Implementing an Institutional Effectiveness Rubric to Deepen the Culture of Assessment

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Overview

➢ **UCF institutional effectiveness assessment process**

➢ **Evolution of the assessment process**

➢ **Rubric development and implementation**

➢ **Benefits**

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UCF Overview

- Basic Carnegie classification: research universities (high research activity)
- UCF also achieved Carnegie Community Engagement Classification
- 2nd largest university in U.S. with 56,337 students
- 1,415 acres on Orlando campus
- 10 regional campuses and numerous other instructional sites
- extensive distance learning offerings
- 12 colleges, including a medical college
- 216 degree programs (91 bachelor's, 92 master's, 3 specialist, 29 doctoral, 1 professional)

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Assessment Leadership

Assessment Cycle

Plan

Change

Continuous Improvement

Measure
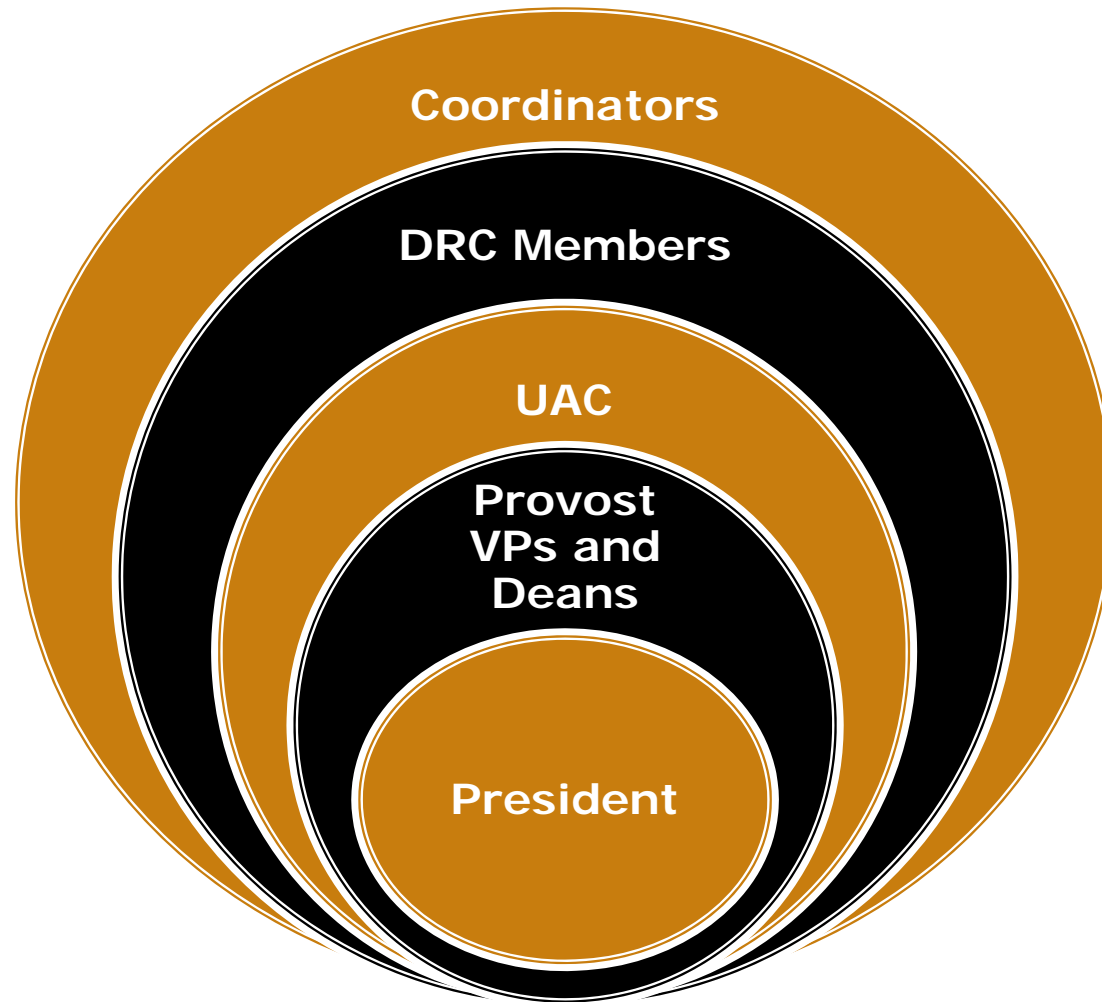
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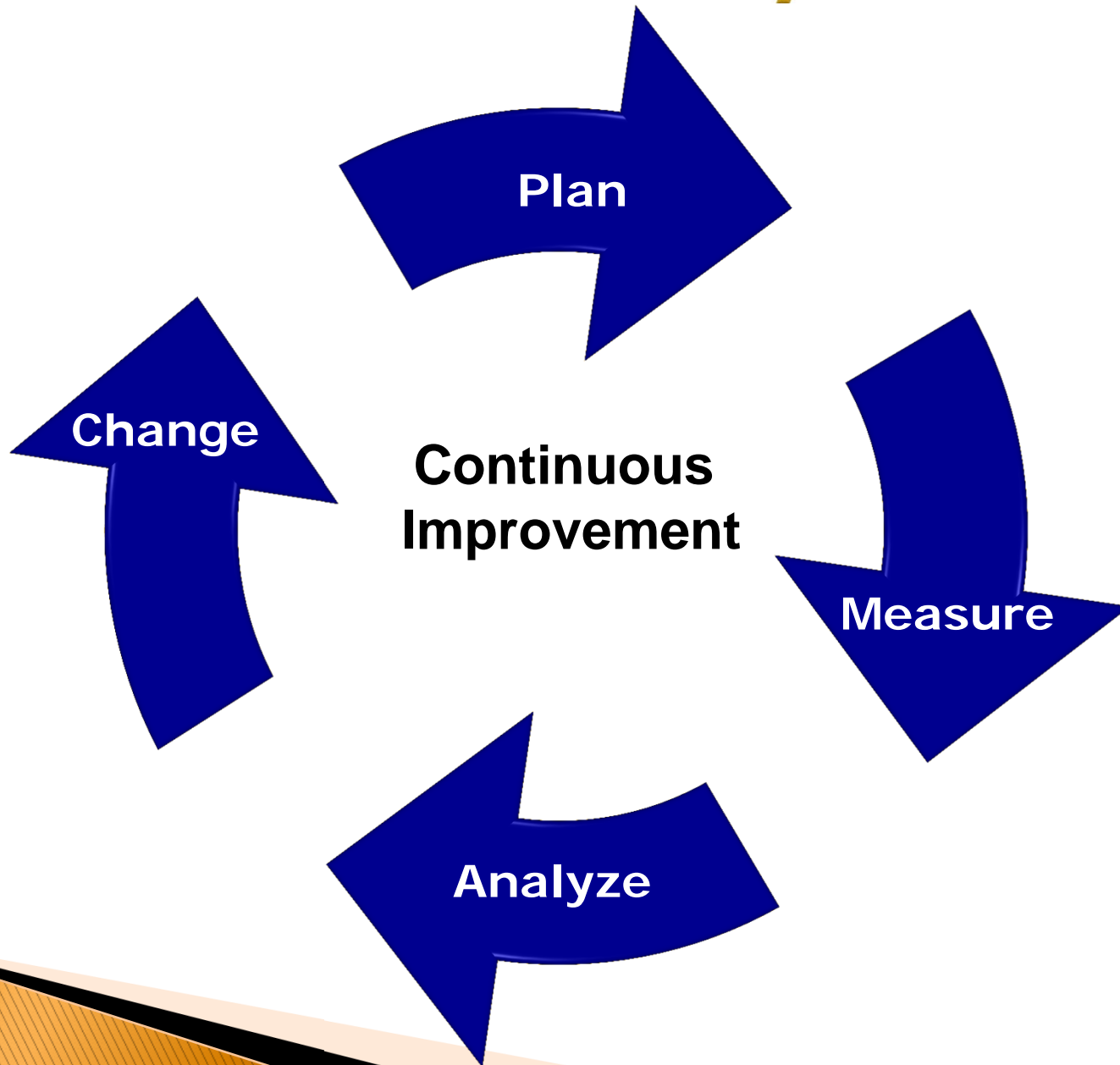
Assessment Scope and Schedule

- ➢ **355 programs and units report**
  - • Year round process
  - • Centralized online reporting system
  - • Ongoing reviews and feedback by DRC

- ➢ **September – Coordinators submit final results and plans**

- ➢ **October – DRCs review results and plans**

- ➢ **November to December – UAC final review**

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Integrated Approach

Strategic Planning

IE Assessment

Program or Unit Reviews

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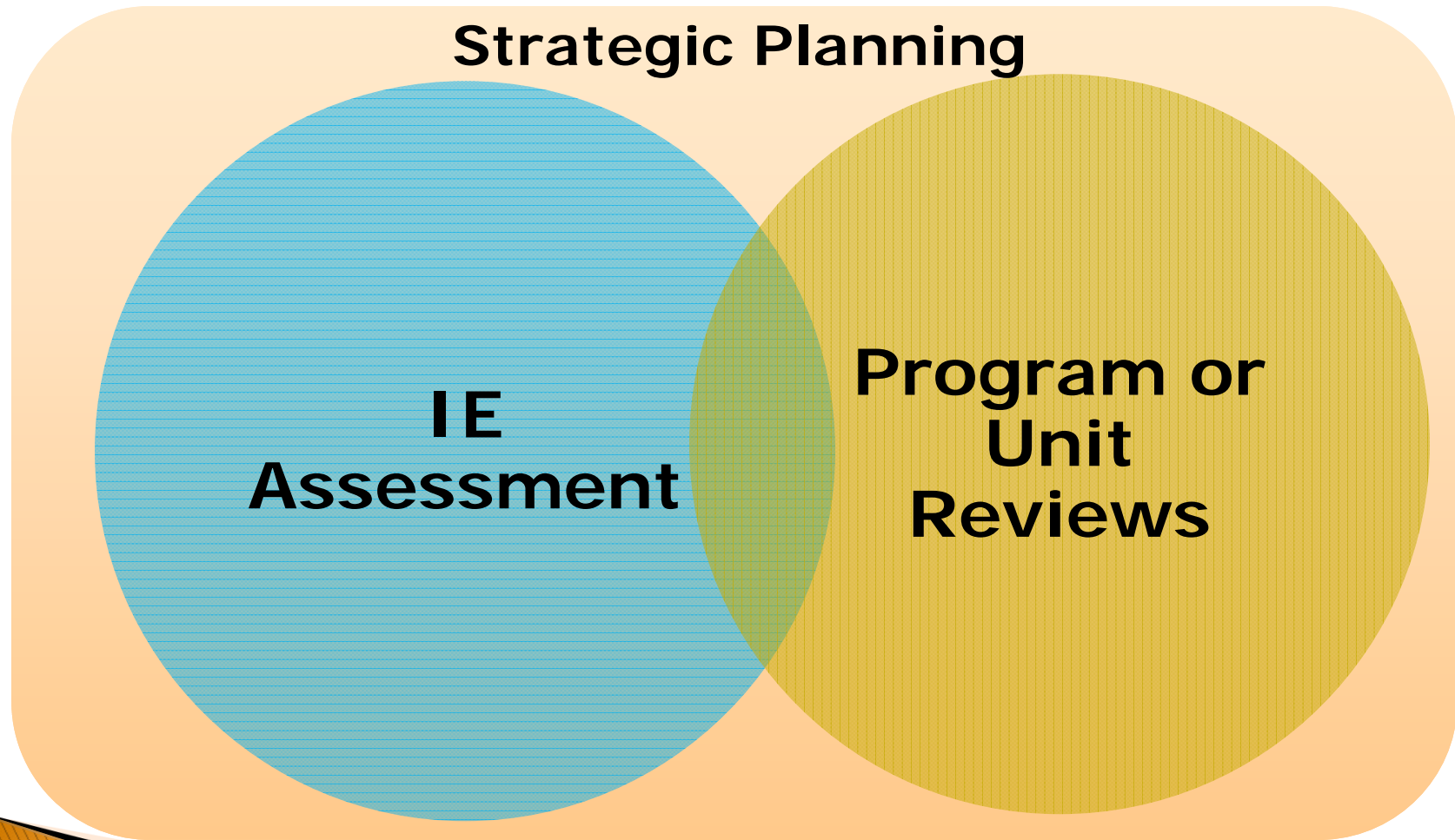
Assessment Process: The Dinosaur Era at UCF

- ➢ Loads of paper documents

- ➢ Manual submission of assessment plans

- ➢ No common assessment plan template

- ➢ No structured review of plans

- ➢ Little faculty and staff involvement

- ➢ Difficult to manage or use

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Assessment Process: The Middle Ages at UCF

➢ **Establishment of University Assessment Committee**

➢ **Creation of an assessment support office**

➢ **Formation of a common assessment template in Microsoft Word**

➢ **Knowledge management –manually driven**
  - **Communication by email**
  - **Electronic submission of assessment plans by email**

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Cyber Age: Transition to a Knowledge Management System

➤ **Includes more players in the process**

➤ **Increases communication**
- promotes best practice
- institutional memory

➤ **Reduces work load for faculty and staff**
- doers
- support staff

➤ **Promotes collaboration and mentoring**

➤ **Centralized capture of knowledge**

➤ **Extract and report information**
- improve process and support
- meta analysis

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IE Assessment Web Application

www.assessment.ucf.edu

Structure and Design of Institutional Effectiveness Assessment Rubrics

Prior Rating Scales for Plans

Documentation of Mission, Outcomes, and Measures	◉ Complete: Program has mission statement, a sufficient number of learning and program outcomes, and sufficient measures (usually at least 2) linked to each outcome ○ Partial: Some parts of the plan do not have sufficient detail (e.g., insufficient number of learning outcomes or measures); or the plan lacks some coherence (e.g., measures not related to outcomes) ○ None: No assessment plan submitted
Evaluation of Plan	○ Excellent: The plan addresses the noted deficiences in prior data collection, has sufficient detail, and will clearly provide useful data for program improvement. No deficiencies found. This is a model plan ◉ Good: The plan has sufficient detail and will provide useful data for program improvement ○ Acceptable: The plan lacks sufficient detail, but will provide some limited data that may be useful ○ Unacceptable: A plan was not submitted or lacks detail to be useful
Comparison of Plans	○ Maintained Good or Excellent Quality: Plan is consistent with previous good plan ○ Substantial Improvement: Current plan is much stronger than prior year's plan ○ Maintained Acceptable Quality: Plan is consistent with previous acceptable plan ◉ Some Improvement: Current plan is somewhat stronger than prior plan ○ No Improvement: Current plan is the same as the prior plan and there is clearly room for improvement ○ Worse: Current plan appears to be less useful than the prior plan ○ No Prior Plan
Overall Comments on Outcomes and Measures	This is a good plan. Much of future progress depends on a new exam and a standard for what performance on the exam should be.

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Prior Rating Scales for Results

Status Report on Data Collected:	⊙Complete: Data on all scheduled measures were collected and reports provide details of the results. If the data were not collected, a good explanation is provided ○Partial: Data on some of the scheduled measures were not collected or reports are not of sufficient detail ○None: No data collection took place
Status Report on Implemented and Planned Changes:	⊙Complete: Changes to Plan and/or program checked off, explanations of each change provided, and changes are related to results ○Partial: Recommended actions not linked to results and/or some explanations missing for checked items ○None: Implemented and planned changes not addressed
DRC Evaluation of Results Report:	⊙Excellent: The reporting of data collected, and implemented and planned changes is complete; an excellent example of closing the loop ○Good: The reporting of data collected and implemented and planned changes is complete ○Acceptable: Only partial reporting took place, but the program has addressed the issue in their next plan ○Unacceptable: Partial or no reporting and/or actions took place; and no changes to plan are indicated
Comparison of Results:	○Maintained Good or Excellent Quality: Documentation of data collection and use of results is consistently good ○Substantial Improvement: Documentation of data collection and use of results is substantially more detailed than prior year ⊙Some Improvement: Documentation of data collection and/or use of results is somewhat more complete than prior year ○No Improvement: Documentation of data collection and use of results is about the same as prior year and there is clearly room for improvement ○Worse: Documentation of data collection and/or use of results is less detailed and less complete than prior year ○No prior results ○Maintained Acceptable Quality: Documentation of data collection and use of...

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Purpose of Developing New Rubrics

- ➢ Achieve clear and consistent rating system

- ➢ Deepen collaborative model for reviewers and coordinators

- ➢ Enhance the usefulness of the assessment process and deepen quality

- ➢ Tie IE assessment with strategic planning

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Design and Development of Institutional Effectiveness Assessment Rubrics

- ➢ Sub committee of the University Assessment Committee (UAC) was established to develop rubrics
- ➢ Drafts circulated to UAC
- ➢ Revisions incorporated
- ➢ Pilot tested with coordinators and Divisional Review Committee (DRC) members
- ➢ Designed feedback survey
- ➢ Analyzed feedback survey to improve the content and language of rubrics

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University of Central Florida Institutional Effectiveness Assessment Plan Rubric

Beginning (1)	Emerging (2)	Meets Expectations (3)	Accomplished (4)	Exemplary (5)
Three or more of the *Meets Expectations* indicators are not met.	**Up to two** of the *Meets Expectations* indicators are not met.	**All** of the following indicators are met.	**All** of the *Meets Expectations* indicators are met **and at least one** of the additional indicators is met**.**	**All** of the *Meets Expectations* indicators are met **and all** of the additional indicators are met.
		1. Mission statement includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders	**Additional Indicators**	**Additional Indicators**
		2. Assessment process is provided and describes assessment strategies, and how the program or unit members are involved	7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary	7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary
		3. Number of outcomes: • administrative units: minimum of three outcomes • graduate academic programs: minimum of three student learning outcomes • undergraduate academic programs: minimum of eight student learning outcomes that incorporates academic learning compacts	8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment	8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment
		4. Minimum of two appropriate measures for each outcome; at least one is a direct measure	9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan	9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan
		5. Measures establish specific, quantifiable performance targets		
		6. Measures and targets are designed to promote improvement		

*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

University of Central Florida Institutional Effectiveness Assessment Results Rubric

Beginning (1)	Emerging (2)	Meets Expectations (3)	Accomplished (4)	Exemplary (5)
Three or more of the *Meets Expectations* indicators are not met.	**Up to two** of the *Meets Expectations* indicators are not met.	**All** of the following indicators are met.	**All** of the *Meets Expectations* indicators are met **and at least one** of the additional indicators is met.	**All** of the *Meets Expectations* indicators are met **and all** of the additional indicators are met.
		1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided	**Additional Indicators**	**Additional Indicators**
		2. Data reporting is thorough (see below)	7. Includes description of how the assessment process has been useful to your program or unit	7. Includes description of how the assessment process has been useful to your program or unit
		3. Results for each measure indicate whether the target for that measure has been met	8. Includes description of how IE Assessment has resulted in quality improvement initiatives	8. Includes description of how IE Assessment has resulted in quality improvement initiatives
		4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes	9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process	9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process
		5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided		
		6. Assessment instruments are attached or linked to if not proprietary		

2. i.e., populations are defined; sampling methods and response rates are provided with survey data, etc.

*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

Implementation of the Institutional Effectiveness Assessment Rubrics

➢ **Programmed into an existing assessment web application**

➢ **Replaced existing reviewer rating scales in the Institutional Effectiveness Assessment plans and results templates**

➢ **Made link in templates to provide easy access to PDF of rubrics for coordinators, DRC members and DRC Chairs (UAC)**

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Institutional Effectiveness Assessment Plan Rubric
*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

○ Beginning (1) | ○ Emerging (2) | ○ Meets Expectations (3) | ○ Accomplished (4) | ◉ Exemplary (5)

Indicators

☑ 1. Mission statement includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders

☑ 2. Assessment process is provided and describes assessment strategies, and how the program or unit members are involved

☑ 3. Number of outcomes:
   • administrative units: minimum of three outcomes
   • graduate academic programs: minimum of three student learning outcomes
   • undergraduate academic programs: minimum of eight student learning outcomes that incorporates academic learning compacts

☑ 4. Minimum of two appropriate measures for each outcome; at least one is a direct measure

☑ 5. Measures establish specific, quantifiable performance targets

☑ 6. Measures and targets are designed to promote improvement

Additional Indicators

☑ 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary

☑ 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment

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Communication Plan and Assessment Rubric Training

➢ Conducted a series of workshops and training sessions to clarify levels and indicators

➢ Applied rubrics to actual plans reports and results reports

➢ Worked toward establishing inter-rater reliability

➢ Developed rubric reports for university stakeholders to show how programs or support services areas are meeting the expected standards

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Divisional Review Committee Ratings
2009-10 Plans
(using the Rubric)

Program or Unit Status	University of Central Florida*	
Plans not approved by the DRC Chair(s)		0
Plan not created	0	
Plan in progress	0	
Plans submitted to DRC	0	
Plan review process has begun, but the review has not been approved	0	
Total number of program and unit plans approved by the DRC Chair		355
Total number of programs and units doing assessment		355

Program or Unit Rubric Level	University of Central Florida*	
	Number of Programs or Units meeting the level	Percentage of Programs or Units meeting the level
Exemplary	53	15
Accomplished	71	20
Meets Expectations	178	50
Emerging	35	10
Beginning	18	5
* Note: Numbers and percents are fictitious and are given as an example.		

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Benefits of the Rubrics

➢ **Communication tool**
  - Sets clear expectations
  - Uses common terminology
  - Offers concise, focused and timely feedback

➢ **Guides self-evaluation**
  - Programmed into web application

➢ **Improves accuracy and consistency throughout the assessment process**

➢ **Generates meaningful discussion – more involved faculty and staff members**

Benefits of the Rubrics (continued)

- Tool to deepen the collaborative model

- Increases channels of communication

- Results in more "off-line" consultations

- Higher attendance of assessment workshops

- University strategic plan linkages integrated into plan rubric

Future Plans

➢ **Continue training and one to one consultations and collaborative work**

➢ **Develop library of examples aligned to the rubric levels**

➢ **Share reports with trends over time**

➢ **Clarify distinction between indicator 7 and 8 on IE assessment results rubric**

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Contact Information

Continue the conversation:

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