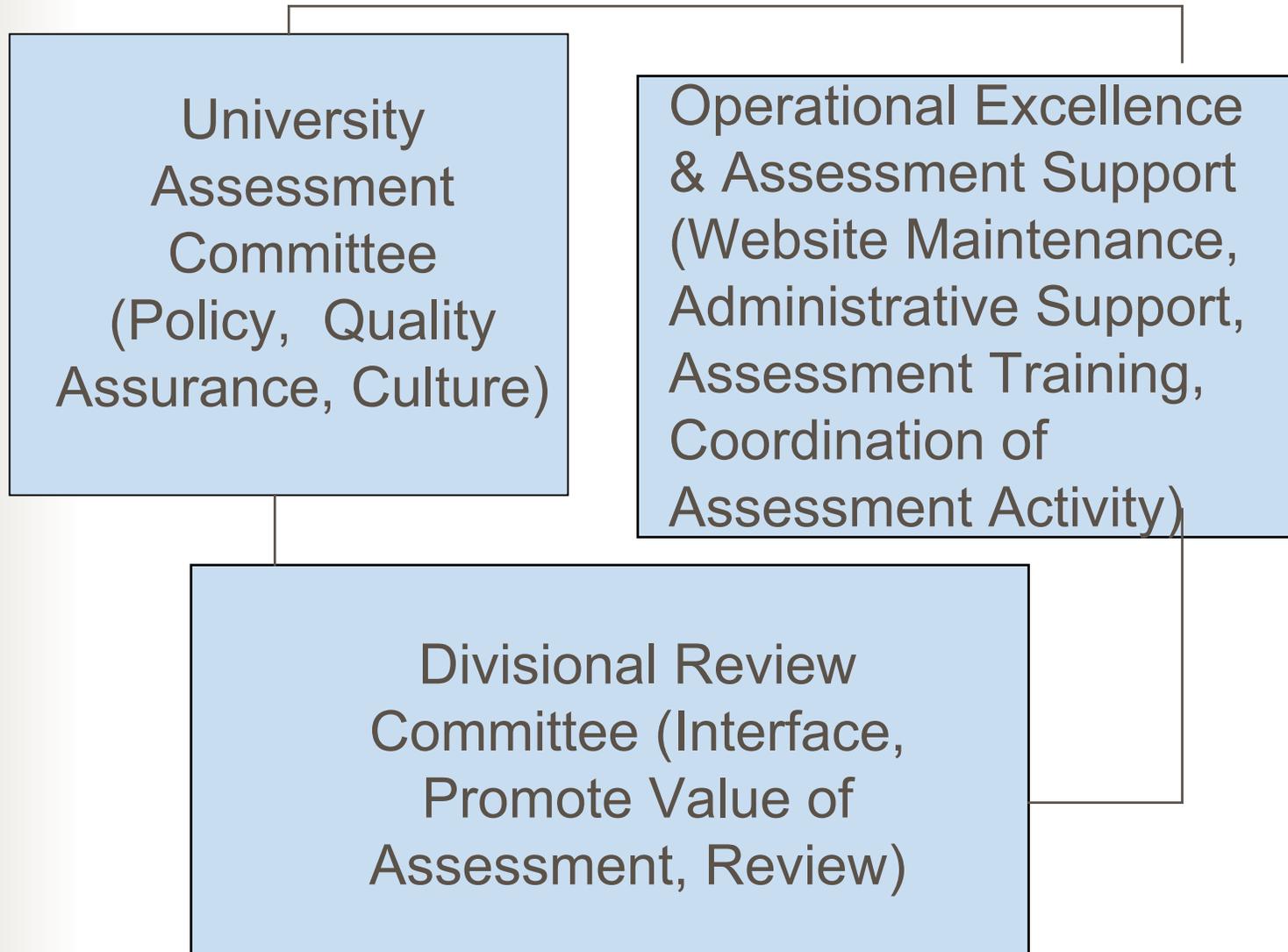


Benefits of DRC Implementation

- More efficient submission process
 - Serves as liaison for the UAC
 - Communicates assessment criteria, deadlines, etc. to the academic units/academic programs
- More efficient review process
 - Conducts interim reviews
 - Provides immediate feedback to units for revision purposes
- UAC freed up to focus on policy & culture issues
- University's culture is enhanced because of increased participation in the process

UAC, OEAS & DRC

Integrate for Assessment Success





Concurrent Assessment Activities

(2000-0001, 2001-2002, and 2002-2003)

- Within the 2001-2002 Year
 - Summer – Spring: Conduct Assessment (for 2001-02)
 - **Phase II** - Fall (October - December): Report Assessment Results (for 2000-2001)
 - **Phase I** - Spring (in February - March): Submit Assessment Plan for the upcoming academic/fiscal year (for 2002-2003)



Annual Assessment Cycle

■ Phase I

- All academic programs and administrative units submit assessment plans for upcoming year (mission, minimum of three objectives, two measures per objective)

■ Phase II

- All academic programs and administrative units submit assessment results for preceding year (data results, planned use of results, implemented changes based on results)



Phase I

Assessment Plan Submission & Review

- OEAS facilitates Assessment Clinics to provide necessary training and education in the development of plans
- Units submit assessment plan for upcoming year
- DRC and UAC conduct reviews
 - DRC provides interim feedback to unit for necessary revisions to plan
 - The DRC, UAC and OEAS each play a major role in the review process



Assessment Plan Submission (Continued)

- DRC submits consensus reviews to UAC for final approval
 - Review presentations are made by the DRC during UAC meetings
- UAC determines final review status
 - Approved, Minor revisions/no resubmission required, Minor revisions/resubmission required, Major Modifications/resubmission required
 - DRC recommendations considered



Assessment Plan Submission (Continued)

- OEAS communicates the UAC's final review status and pertinent feedback to unit
 - Review Feedback accessed by units via IE Website
 - Formal Letter to Vice Presidents and Deans, announcing official UAC Approval Status
- All assessment plans are approved and finalized by June 1
 - Approved plans are made available to be viewed via the IE Website



Phase II Assessment Results

- Units submit assessment results from past year
 - e.g. In October 2002 submit results from 2001-2002 year (July-June)
- The DRC, UAC and OEAS coordinate during the review process to provide feedback to units for necessary revisions
- All reviews are completed by January of the following year
- Approved Assessment Results also made available for viewing on IE Website



Transition of Submission and Review Process

- 1996-1999: paper copies hand delivered
- 1999-2001: WORD templates as email attachments
- 2001-today: Web-based submission and review process
 - Custom-designed in-house system using ACCESS database using Active Server Pages

WORD Templates Submitted Via Email (Assessment Plan)

Institutional Effectiveness Assessment Plan Academic Programs—

Assessment Plan for Summer 2002, Fall 2002, and Spring 2003

“The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement... Use the results of these evaluations to improve educational programs, services and operations.” SACS 1998

Date Submitted: [Click here and type]

Program Name: [Click here and type]

Program IE Coordinator: [Click here and type]

Faculty Participating in IE Process: LAST NAMES OF PARTICIPATING FACULTY, SEPARATED BY COMMAS

CIP Code: [Click here and type]

HEGIS Code: [Click here and type]

Bachelors, Masters, PhD or other: [Click here and type]

Program Mission Statement	
(State the purpose, stakeholders, and primary functions of your program. Align mission with mission of UCF. Distinguish the unit from similar operations.)	
[Click here and type]	
Intended Outcomes or Objectives	Planned Procedures for Measuring Outcomes or Objectives 2001-2002 (ATTACH ALL ASSESSMENT INSTRUMENTS)
(Clearly relates to the mission, is important to the operation, includes target for each objective, is feasible to collect relevant data, is results oriented and is timebound.)	(Includes two measures when possible, approach is feasible, is appropriate, and subcomponents are measured. If a survey is used, type of sampe/census, convenience, point of service, random sample is indicated. Instruments are attached, and timeframe for measuring is indicated.)
1. [Click here and type]	1.a. [Click here and type] 1.b. [Click here and type] 1.c. [Click here and type] 1.d. [Click here and type]
2. [Click here and type]	2.a. [Click here and type] 2.b. [Click here and type] 2.c. [Click here and type] 2.d. [Click here and type]
3. [Click here and type]	3.a. [Click here and type] 3.b. [Click here and type] 3.c. [Click here and type]

WORD Templates Submitted Via Email

Assessment Results

Institutional Effectiveness Assessment Results Academic Programs— Assessment Results for 2000-2001

"The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement... Use the results of these evaluations to improve educational programs, services and operations." SACS 1998

Date Submitted: [Click here and type]

Program Name: [Click here and type]

Program IE Coordinator: [Click here and type]

Faculty Participating in IE Process: LAST NAMES OF PARTICIPATING FACULTY,
SEPARATED BY COMMAS

CIP Code: [Click here and type]

HEGIS Code: [Click here and type]

Bachelors, Masters, PhD or other: [Click here and type]

Column #4	Column #5
<p align="center">Measured Outcomes and Results</p> <p>(List each outcome measured during 2000-2001 and the results obtained. For each outcome, include timeframe of data collection, baselines for measures, if data are longitudinal describe trends, subscores, relevant subscores, how survey was distributed, if census or sample was used, targets of objective and if targets were met.)</p>	<p align="center">Planned Use of Results</p> <p>(For each outcome, indicate how you plan to make use of the results during the upcoming year; what are your planned curricular changes, revised outcomes, new measurement approaches, deeper analysis, assessment process changes, etc. Also, provide a brief explanation of what you learned from this assessment)</p>
<p>Outcome #1 [Click here and type] Measures: [Click here and type] Results [Click here and type]</p>	<p>Use of Results [Click here and type]</p>
<p>Outcome #2 [Click here and type] Measures: [Click here and type] Results [Click here and type]</p>	<p>Use of Results [Click here and type]</p>
<p>Outcome #3 [Click here and type] Measures: [Click here and type] Results [Click here and type]</p>	<p>Use of Results [Click here and type]</p>

WORD Template Review Form



UNIVERSITY ASSESSMENT COMMITTEE (UAC) INSTITUTIONAL EFFECTIVENESS (IE) MATRIX REVIEW MISSION – OBJECTIVES – MEASURES

Review Date:

Instructions: Please type/select, then press TAB to move forward through shaded fields. Press SHIFT+TAB to move backward through fields, or, click among fields. Upon completion, **Unprotect** form, spell check, then **SAVE AS**. After saving review, **Reprotect** form. This will refresh the form and **ERASE ALL FIELDS!!!**

ACADEMIC		ADMINISTRATIVE
COLLEGE:	PROGRAM:	DIVISION:
DEGREE: TRACK? <input type="checkbox"/> (X=YES)	CIP CODE: HEGIS CODE:	UNIT:

MISSION STATEMENT	OUTCOMES/OBJECTIVES	MEASURES	UAC RECOMMENDATIONS
<p>Please note: "Checked" box indicates item is acceptable.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concise <input type="checkbox"/> Lists stakeholders <input type="checkbox"/> States purpose <input type="checkbox"/> States primary functions, learning outcomes, and/or operations <input type="checkbox"/> Supports institution's mission <input type="checkbox"/> Distinguishes program or unit from others <input type="checkbox"/> Uniquely related to Academic Program/Admin Unit 	<p>Please note: "Checked" box indicates item is acceptable.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relates important elements to the unit/program mission <input type="checkbox"/> At least 3 objectives <input type="checkbox"/> Objectives are measurable <input type="checkbox"/> Lists individual objectives <input type="checkbox"/> States what the unit/program will accomplish <input type="checkbox"/> States intended outcomes (what clients will think, know or do) <input type="checkbox"/> Includes targets and timeframes (in the outcomes/objectives or procedures) <input type="checkbox"/> Will help identify areas to improve 	<p>Please note: "Checked" box indicates item is acceptable or not applicable.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple measures or measurement approaches per objective <input type="checkbox"/> Assessment instrument attached <input type="checkbox"/> Instrument appropriate and feasible for objective <input type="checkbox"/> Indicates when each objective/outcome will be measured <input type="checkbox"/> A sampling method is described <input type="checkbox"/> Sampling methods are appropriate <input type="checkbox"/> Includes sub-scores that tie back to components of service functions 	<p>UAC Decision Date:</p> <p>For plans that require revision prior to approval:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consultation with UAC/OEAS required <input type="checkbox"/> Requires revision and review by internal committee prior to resubmission <input type="checkbox"/> Requires minor explanation / revision prior to resubmission to UAC <p>.....</p> <p>For approved plans:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approved <input type="checkbox"/> Approved with conditions (Please specify.)

Manual Record Keeping

Academic Assessment Plan Submission Status Report (Phase II)

Internal Review Committee	College	Program	Degree	CIP	Hegis	Plan Columns 4-6 Submitted	Plan Review Results Submitted
	Business Administration						
		Foundation Knowledge*	B	0	0		
		General Business Administration	B	52.0101	000501		X
		Business Administration	M B A	52.0201	000588	X	X
		Management	B	52.0201	000506		X
		Management	M	52.0201	000506		X
		Business Administration	Ph D	52.0201	0	X	X
		Accounting	B S B A	52.0301	000502	X	X
		Accounting	M S	52.0301	000502	X	X
		Economics	B S B A	52.0601	000517	X	X
		Applied Economics	M A A E	52.0601	000589	X	X
		Finance	B S B A	52.0801	000504	X	X
		Management Info Systems	B S B A	52.1201	000515	X	X
		Marketing	B S B A	52.1401	000509	X	X

Web-based Submission Process



University of Central Florida Institutional Effectiveness

Assessment Plans

Use the following links to view, print, and submit assessment plans:

View and Print Approved Assessment Plans

- 2000-2001 Plans
- [2001-2002 Plans](#)
- [2002-2003 Review Results](#) using Unit or Program password (if made available by Divisional Review Committee Chair)
- 2002-2003 Plans

Develop and Submit New Assessment Plans

- [2002-2003 by Editing an Existing Plan](#)
- [View/print 2002-2003 progress](#)
Initially, this view will be your 2001-2002 Plan
- [By Creating New Plan from Scratch](#)
- [Submit](#) 2002-2003 Assessment Plans

[General instructions](#) on the information requested in Assessment Plans

Other [Information and assistance](#)

[Sample of the Assessment Plan UAC review form](#)

[Division/College Count](#)

Unit and Programs for 2002-2003

Listed by

- [OEAS Identifier](#)
 - [Unit or Program Name](#)
 - [Department](#)
- Academic programs only:
- [Hegis Code](#)

This site is maintained by the office of [Operational Excellence and Assessment Support](#).

Website Assessment Instructions

Step by Step Instructions for Completing “Phase I” Submission

These guidelines will assist you as you complete the phase I submission. As you proceed through the submission form, these instructions will provide explanations of potential questions that you may have.

Mission Statement	Explanation
Clearly state the purpose of the academic program or administrative unit.	1. State the primary purpose of your program or unit—the primary reason(s) why you perform your major activities or operations. This might include, for example, educating students to prepare them for particular jobs and/or to prepare them for graduate school, providing training to faculty to improve teaching. Explain why you do what you do.
Identify who the stakeholders are.	2. Include the primary groups of individuals to whom you are providing your program or services and/or those that will benefit from programs or services (e.g., students, faculty, staff, parents, employers, etc.)
State the primary functions or activities of the program/unit.	3. Highlight the most important functions, operations, outcomes, and/or offerings of your program or operation.
Ensure that the mission statement clearly supports the institution’s mission.	4. Make sure that your mission is aligned with the mission of the University
The mission should be distinctive.	5. Does your statement distinguish you from other programs or units? If the name was removed, it should not be applicable to another program or unit.

Website Submission Form

Mission ([Guidelines](#) for content of mission statement.)

The objective for the School of Accounting's undergraduate program is to provide basic conceptual accounting and business knowledge as a foundation for accounting career development or entrance into a program of graduate study. (NOTE: This program targets undergraduate students admitted to the College of Business Administration seeking careers or training in accounting. The primary placements for these students are in

Objective 1 ([Guidelines](#) for content and number of objectives/outcomes.)

Students completing the BSBA degree with a major in Accounting will be technically competent.

Measures: ([Guidelines](#) for content and number of measures.)

1.a. BSBA Accounting graduates who take the CPA Exam will have passage rates above the national average for each of the four parts on the exam (Auditing, Business Law & Professional Responsibilities, Financial Accounting & Reporting-Business Enterprises, and Accounting & Reporting-Other Areas). Note: BSBA Degree

1.b. 90% of responses from employers (selected from those firms active in recruiting UCF students and the approximately twenty plus firms represented on the School's external advisory board) who have hired BSBA Accounting graduates will "agree" or "strongly agree" with the statement that "UCF BSBA Accounting graduates

1.c. 90% of responses from employers (selected from those firms active in recruiting UCF students and the

Statistics Generated Dynamically on the Web

Information Technologies & Resources			
Total	Submitted	Not submitted	Percent
5	4	1	80%

Submitted - Information Technologies & Resources		
ID	Unit or Program	Contact
110401	Information Technologies & Resources	Joel Lantz
110402	Computer Services & Telecommunications	Wi
110403	Instructional Resources	Dr.
110404	Library	Ba

Not Submitted - Information Technologies & Resources		
ID	Unit or Program	Contact
110406	Course Development & Web Services	Barbara Thompson

Web-based Review Process

Develop and Submit Review

- **Submitted and not-submitted 2002-2003 Plan lists and statistics**
- **Develop 2002-2003 Review** (Divisional Review Committee)
- **Submit 2002-2003 Review(s) to Divisional Review Committee Chair**

- **Divisional Review Committee (DRC) Chair View of all 2002-2003 Submitted Reviews**
- **Make Available to Unit or Program 2002-2003 Reviews**
(Made available only by Divisional Review Committee Chair)
- **Make Previously Available 2002-2003 Review Unavailable**

- **Divisional Review Committee (DRC) Chair Submit Final 2002-2003 Review(s) to the University Assessment Committee (UAC)**

- **Divisional Review Committee (DRC) Chair Confirm University Assessment Committee Action**

Website Review Form

Mission

The objective for the School of Accounting's undergraduate program is to provide basic foundation for accounting career development or entrance into a program of graduate students admitted to the College of Business Administration seeking careers or training students are in positions with public accounting firms and industry in the Central Florida:

Comments on Mission Statement:

Review of Mission:

S - Satisfactory*

R - Revision or explanation needed

*If not applicable, click S and explain in comment box.

- | S | R | |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Concise |
| <input type="radio"/> | <input type="radio"/> | Lists stakeholders |
| <input type="radio"/> | <input type="radio"/> | States purpose |
| <input type="radio"/> | <input type="radio"/> | States primary functions, learning Objectives, ar |
| <input type="radio"/> | <input type="radio"/> | Supports institution's mission |
| <input type="radio"/> | <input type="radio"/> | Distinguishes program or unit from others |
| <input type="radio"/> | <input type="radio"/> | Uniquely related* to Academic Program or Adm |

Review Status Generated Dynamically

Select Division



University of Central Florida Institutional Effectiveness

Submitted and Not-Submitted Assessment Plans

Administration & Finance
College of Arts & Sciences
College of Business Administration
College of Education
College of Engineering and Computer Science
College of Health & Public Affairs
Combined Provost, Vice Provost, Planning & Evaluation, GEP, and Hospitality Degree
Information Technologies & Resources
President's Division
School of Optics/CREOL
Sponsored Research
Student Development and Enrollment Services
University Relations

**Please select
a Division**

Enter

Example: School of Optics/CREOL

School of Optics/CREOL			
Total	Submitted	Not submitted	Percent Submitted
9	8	1	88.9%

Submitted	
ID	Unit or Program
140001	Sponsored Research Administrative Office
140002	Institute for Simulation & Training
140004	Florida Solar Energy Center
140005	CREOL
260101	CREOL - M.S. in Optics
260202	CREOL - PhD. in Optics
140008	AMPAC
140009	Center for Diagnostic & Drug Discovery (CD 3)

Not Submitted	
ID	Unit or Program
140003	Arboretum

Website's Statistics Page of UAC Final Review Results

President's Division			
Total	Submitted	Not submitted	Percent Submitted
8	8	0	100%

President's Division - Submitted		
ID	Unit or Program	Final UAC Review Result
130008	Constituent Relations	No changes required - Proceed with Current Assessment Plan
130002	Diversity Initiatives	No changes required - Proceed with Current Assessment Plan
130003	EEO/Affirmative Action Programs	No changes required - Proceed with Current Assessment Plan
130004	General Counsel	No changes required - Proceed with Current Assessment Plan
130005	Inspector General	No changes required - Proceed with Current Assessment Plan
130006	Intercollegiate Athletics	No changes required - Proceed with Current Assessment Plan
130007	Ombuds Office	No changes required - Proceed with Current Assessment Plan
130009	UCF Foundations, Inc.	Minor modifications suggested - No resubmission required, proceed with current assessment plan

All Reviews	
Count	Final UAC Review Result
9	Minor modifications suggested - No resubmission required, proceed with current assessment plan
91	No changes required - Proceed with Current Assessment Plan

UAC Final Review

President's Division

		Submitted
Select one		
Review	<input type="radio"/>	Diversity Initiatives
Review	<input type="radio"/>	EEO/Affirmative Action Programs
Review	<input checked="" type="radio"/>	General Counsel
Review	<input type="radio"/>	Inspector General
Review	<input type="radio"/>	Intercollegiate Athletics
Review	<input type="radio"/>	Ombuds Office
Review	<input type="radio"/>	Constituent Relations
Review	<input type="radio"/>	UCF Foundations, Inc.

Submitted	8
Not submitted	0
Total	8
Percent Submitted	100%

Not Submitted
ID Unit or Program



Advantages of Website Submission

■ Advantages for user

- Easy access to assessment plans
- Edit existing plan vs. creating new plan
- Ability to submit and resubmit with ease

■ Advantages for UAC

- Accurate and timely data (database)
- Capability to monitor submission rate at any time
- More efficient review process
- More efficient presentation process
- Ability to share approved submissions with University at large
- Archival system more efficient



Challenges of Website

- Transitioning from conventional submission mode to the new website submission format
 - Learning curve
- University wide training
 - UAC
 - DRC
 - Faculty & Staff
- Maintaining Accurate Contact Information
 - Changes in assessment coordinators
 - Addition of new academic programs
 - Addition of new administrative units



IE Website Implications on Continuous Quality Improvement

- Database will track the trend for University improvements based on assessment efforts
- Website will include “best practices” that will assist units with
 - Learning outcomes (academic)
 - Objectives (administrative)
 - Measurement approaches
 - Implemented changes
- UAC can better explore a reward system for programs and units that are committed to making improvements based on assessment



Assessment Challenges Within the Academy

- Faculty overwhelmed by process
- Fear of assessment being used to evaluate
- Faculty view teaching as an art
 - How can you evaluate it?
- Perception that there is no benefit
- Perceived lack of support from academic leaders
- Differences in philosophies between faculty and administrators



Ideas to Enhance Assessment Culture

- Faculty & Administrators development
- Develop a reward system
- Integrate assessment processes
 - Regional Accreditation
 - Program Accreditation
 - Strategic Planning
 - Performance and Program Reviews
- Coordinate data needs through one source
 - Use of the data and information collected for all types of assessment for multiple purposes
- Streamline administration of surveys
- Publicize assessment success stories