

Blueprint for Program Assessment Success: Organization and Support



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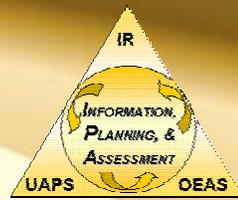
Director, University Analysis and Planning Support

**Southeastern Association for
Community College Research**

July 28, 2003

Presentation available at <http://oeas.ucf.edu>

Overview of Presentation

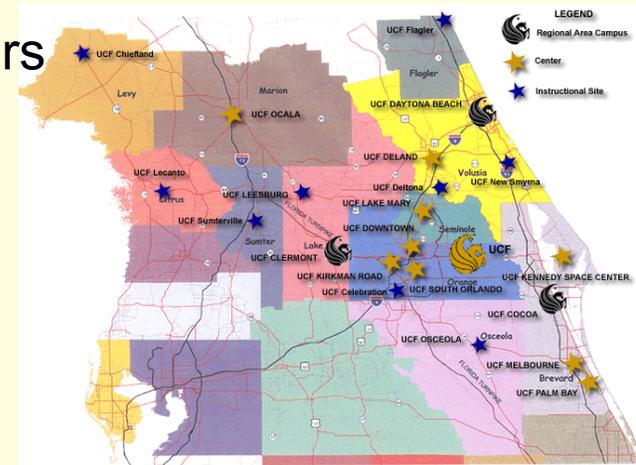


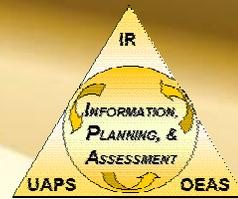
- changing organizational and assessment culture
- role of program assessment and assessment concepts
- essential elements of a successful program assessment process
- key organizational components needed to successfully implement assessment
- types of support that help to make assessment easier for the doers
- methods to transform your program assessment culture



The University of Central Florida

- established in 1963 in Orlando Florida (first classes in 1968), Metropolitan Research University
- grown from 1,948 to 42,000 students in 35 years
 - 35,000 undergraduate and 7,000 graduate students
- doctoral intensive
 - 76 Bachelors, 62 Masters, 3 Specialist, and 20 PhD programs
- second largest undergraduate enrollment in state
- approximately 1,100+ faculty and 2,800 staff
- six colleges and two schools
 - Arts and Sciences, Business Administration, Education, Engineering and Computer Science, Health and Public Affairs, Honors, Optics, and Hospitality Management





Organizational Culture

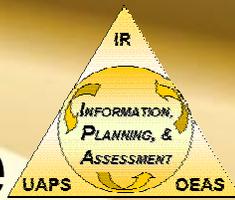
- “A pattern of shared basic assumptions that the group has learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore to be taught to new members as the correct way that you perceive, think, and feel in relation to those problems.”

(Schein, <http://www.tnellen.com/ted/tc/schein.html>)

- everything one needs to know to function in a society, group, or organization
- what we take for granted about how to act and think

(DiTomaso, <http://www.accounting.rutgers.edu/raw/faculty/ditomaso/ob9-4/sld004.htm>)





Changing Organizational Culture

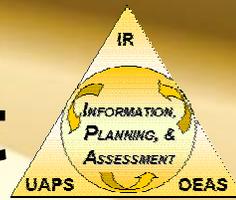
- capitalize on propitious moments
- understand leverage points
- understand resistance to change
- maintain some continuity
- select, modify, and create appropriate cultural forms
- modify socialization tactics
- find, cultivate, and reward innovative leadership
- recognize importance of implementation

(Trice & Beyer, from DiTomaso,

<http://www.accounting.rutgers.edu/raw/faculty/ditomaso/ob9-4/sld014.htm>)



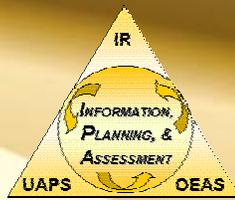
Critical Role of an Assessment “System”



- culture determines the “way we do business”
- creating a new assessment culture
 - new model for the way we do business
 - existing processes constitute a system
- new culture requires a new **system**
 - well-thought out design
 - necessary elements
 - phased implementation

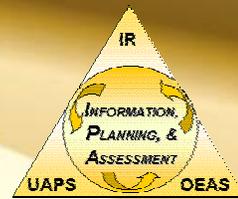


Defining Program Assessment



- What is program assessment?
- Why do assessment?
- Who wants it?
- Who needs to do it?
- Is assessment part of your institution's culture?





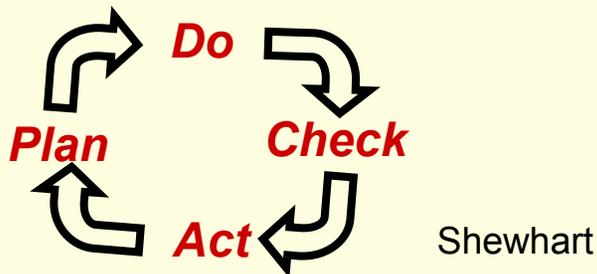
Role of Assessment

- dictionary definition: **assessment** is the act of **assessing**; appraisal; **evaluation** (Webster)
 - to **assess** is to estimate or **judge** the value, character of, etc.; **evaluate**
 - to appraise is to estimate the nature, quality, importance
 - to **evaluate** is to **judge** or determine the significance, worth, or quality of
- BUT, dictionary definition has too many interpretations for program assessment



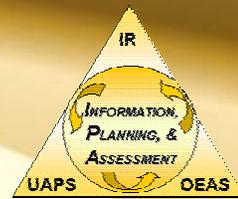
What Do We Mean by Program Assessment?

- it is a formative evaluation process designed to support program improvement
- it is continuous



- it is focused on improvement
 - student learning
 - student development
 - the institution and its people



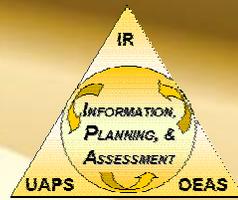


Why Do It?

- external drivers
 - regional and program-level accreditation criteria
 - documentation that you have established an effective assessment process that leads to continuous improvement
 - Baldrige Award
- internal drivers
 - good management
 - quality motivation
 - knowing where you are
 - knowing where you have been
 - knowing what is possible and how to get there



SACS Reaffirmation



- *Principles of Accreditation*
 - focus on quality enhancement
 - core requirements
 - comprehensive standards
 - Title IV programs
- institutional effectiveness (IE)
 - the institution engages in ongoing, integrated, and institution-wide **research-based** planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission. (*Core Requirement 5*)



Assessment is Part of an Overall Planning and Evaluation Process



linkages

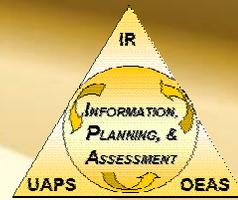
- share data and information
- inform budget process

differences

- different cycles
- additional data elements
- different purposes
 - continuous improvement
 - evaluation
 - planning



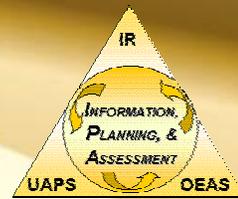
Institutional Effectiveness Program Assessment



- focuses on continuous quality improvement
 - academic programs
 - administrative support units
- examines students learning outcomes, program outcomes, customer satisfaction, and unit performance to identify areas to improve
- leads to actions
- conducted annually



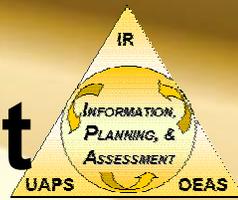
What Programs Within the Institution Should Do It?



- educational programs should conduct formative assessments of student learning and of research and service
 - all levels: Associates, Bachelors, Masters, Doctoral
 - all disciplines and special programs (e.g., General Education)
- administrative and educational support services should conduct formative assessment of their operations, processes, and programs
 - admissions, student support offices, administrative support offices, budget offices, computer technology support office



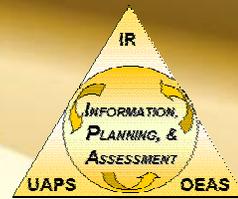
Essential Program Assessment System Elements



- management objectives for assessment system
- process design: content, focus, and mechanics of the program assessment process
- quality assurance (QA) process
- schedules and timelines for program assessment
- support and documentation



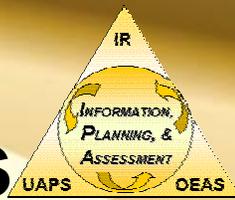
Management Objectives for Program Assessment System



- determine level of oversight
- determine purpose of management structures
 - control
 - coordination
- determine management involvement level
 - participation
 - oversight
- determine structure of management structures
 - centralized structure
 - decentralized structure
- determine focus of management activities
 - assessment outcomes
 - assessment process



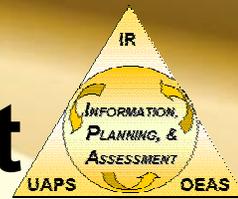
Getting to Management Objectives



- develop vision for desired end state
 - an institutional culture that values assessment
- develop system that can grow
- maximize flexibility
- use incremental changes and improvements



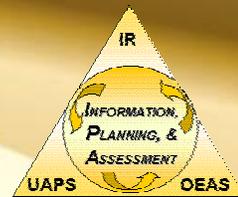
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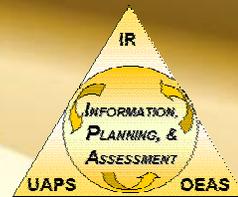


Mechanics of Assessment



- assessment is a continuous improvement process
- to improve, you need to know where you are today and where you would like to go
 - mission (purpose)
 - vision (where you would like to go)
 - goals (steps to getting where you would like to be)
 - objectives (what you need to achieve in order to get there)
 - measures (how well you are currently doing)
- to improve, you need to take action
 - analyze your program or operations to determine changes
 - plan the changes
 - take action





Select a Model

- popular model—Nichol’s 5-step approach
- necessary to implement a consistent process across the institution
- why?
 - eliminates ambiguity
 - makes planning easier
 - makes training easier
 - standardizes the documentation
 - easier for “evaluators” to examine the documentation
- helps increase the comfort level
- level of flexibility depends on maturity of the process



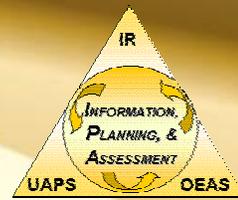


...And Then Implement

- who is required to conduct assessment?
 - academic departments, academic programs, divisions
- what do you assess?
 - student outcomes, academic processes, student services
- when do you conduct assessment?
 - triennially, annually, semesterly, monthly
- where?
 - main campus, regional campuses
- why?
 - scope of use
- how?
 - portfolios, surveys, institutional data, standardized tests



Design to “Close the Loop”



- common characteristics of assessment models to close the loop
 - develop assessment plan and measures for future period
 - collect data and analyze to produce “results” for previous period
 - use results to determine what needs to be improved
 - make changes and measure the effects in a future period
- need to distinguish between the assessment planning phase and the assessment results phase
- select serial or parallel approach



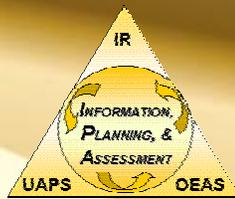
Serial Assessment Approach

- if you want a program or process to be measured for a full year, it takes three years to complete one cycle
 - **Plan** for the assessment year
 - **Measure** and analyze data at the end of the assessment year (results) and identify actions
 - **Act** (implement changes) in the year following the assessment year
- measures would be reported every three years

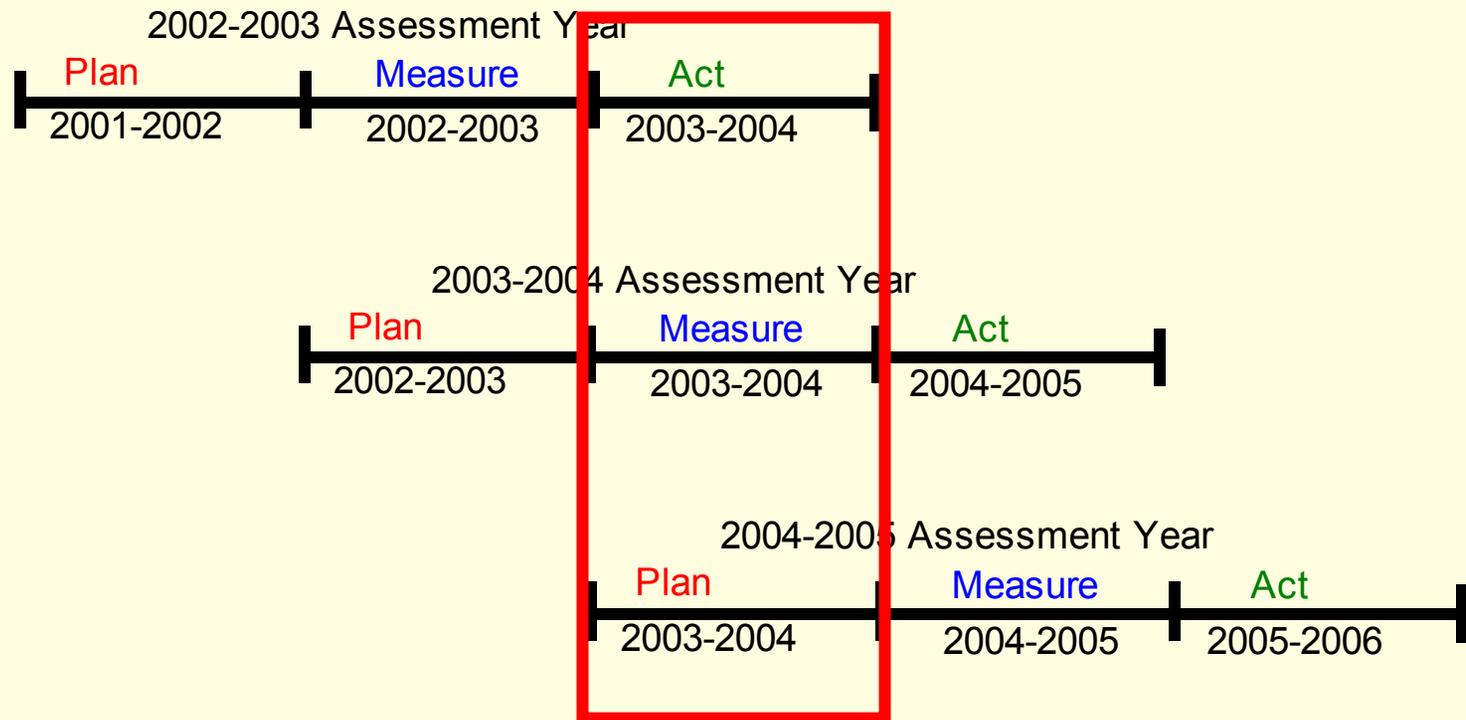
2002-2003 Assessment Year



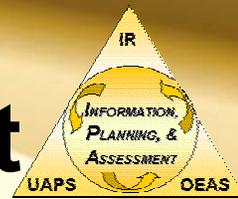
Parallel Assessment Approach



if you want measures completed every year

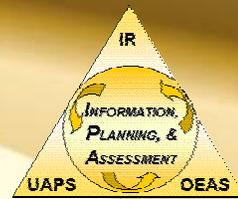


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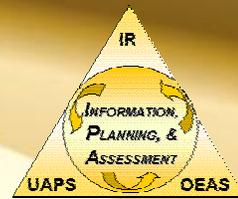




Quality Assurance of the Assessment Process

- quality assurance (QA) is needed to ensure that the units and programs are following the process and doing it well
- QA may provide one or more of the following
 - leadership of the assessment effort
 - management of the assessment process
 - monitoring function
 - feedback loop to improve the process
 - training
 - support
 - consultations

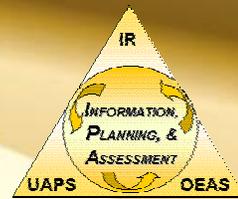




General QA Principles

- ideally you build in quality through
 - training
 - defined process
 - consultations
 - support
- at a minimum you need to assess the assessment process
 - inspection or sampling process
 - feedback to the unit or program



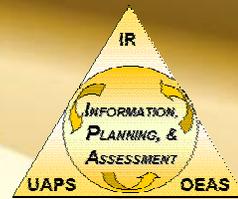


Implementing QA

- setting Goals for QA: cannot ask for complete, correct, and meaningful plans all at once
- **Stage 1** —Did everyone turn in documentation with all of the required pieces?
- **Stage 2** —Are the pieces there and are they done correctly?
- **Stage 3** —Are the pieces there, done correctly, and are they meaningful?



Implementing a QA Process

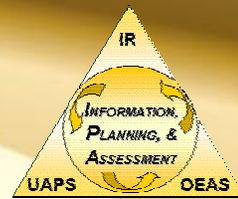


- you need to determine what you will monitor
- three options:
 - examine the final product only
 - completed assessment cycle
 - examine each piece of the process
 - mission, vision, goals, objectives, measures, results, planned use, implemented changes
 - examine the product at the end of each major step of the process
 - assessment plan (mission, objectives, measures) and the assessment results (results, planned use, implemented changes)

Preferred



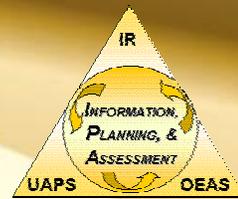
Implementing a QA Process



- need to determine how you will monitor
 - complete inspection
 - every program and every unit
 - sampling using random checks
 - anyone could be checked at any time
 - sampling using scheduled checks
 - 1/3 of programs will be checked each year
- choice of method depends on resources and...
 - QA process chosen (checklist or other)
 - what you monitor (every piece, each major step)
 - number of programs and units in the institution
 - how much help is needed to move the process forward



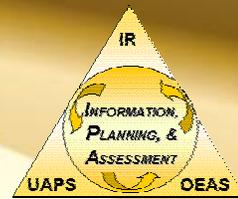
Implementing a QA Process



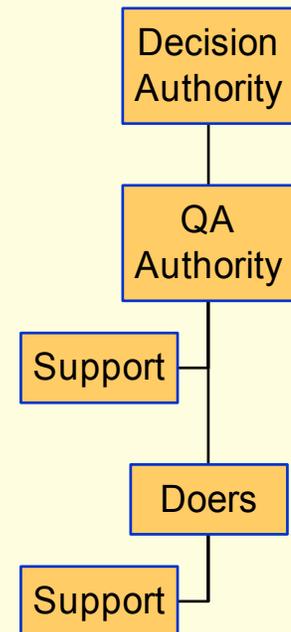
- determine how to obtain the documentation
 - submit pre-specified documentation
 - on-site inspection of required pieces and additional evidence
- need to determine the schedule for the reviews
- need to take into account
 - stages of your assessment process
 - what you will monitor
 - type of feedback (evaluation or assessment)

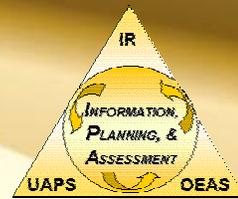


Organizational Elements



- decision authority
 - authorizes the process
- quality assurance authority
 - monitors process
 - recommends process, cycle, and schedule
- doers
 - conduct assessment
 - document
- support
 - for doers
 - for quality assurance function

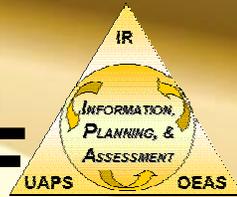




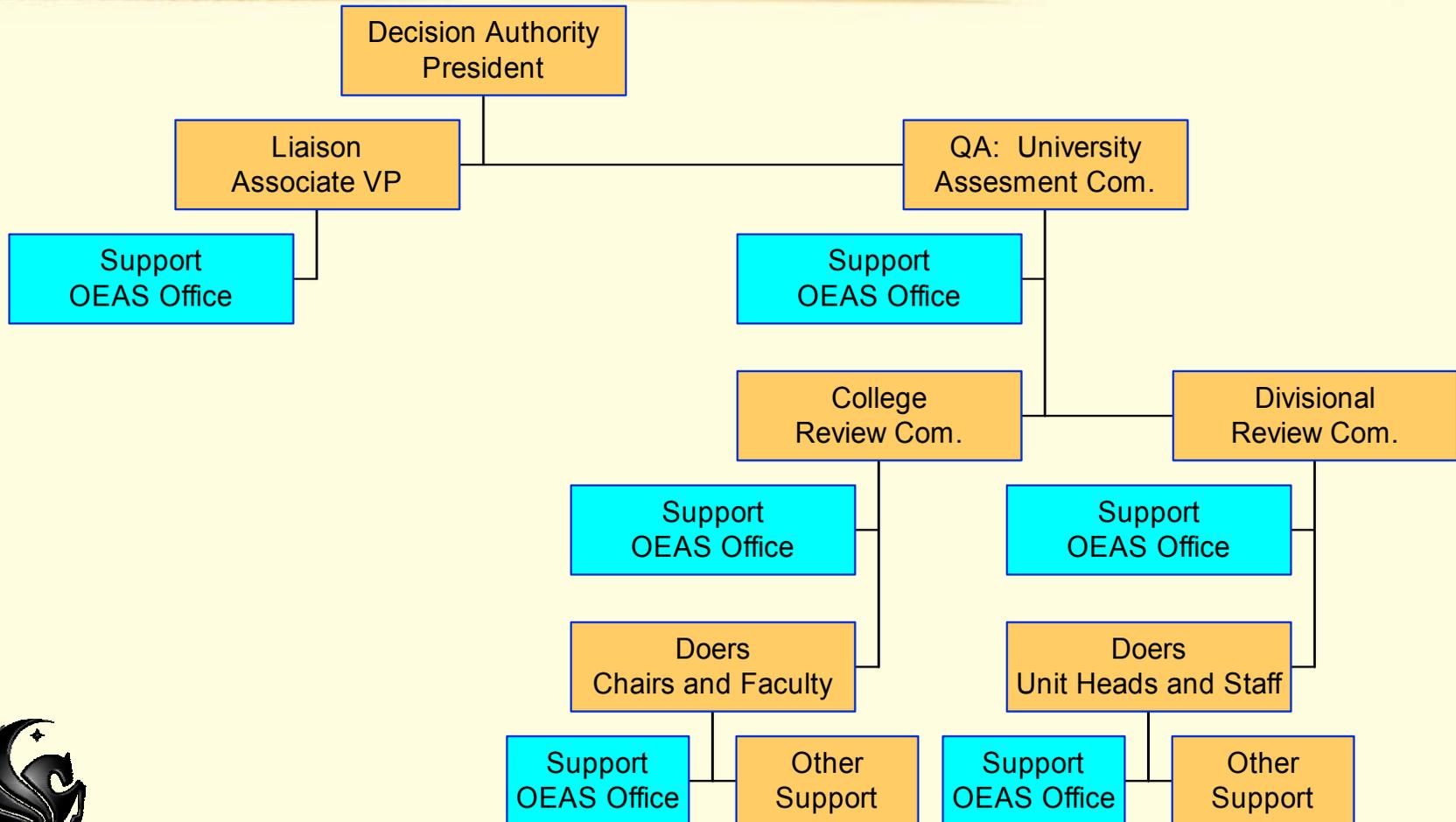
QA Organization

- some possible structures
 - one person
 - one person with staff support (office)
 - committee
 - ideally appointed by the decision authority
 - committee with subcommittees
 - committee focuses on policy
 - subcommittees conduct reviews
 - committee with support and subcommittees
- ideally headed by someone with faculty experience
 - credibility is an issue when working with academic programs





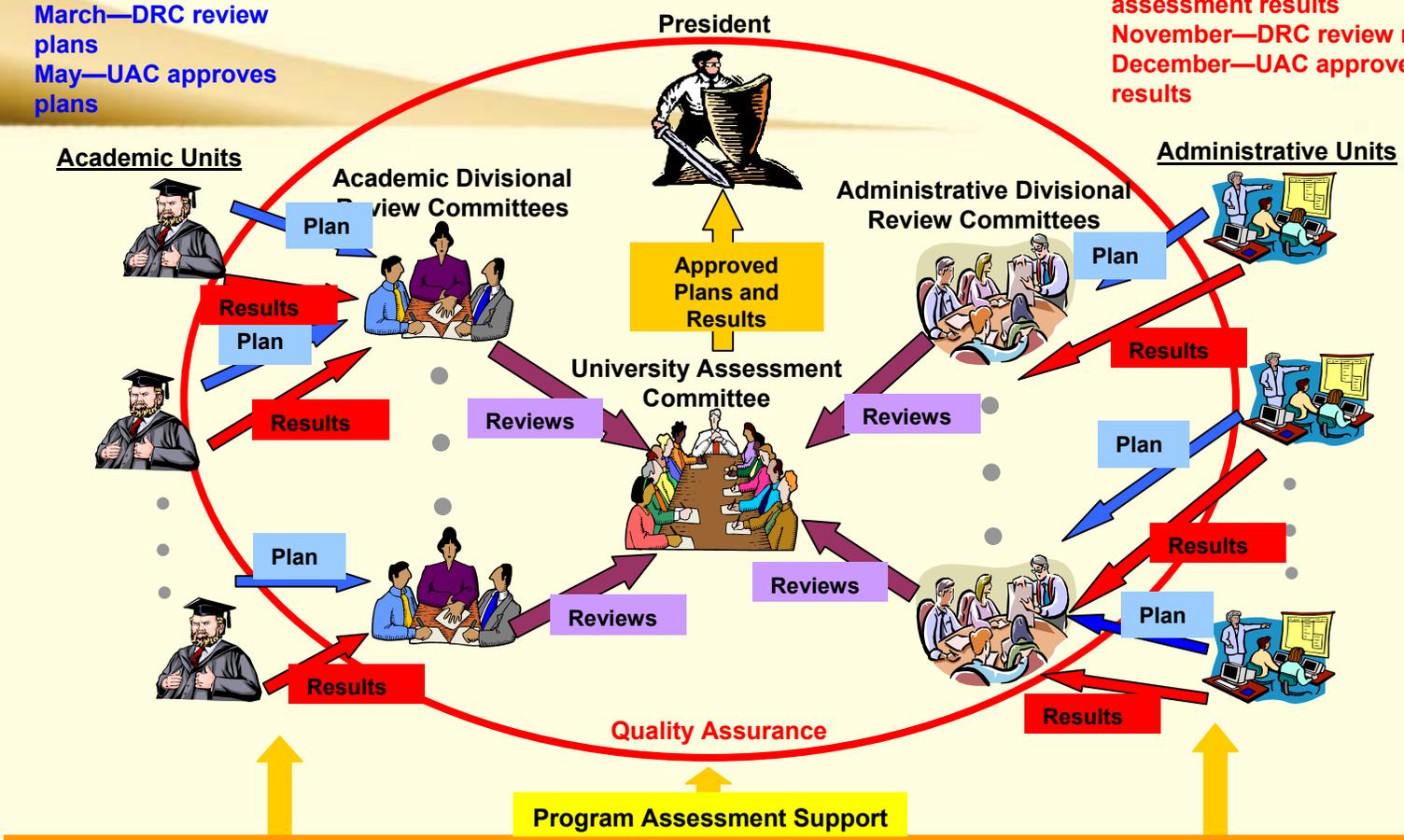
Assessment Organization at UCF



CONTINUOUS QUALITY IMPROVEMENT PROGRAM ASSESSMENT SYSTEM

SPRING
 February—units submit
 assessment plans
 March—DRC review
 plans
 May—UAC approves
 plans

FALL
 October—units submit
 assessment results
 November—DRC review results
 December—UAC approves
 results



Program Assessment Support

- Assessment policy and process expertise
- UAC administrative support
- DRC training and support
- Unit training and support

- System development and maintenance
- Web sites

- Institutional surveys
- Unit surveys and analysis



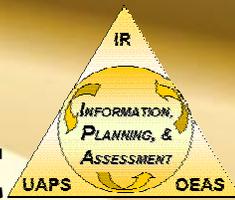


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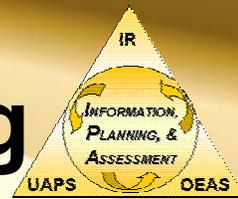


Scheduling Program Assessment



- choose timeframe
 - frequency
 - how often will assessments be conducted?
 - how often will assessment and results plans be submitted and reviewed?
 - assessment period--over what period will the measurements be taken?
 - academic year, calendar year, fiscal year
- flexibility is important for the assessment culture
 - academic year works best for academic programs and academic support units
 - fiscal year works best for administrative support units



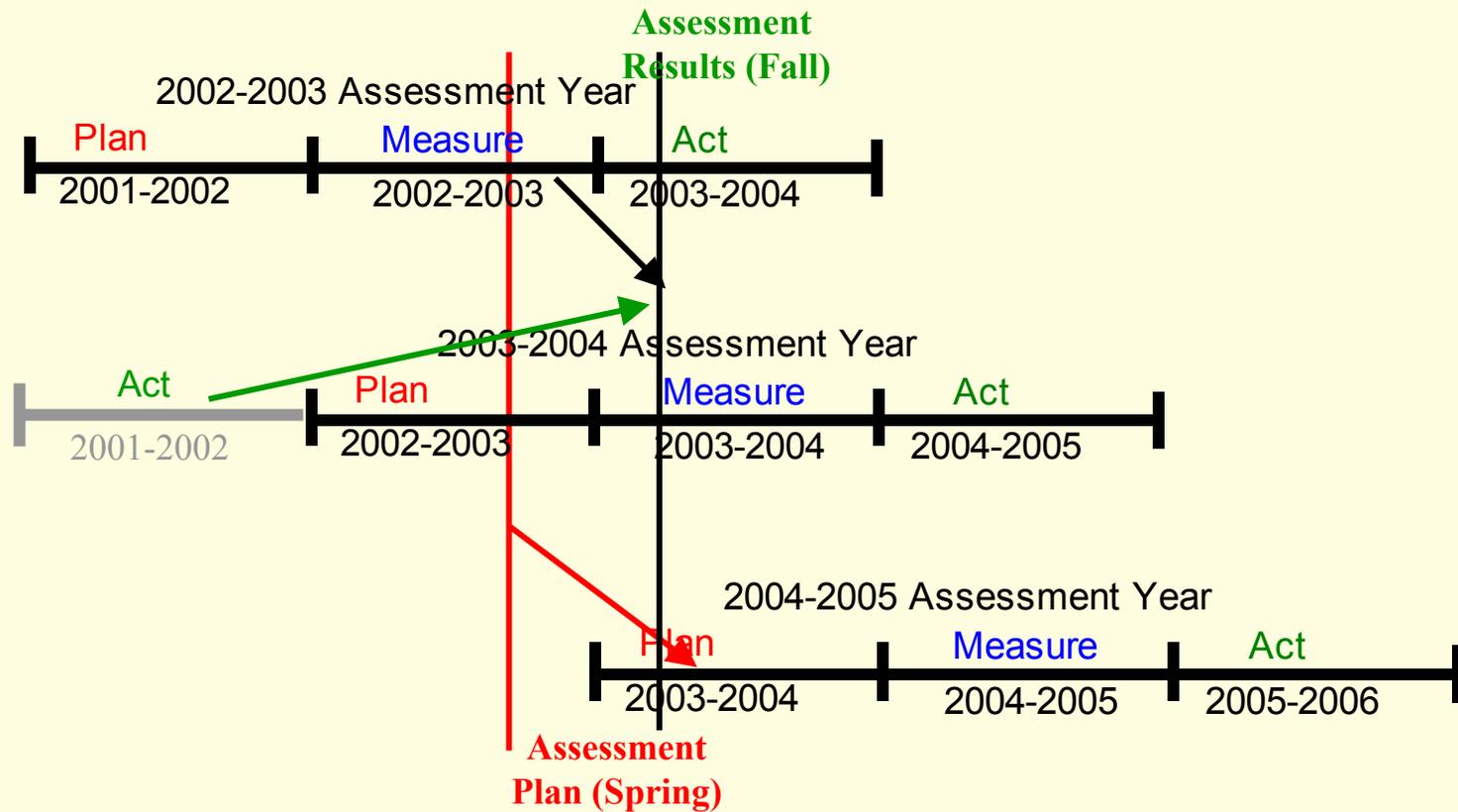
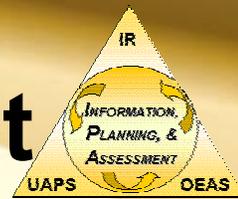


Parallel Schedule for Conducting Annual Assessment

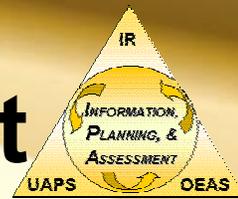
- in any given year (three activities in parallel)
 - develop assessment **Plan** for **next year**
 - **Measure** and analyze the results for the **current year**
 - The measures document the impact of the changes made the **prior year(s)**
 - **Act** on the results from a **prior year** and implement changes
- it is important to close the loop
 - use the results of assessment to implement changes
 - then measure impact of changes to affect your next plan
- submission and review schedule
 - annual
 - plan for next year and results from past year submitted and reviewed together
 - semi-annual
 - two separate submissions and reviews
 - review of results informs plan preparation



Scheduling a Parallel Assessment Process (Two Submissions)



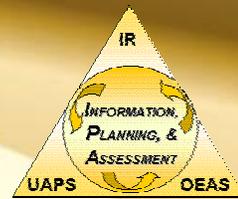
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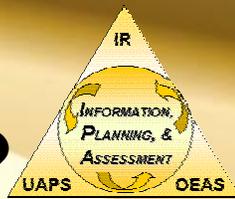
Support for Assessment



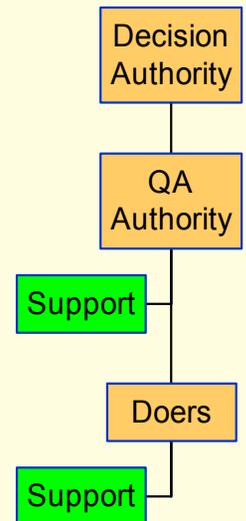
- assessment process and methods expertise
- training
 - unit and program level
 - divisional and university committees conducting QA
- consultations
 - developing mission, objectives, and measures
- survey design and analysis
 - program and unit-level data
 - easy and timely access to results
- technical support
 - web-enabled databases
 - documentation archiving

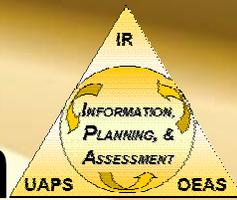


Support for Whom? By Whom?



- support for the “doers”
 - training and consultations
 - assessment clinics (office hours)
 - surveys and assessment instruments
 - analysis of processes
- support for the QA authority function
 - assessment policy, process and method expertise
 - administrative, procedures
 - communication
 - training in review processes
 - technical (web-sites and databases)



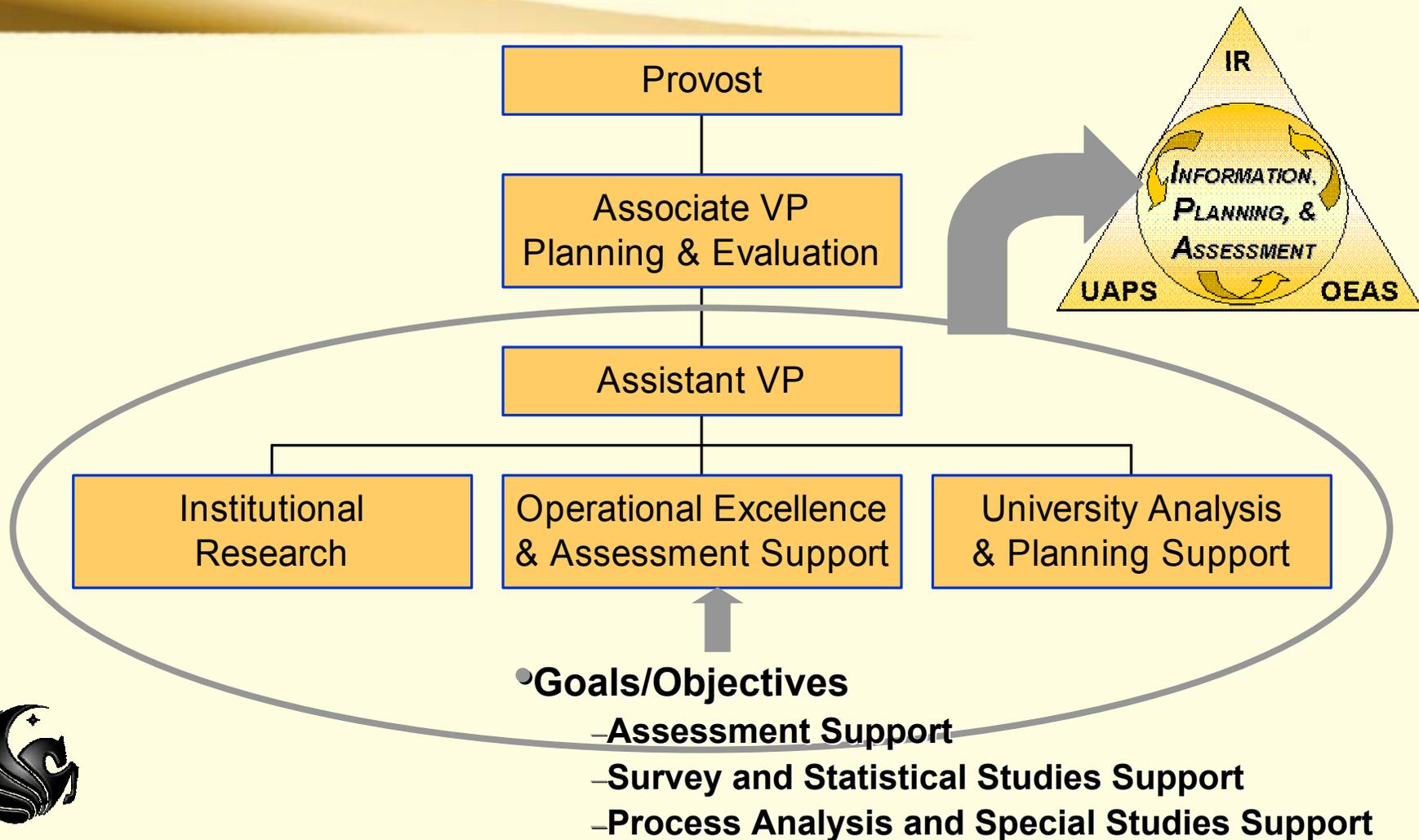
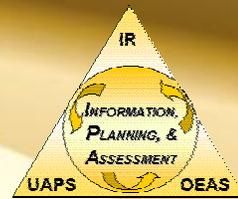


Organization of Support Function

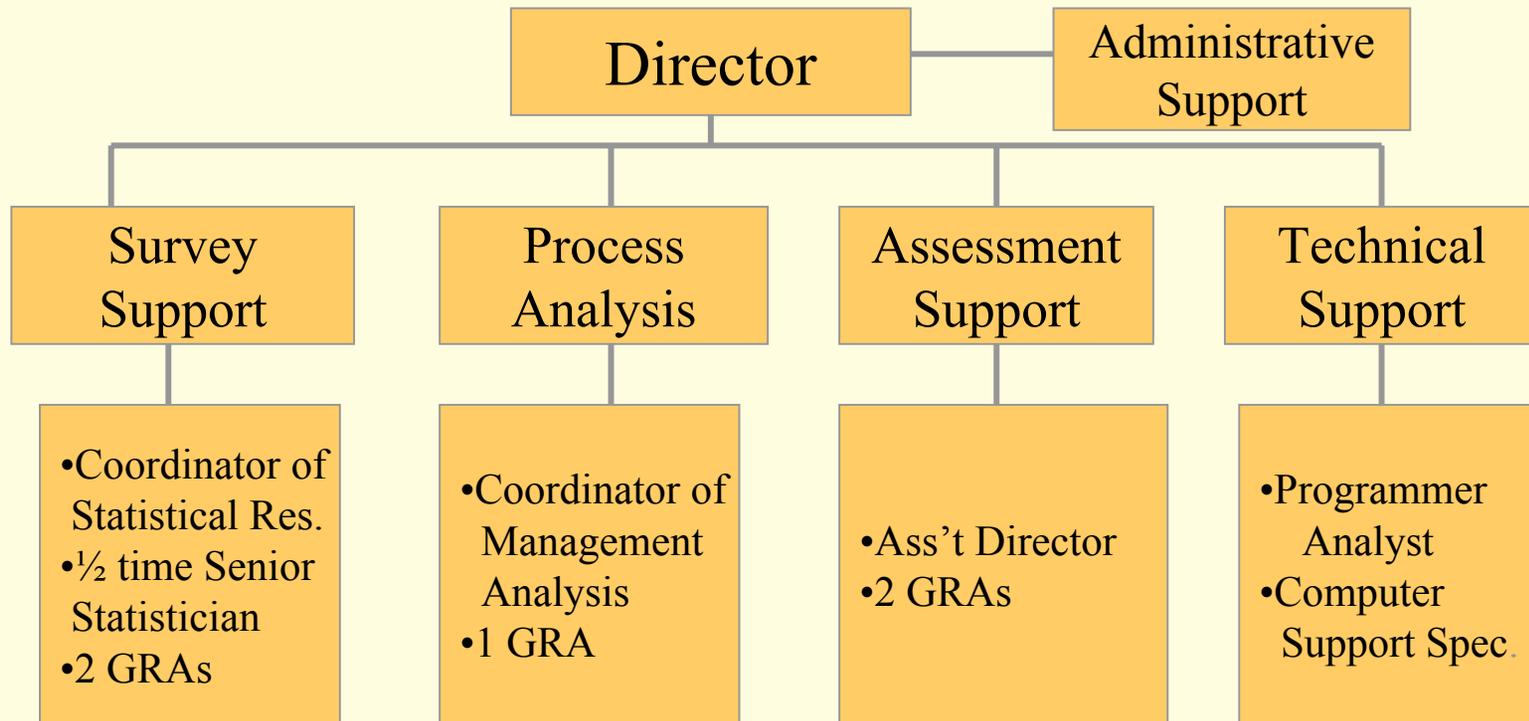
- level and location of resources
 - person, office, dispersed throughout the organization
- assessment responsibility
 - assigned or assumed
- creating assessment support
 - identify areas of existing or potential support
 - Institutional Research—surveys
 - faculty with assessment expertise—conduct assessment training
 - establish partnerships, communications and information exchanges
- find ways to reduce workload
 - templates
 - web-enabled systems
 - survey support



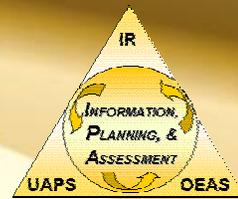
Support for Assessment



OEAS Staffing



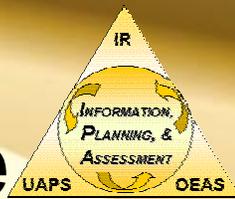
Assessment Documentation



- documentation of the assessment process is required for regional and discipline/program accreditation
- documentation is needed for the QA function to do its job: improve the assessment process
- challenges
 - making it meaningful
 - balance between too much and too little
 - making it easy
 - making it accessible
 - QA function
 - making it flexible to accommodate innovative approaches



WORD Assessment Plan Template



**—Institutional Effectiveness Assessment Plan Academic Programs—
Assessment Plan for Summer 2001, Fall 2001, and Spring 2002**

“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

[Click here and type]

Intended Outcomes or Objectives (include success targets)	Planned Procedures for Measuring Outcomes or Objectives 2001-2002 (ATTACH ALL ASSESSMENT INSTRUMENTS)
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] 3.d. [Click here and type]



WEB Assessment Plan and Results



University of Central Florida

Continuous Quality Improvement Assessment Plan and Results Process Menu

Welcome to the UCF Institutional Effectiveness Assessment Plan and Results development and review website. The following links are organized with the assessment plan development and review process on the left and the assessment results and review process on the right. Select the button that corresponds to your role in the assessment process.

Spring Assessment <i>Plan</i> Process	Fall Assessment <i>Results</i> Process
PROGRAM OR UNIT	PROGRAM OR UNIT
DIVISIONAL REVIEW COMMITTEE	DIVISIONAL REVIEW COMMITTEE
DIVISIONAL REVIEW COMMITTEE CHAIR	DIVISIONAL REVIEW COMMITTEE CHAIR
UNIVERSITY ASSESSMENT COMMITTEE	UNIVERSITY ASSESSMENT COMMITTEE
UAC ADMINISTRATIVE UNIT MEMBERS	
UAC ACADEMIC UNIT MEMBERS	
PUBLIC VIEWING SITE	
OEAS HOME PAGE	

Continuous Quality Improvement supports the University's Institutional Effectiveness process.

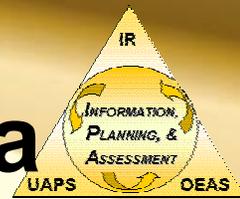
[CQI Main Menu](#) | [Program or Unit Plan Login](#) | [Program or Unit Results](#)

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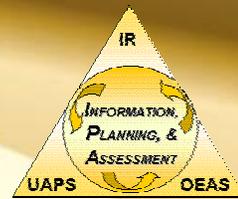


Considerations When Developing a Documentation System



- assessment process
 - what elements need to be documented?
- quality assurance
 - will you have a QA process and will you use the web?
- timelines
 - when do individuals do the submissions and reviews?
 - what type of history needs to be maintained?
- access
 - who gets access to what elements?
 - how do you maintain security?



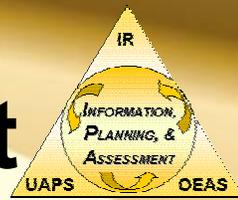


Closing the Loop: Changing the Assessment Culture

- understand where you are today
- understand where you would like to be
 - assessment process
 - assessment organization
 - assessment support
 - assessment attitude
- understand the barriers
- take advantage of personnel changes
- take a continuous quality improvement approach

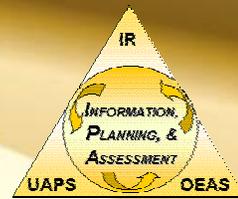


Creating a Program Assessment Culture



- create easily understood program assessment system
 - clearly defined content, schedule, and QA review process
- develop manageable pieces
 - assessment plan and assessment results
- minimize administrative workload for participants
 - easy on-line submissions and reviews
 - institutional surveys supporting assessment plans
 - training and assistance
- produce useful results
 - improve student learning outcomes
 - close the loop and share best practices



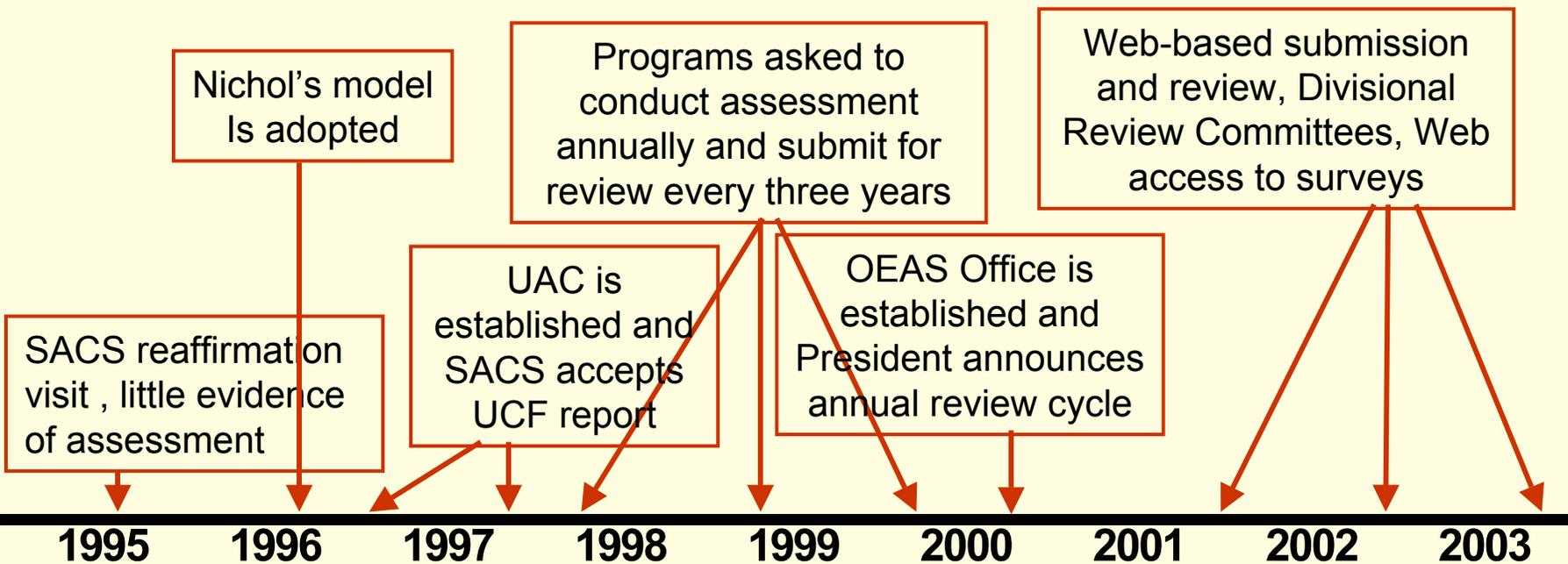
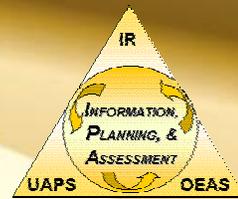


Evidence of **SUCCESS**

- **S**incerity means people trust the process
- **U**sefulness means the process helps people
- **C**larity means people understand the process
- **C**ommitment means people believe the process works to their advantage
- **E**nthusiasm means the people want to do it
- **S**ystemic and **S**ustainable means everyone is continuing to use it
- **S**upport means people are not on their own



UCF Has Come a Long Way!



UCF is entering its 8th year





You Can Too!

- think “system”
- crawl before you walk before you run
- provide value
- make it part of the normal way to do business



Questions



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