

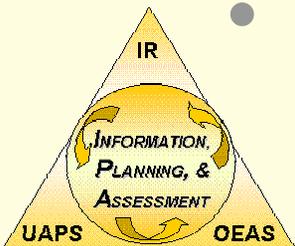
Information, Planning, and Assessment



University of Central Florida
Chairs, Deans, Directors, and Faculty Workshop
March 28, 2003

Agenda

- **8:30 Coffee and Danish**
- **9:00 What Do Students Think About UCF?**
- **9:30 Program Assessment**
 - **Brief Overview**
 - **Innovations in Assessment (College of Engineering and Computer Science)**
 - **Assessment Successes (College of Education)**
- **10:15 Information and Planning**
- **10:45 The IPA Office**



Information, Planning, and Assessment

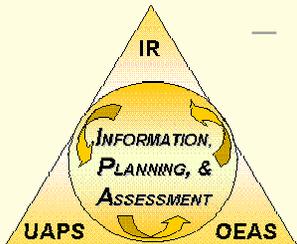
Introduction



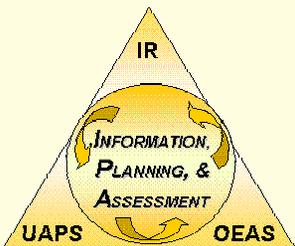
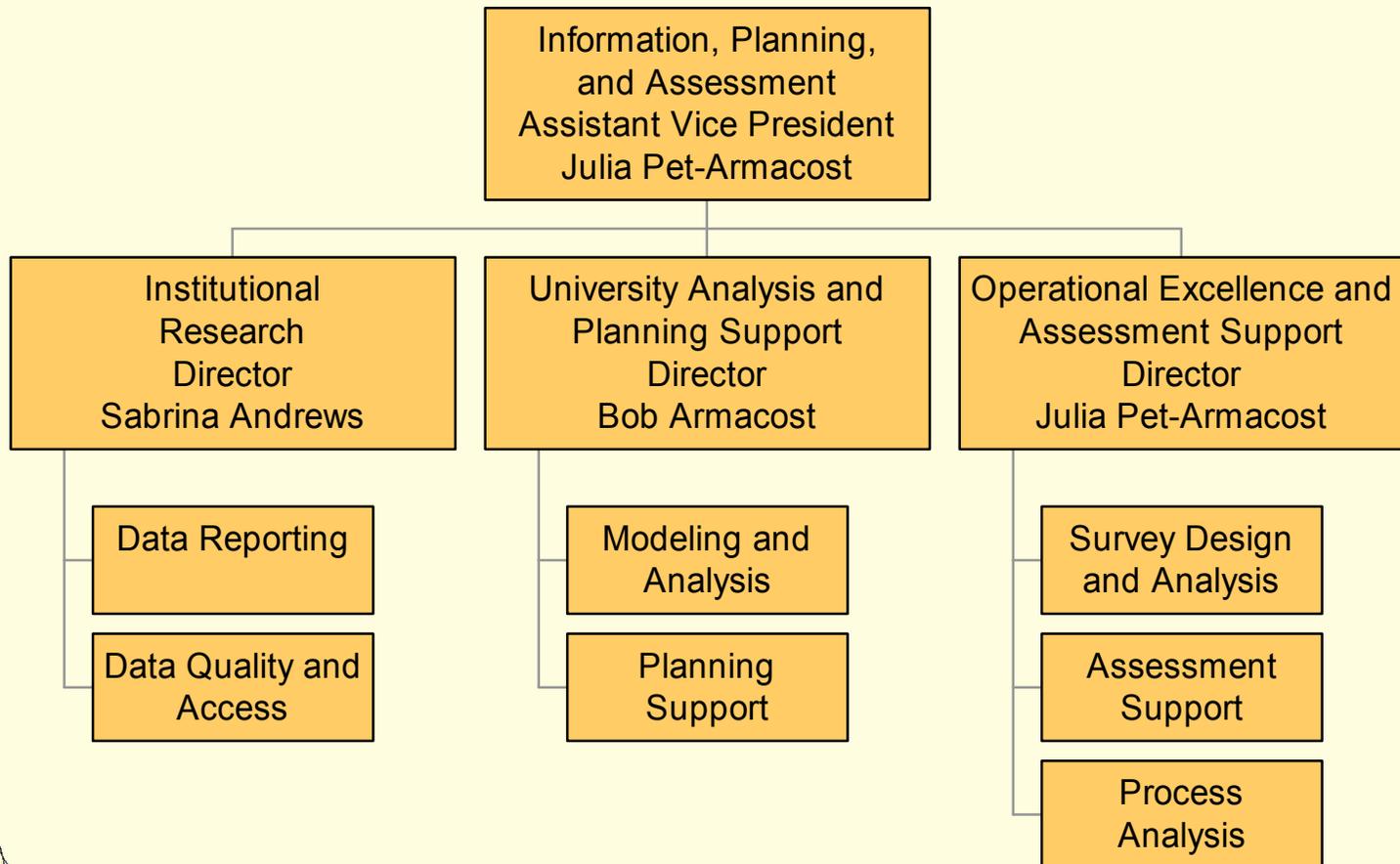
University of Central Florida
Chairs, Deans, Directors, and Faculty Workshop
March 28, 2003

Objectives of Workshop

- **Provide you with additional knowledge about UCF**
 - What our students think
 - UCF's program assessment process and its value
 - Information about UCF and plans for the future
- **Provide you with an overview of the services and resources that are available to you through the IPA Division**
 - Operational Excellence and Assessment Support
 - Institutional Research
 - University Analysis and Planning Support

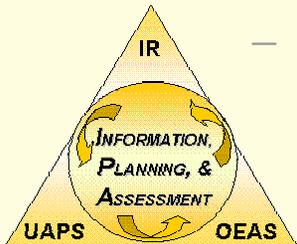


The Information, Planning, and Assessment Division



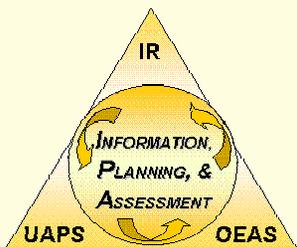
Information, Planning and Assessment Goals

- **Excerpts of goals**
 - Support strategic planning, accountability, program review, and institutional effectiveness
 - Provide timely access to institutional data and information sources
 - Ensure the quality and integrity of data and information
 - Develop analysis and planning models to support decision-making and planning
 - Be a catalyst for continuous improvement and operational excellence
 - Become a leader in higher education in assessment, information technologies, and planning models



Strong Focus on Quality Improvement

- **Institutional Research**
 - Improve quality of and access to data and information
 - Data Administrator
 - Ensure timely and accurate external reporting
- **University Analysis and Planning Support**
 - Improve quality of planning and decision making processes
- **Operational Excellence and Assessment Support**
 - Improve quality of academic programs and university operations



Information, Planning, and Assessment

What do Students Think About UCF?



**University of Central Florida
Chairs, Deans, Directors, and Faculty
Workshop
March 28, 2003**

We Are Interested in What Our Students Think

UCF
conducts
many
surveys

Noel-Levitz
STUDENT SATISFACTION INVENTORY™
4-Year College and University Version

Dear Student,

Your assistance is essential to systematically learning to be student. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experience that the University will give your campus leadership through the aspect of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not required.

Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Mark answers completely and clearly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experience on this campus. On the left, tell us how important it is for your institution to meet this expectation. On the right, tell us how satisfied you are that your institution has met this expectation.

Importance for your institution

Very important

Very satisfied

Very important

Very satisfied

GRADUATING SENIORS
2001-2002 Questionnaire

Please fill in the strength and to the answer that best reflects your experience at the University of Central Florida (UCF).

1. In general, how would you rate your overall registration experience?

2. Would you recommend UCF to a friend or return enrolling student?

3. When you attend your first class at UCF, did you ever have a problem to do the way you were taught?

4. How would you rate each of the following at UCF?

5. To what extent do you agree or disagree with the following statement?

Core Alcohol

Please print a number 1-5.

1. Classification:

2. Ethnic origin:

3. Marital status:

4. Living arrangements:

5. Approximate cumulative grade point average (GPA):

6. How often do you consume alcohol?

7. Are you currently residing in a dormitory?

8. What is your current residence?

9. How often do you consume alcohol?

10. How often do you consume alcohol?

11. How often do you consume alcohol?

12. How often do you consume alcohol?

13. How often do you consume alcohol?

14. How often do you consume alcohol?

15. How often do you consume alcohol?

16. How often do you consume alcohol?

17. How often do you consume alcohol?

18. How often do you consume alcohol?

19. How often do you consume alcohol?

20. How often do you consume alcohol?

REGISTRATION 2002

1. What department are you currently taking?

2. How do you rate your registration experience?

3. How do you rate your registration experience?

4. How do you rate your registration experience?

5. How do you rate your registration experience?

6. How do you rate your registration experience?

7. How do you rate your registration experience?

8. How do you rate your registration experience?

9. How do you rate your registration experience?

10. How do you rate your registration experience?

11. How do you rate your registration experience?

12. How do you rate your registration experience?

13. How do you rate your registration experience?

14. How do you rate your registration experience?

15. How do you rate your registration experience?

16. How do you rate your registration experience?

17. How do you rate your registration experience?

18. How do you rate your registration experience?

19. How do you rate your registration experience?

20. How do you rate your registration experience?

UNIVERSITY OF CENTRAL FLORIDA
New POLARS Student Registration System Usability Survey

UCF is conducting this survey of the new on-line registration system to learn more about your experience with using it to carry out registration and related functions, and to assess characteristics associated with usability. Please take a few minutes to complete this survey about your experience registering for Spring 2003 classes. Your answers are completely confidential and anonymous and very important, as they will help us improve the New POLARS.

1. In general, how would you rate the overall quality of the service you received from the new registration system?

2. Information is well organized on the screen.

3. I can easily navigate to another screen to get the information I need.

4. The main screen and drop-down menus clearly display the options I need to complete registration and related activities.

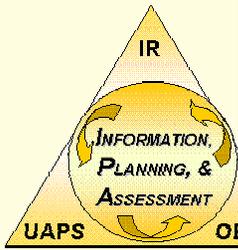
5. The "Class Schedule Search" is easy to use.

6. The terminology, screens and codes are easy to recognize and understand.

7. I can easily correct errors.

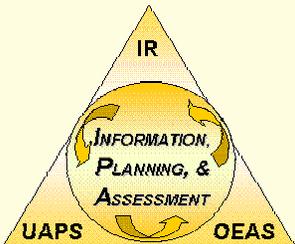
8. I can access all the information I need to register for classes or do a related function.

9. The on-line HELP option was useful in completing my tasks.



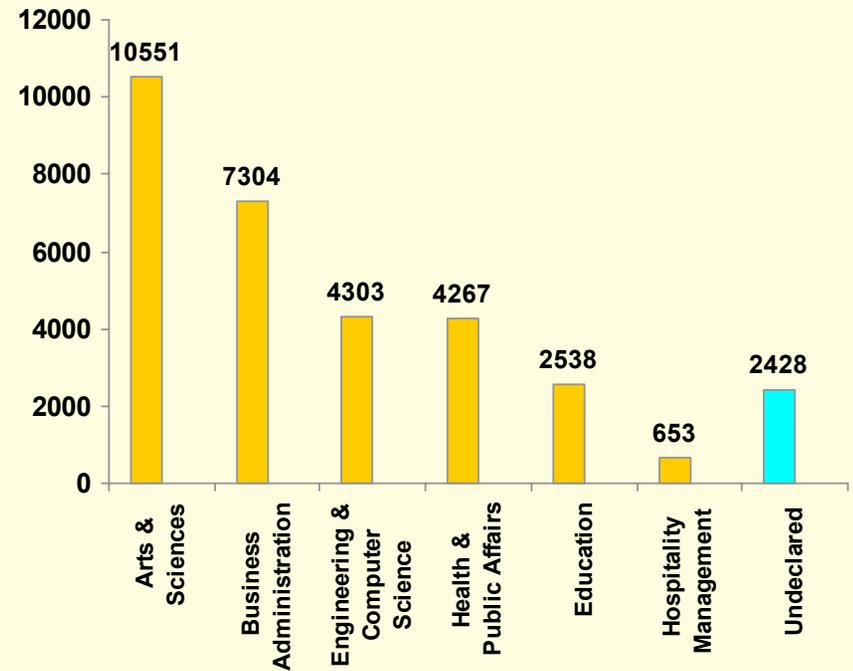
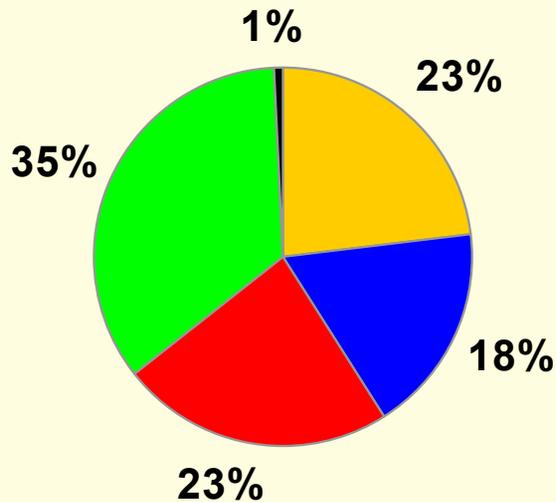
Types of Surveys

- **As students progress**
 - Entering student
 - Enrolled student
 - Graduating student
 - Alumni
- **Various topics**
 - Satisfaction with services
 - Satisfaction and value of experiences
 - Plans for the future
 - Special topics
 - Alcohol and drug usage
 - Polaris usability

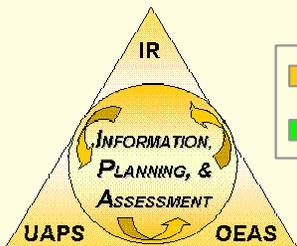


UCF's Total Undergraduates Fall 2002

32,044 undergraduates
- 83% of total students



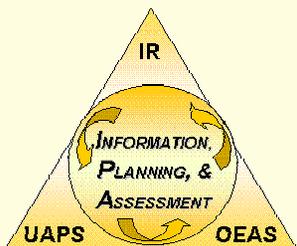
In six colleges and schools



- Freshmen
- Sophomores
- Juniors
- Seniors
- Non-degree

Student Satisfaction with Student Services

- **Noel-Levitz Inc. Student Satisfaction Inventory**
 - Sample of enrolled students
 - 1995, 1998, and 2001
 - 12 composite scales
 - Importance and satisfaction



Noel-Levitz
STUDENT SATISFACTION INVENTORY™
4-Year College and University Version
Loretta A. Schmitt, Ph.D., and Margaret L. Johnson, Ph.D.
Copyright 1994, Noel-Levitz Center, Inc. All rights reserved.

Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested. — Thank you for your participation.

Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Pencil marks should not be too light.
- Erase changes completely and clearly.
- Completely darken the oval that corresponds to your response.

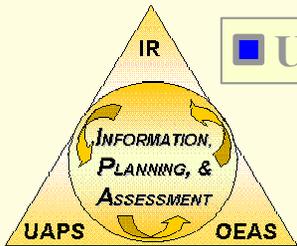
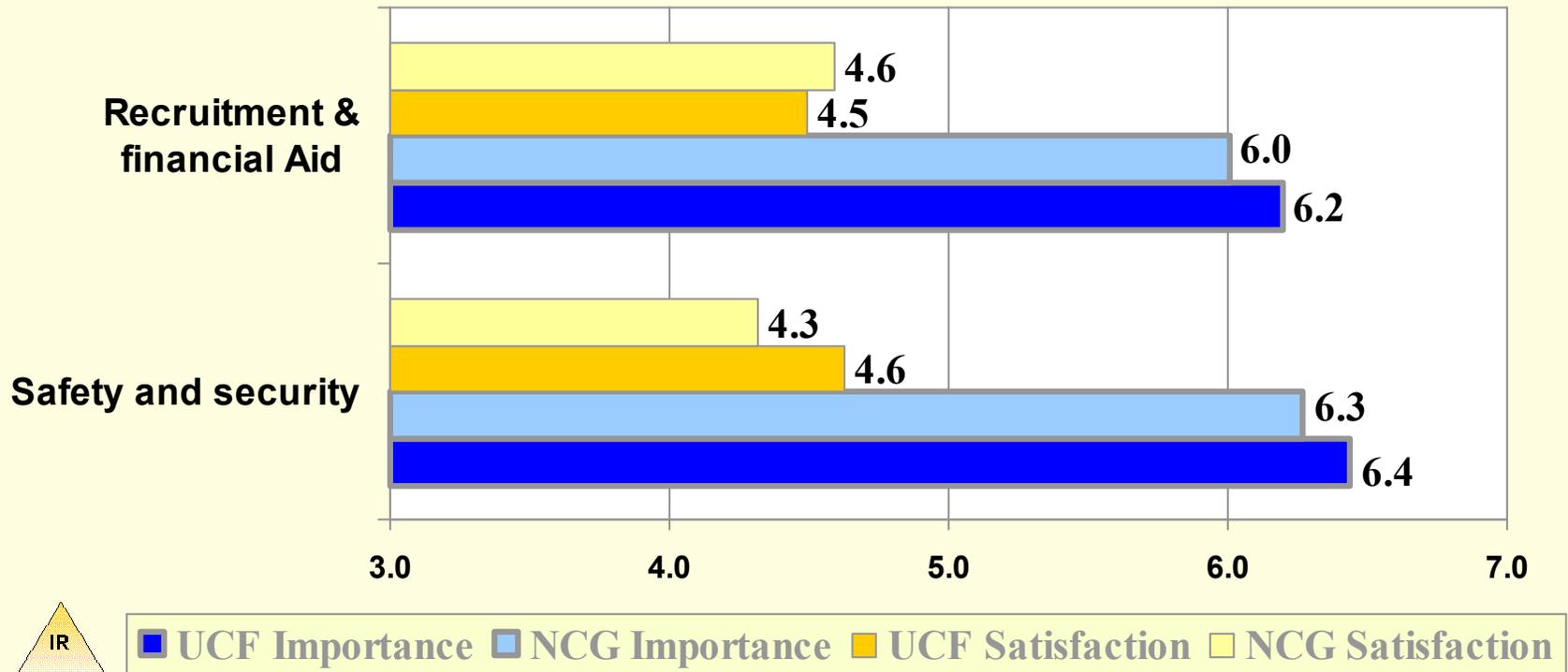
Each item below describes an expectation about your experiences on this campus. On the left, tell us how important it is for your institution to meet this expectation. On the right, tell us how satisfied you are that your institution has met this expectation.

Importance to me ...	Item	My level of satisfaction ...
1 - not important at all	1. Most students feel a sense of belonging here.	5 - very satisfied
2 - not very important	2. The campus staff are caring and helpful.	4 - satisfied
3 - somewhat unimportant	3. Faculty care about me as an individual.	3 - somewhat satisfied
4 - neutral	4. Administrators staff are knowledgeable.	2 - somewhat dissatisfied
5 - somewhat important	5. Financial aid counselors are helpful.	1 - dissatisfied
6 - important	6. My academic advisor is approachable.	0 - not satisfied at all
7 - very important	7. The campus is safe and secure for all students.	
	8. The content of the courses within my major is valuable.	
	9. A variety of intramural activities are offered.	
	10. Administrators are approachable to students.	
	11. Billing policies are reasonable.	
	12. Financial aid awards are announced to students in time to be helpful in college planning.	
	13. Library staff are helpful and approachable.	
	14. My academic advisor is concerned about my success as an individual.	
	15. The staff in the health services area are competent.	
	16. The instruction in my major field is excellent.	
	17. Adequate financial aid is available for most students.	
	18. Library resources and services are adequate.	
	19. My academic advisor helps me set goals to work toward.	
	20. The business office is open during hours which are convenient for most students.	

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Importance and Satisfaction Ratings UCF Undergraduates and National Comparison Group

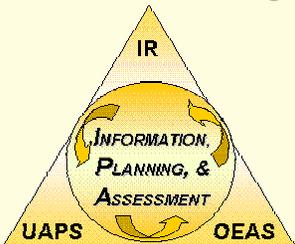
(Source: Spring 2001 Student Satisfaction Inventory)



Mean Rating
n=496

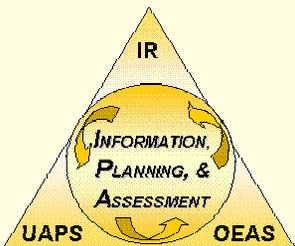
Comparison of 1995 to 2001: Improved Satisfaction in All Areas

- **Large (7 to 11%) improvement**
 - safety and security
 - student centeredness
 - campus climate
 - responsiveness to diverse populations
- **Moderate (3 to 6%) improvement**
 - campus life
 - registration effectiveness
 - campus support services
 - concern for the individual
 - instructional effectiveness
- **Small (less than 2%) improvement**
 - academic advising
 - service excellence



Who is Most Satisfied?

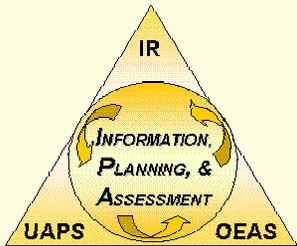
- Male or female
- Area campus or main campus
- Ethnic minority or white
- Freshmen, sophomores, juniors, or seniors,



Freshmen Orientation Follow-up Survey

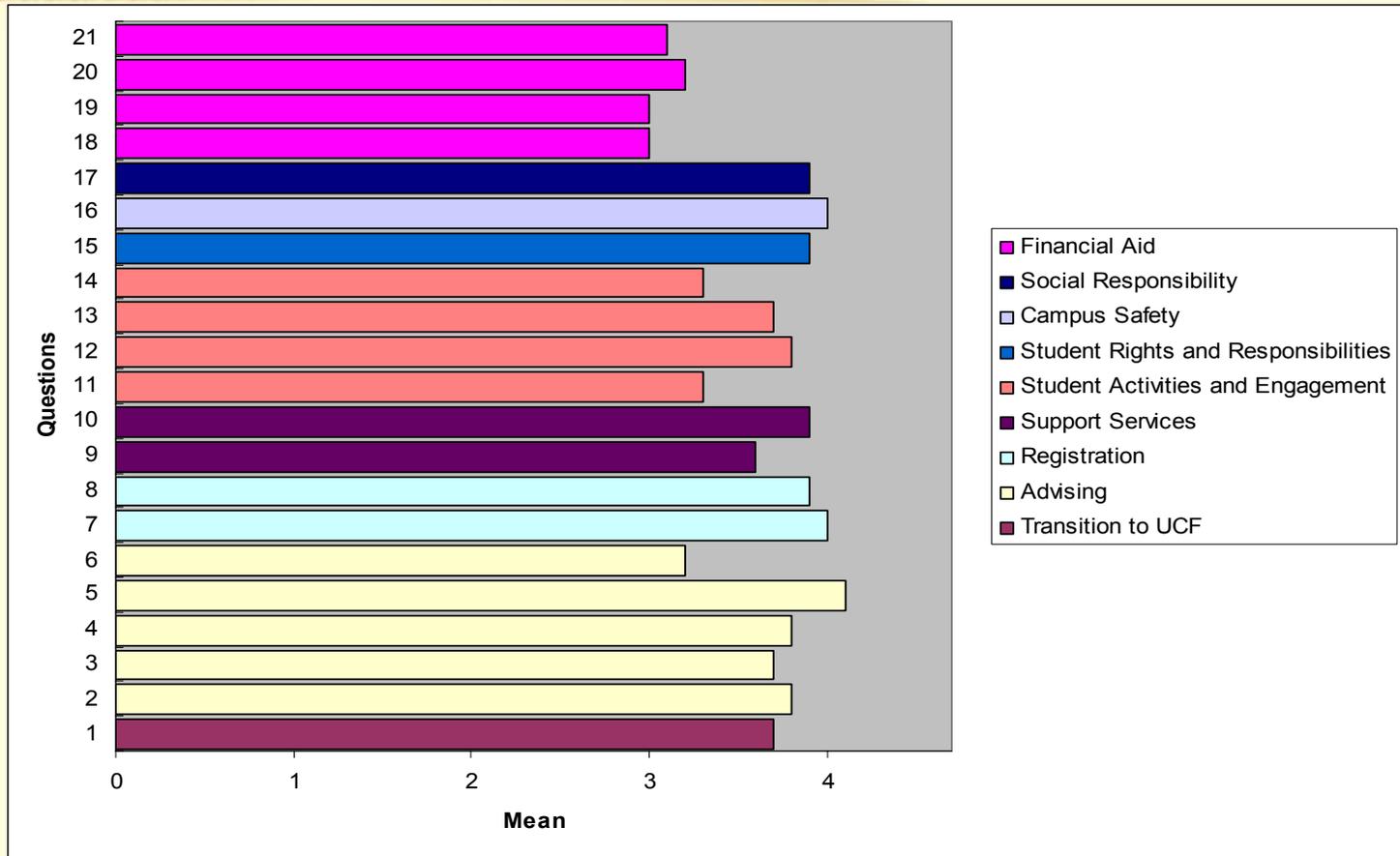
Ad Hoc Surveys

- **Conducted online Fall 2002**
- **All freshmen orientation attendees**
- **Importance of orientation content**
- **Satisfaction with orientation relative to freshmen experience**

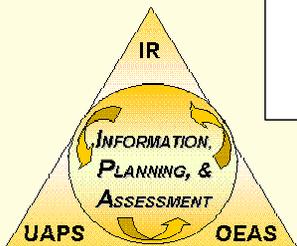


Importance Ratings of Freshman Orientation Content Areas

(Source: UCF Freshmen Follow-up Survey)

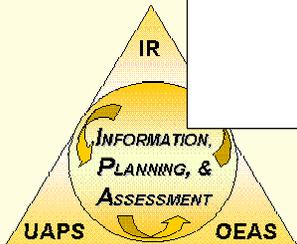
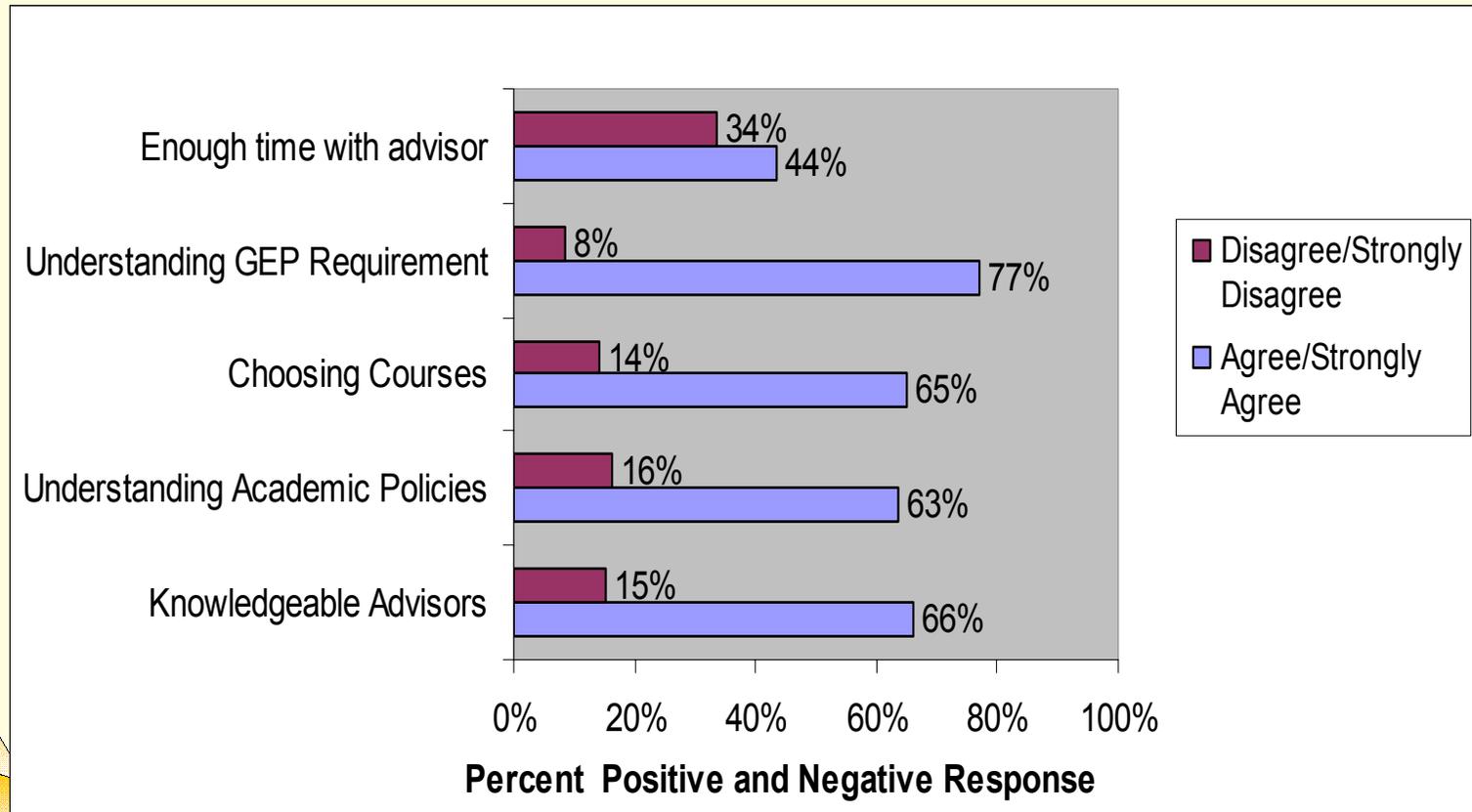


n=680



Percent Positive and Negative Responses - Freshmen Orientation Advising Experience

(Source: UCF Freshmen Follow-up Survey)

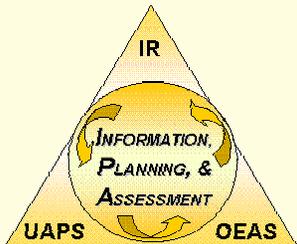


n=680

POLARIS Usability Survey

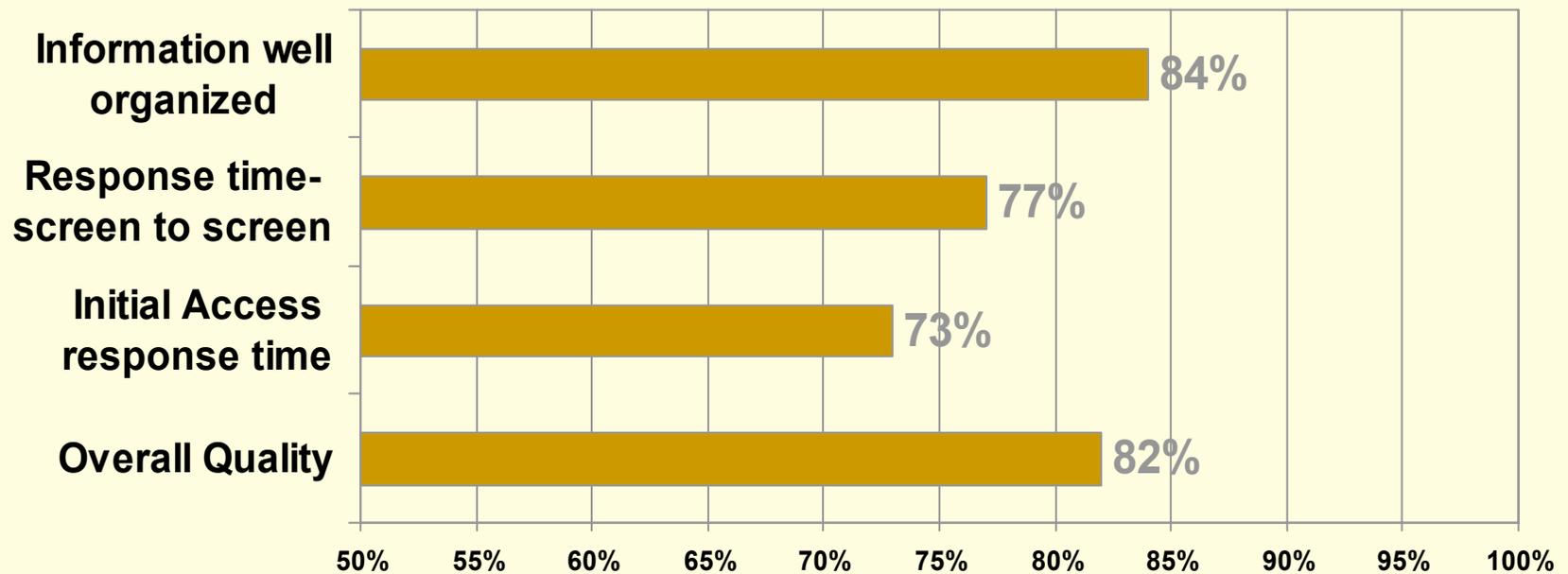
Ad Hoc Surveys

- **Conducted online since Summer 2002**
- **All students who register**
- **Overall satisfaction**
- **Aspects of functionality**
- **Student variables**
 - **preparedness**
 - **dial-up**
 - **time of day**
 - **class level**

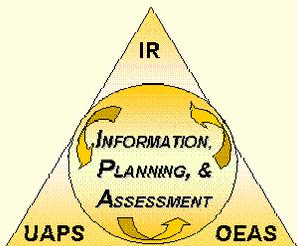


Overall POLARIS Quality and Selected Functional Elements

(Source: Spring 2003 POLARIS Usability Survey)

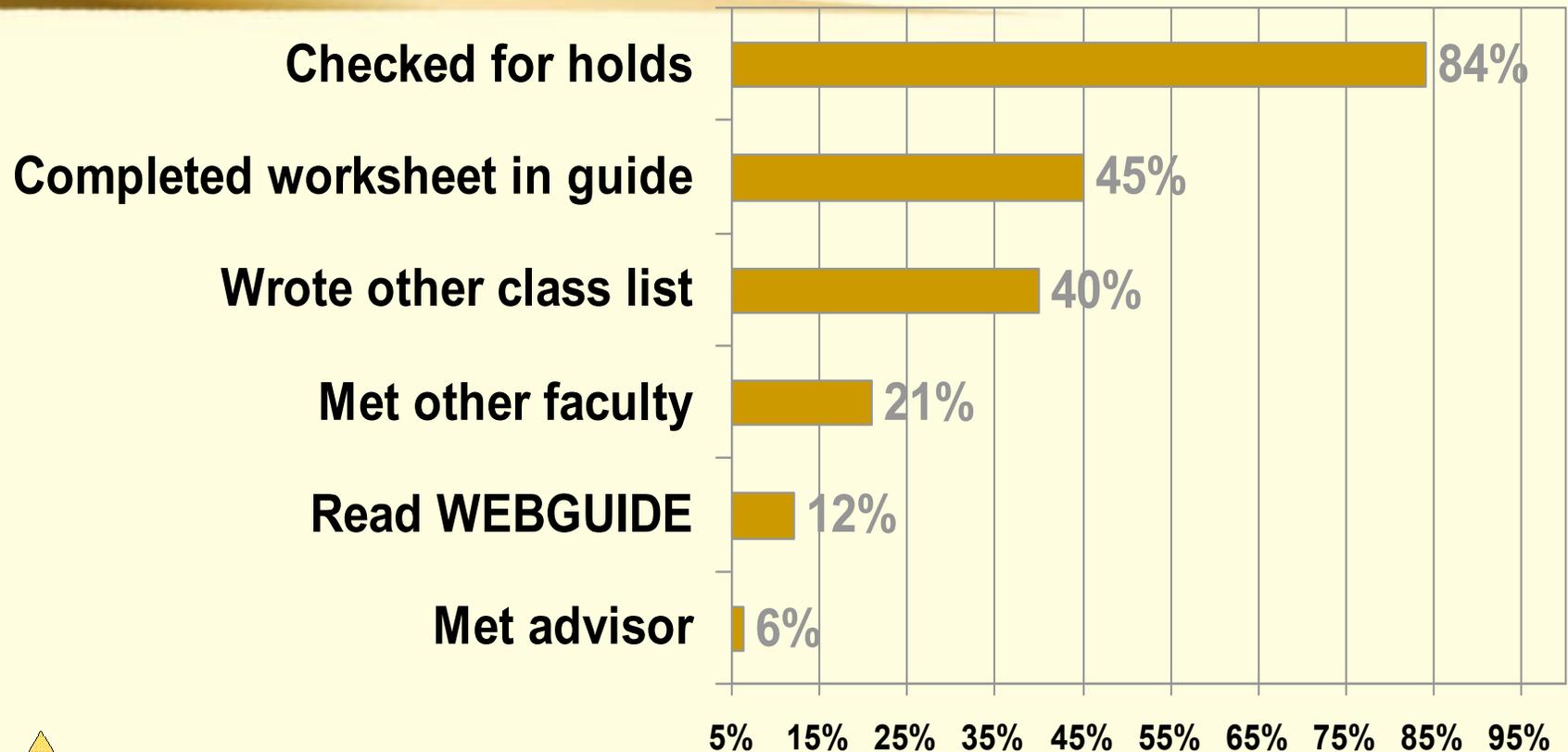


percent positive response
n=1994

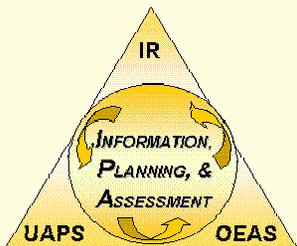


Student Planning for Registration

(Source: Spring 2003 POLARIS Usability Survey)



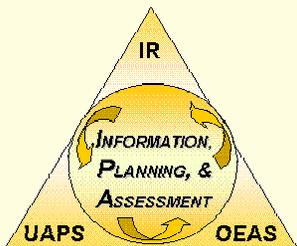
percent positive response
n=1994



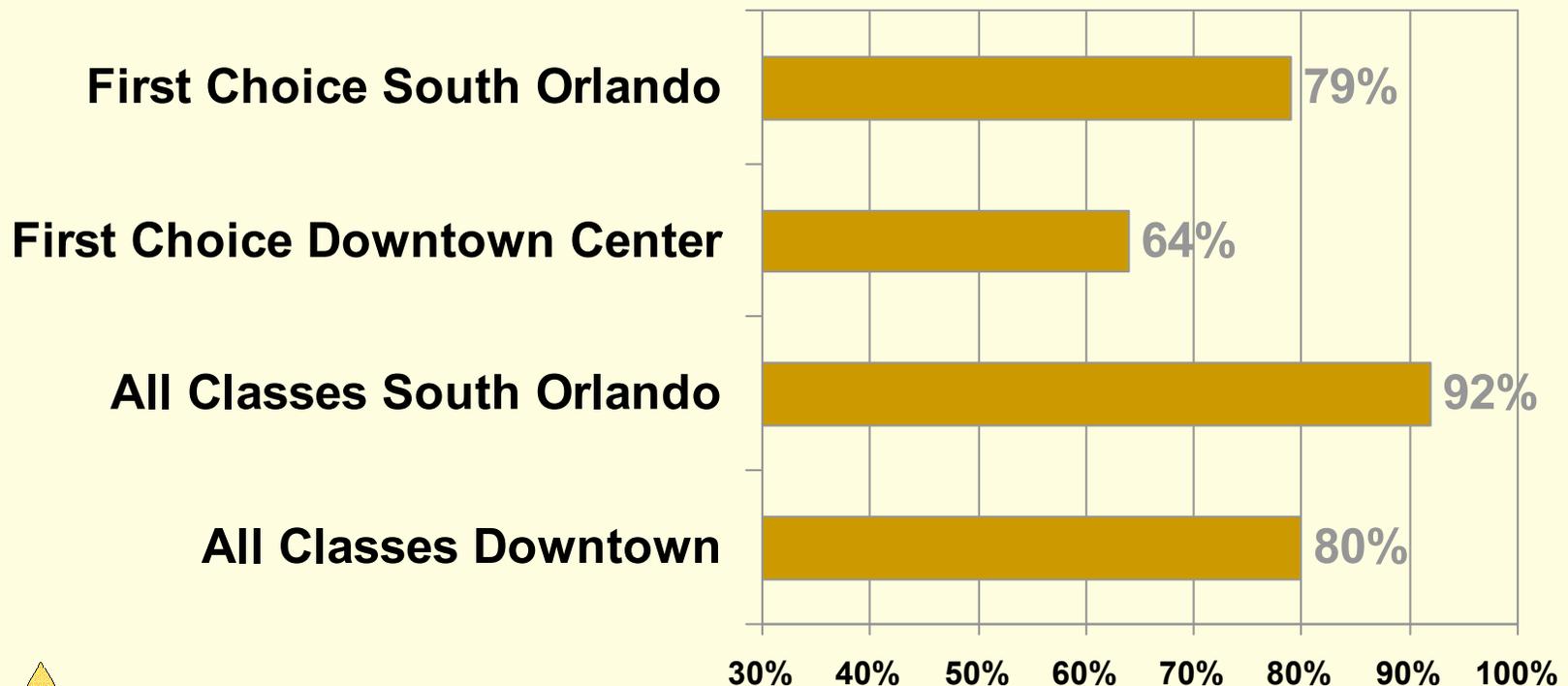
Downtown Center and South Orlando Student Satisfaction Surveys

Ad Hoc Surveys

- **Conducted annually since Summer 2001 (Downtown) and Fall 2001 (South)**
- **All enrolled students**
- **Service satisfaction**



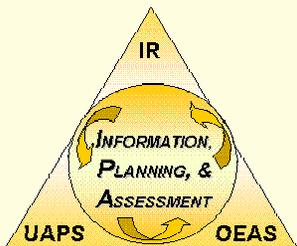
Percent Giving Location as First Choice & Likelihood of Taking All Upper Division Classes at Location, If Offered



percent positive response

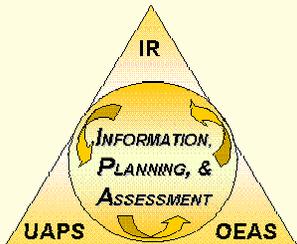
Downtown: n=328

South Orlando: n=94



UCF's Graduating Senior Survey

- **Conducted since 1996**
 - spring: 1996 – 2000
 - every term: 2001 to today
- **Support services**
 - usage
 - satisfaction
- **Academic experience**
 - in my major
 - outside my major



Term Graduating
 Summer 2001
 Fall 2001
 Spring 2002

GRADUATING SENIORS 2001-2002 Questionnaire

Please fill in the rectangle next to the answer that best reflects your experiences at the University of Central Florida (UCF).

1. In general, how would you rate your overall undergraduate experience at UCF?

<input type="radio"/> Excellent	<input type="radio"/> Fair, without reservations	<input type="radio"/> Yes, always
<input type="radio"/> Very good	<input type="radio"/> Yes, with reservations	<input type="radio"/> Yes, most of the time
<input type="radio"/> Good	<input type="radio"/> Neutral	<input type="radio"/> Sometimes yes, sometimes no
<input type="radio"/> Fair	<input type="radio"/> No, probably not	<input type="radio"/> No, seldom
<input type="radio"/> Poor	<input type="radio"/> No, under no circumstances	<input type="radio"/> No, never

2. Would you recommend UCF to a friend or relative considering college?

<input type="radio"/> Yes, without reservations	<input type="radio"/> Yes, most of the time
<input type="radio"/> Yes, with reservations	<input type="radio"/> Sometimes yes, sometimes no
<input type="radio"/> Neutral	<input type="radio"/> No, seldom
<input type="radio"/> No, probably not	<input type="radio"/> No, never
<input type="radio"/> No, under no circumstances	

3. When you reflect upon your time at UCF, would you say you were challenged to do the very best you could do?

<input type="radio"/> Yes, always
<input type="radio"/> Yes, most of the time
<input type="radio"/> Sometimes yes, sometimes no
<input type="radio"/> No, seldom
<input type="radio"/> No, never

4. How would you rate each of the following at UCF?

	1	2	3	4	5
4.1. Your academic experience	1	2	3	4	5
4.2. Your social experience	1	2	3	4	5
4.3. The quality of other undergraduate services	1	2	3	4	5
4.4. Safety measures on campus	1	2	3	4	5
4.5. Responsiveness to student academic problems	1	2	3	4	5
4.6. Student support services	1	2	3	4	5
4.7. Academic advising	1	2	3	4	5

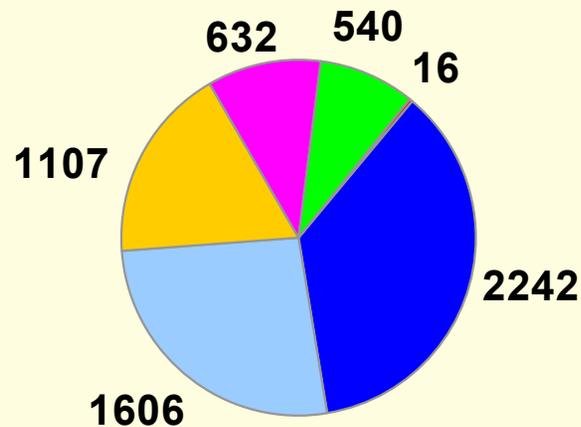
5. To what extent do you agree or disagree with the following statements?

	1	2	3	4	5
5.1. In my major, the courses I needed were available	1	2	3	4	5
5.2. In my major, there was a good range of courses	1	2	3	4	5
5.3. In my major, too many of my classes were too large	1	2	3	4	5
5.4. In my major, my professors were good teachers	1	2	3	4	5
5.5. In my major, my professors were available for help outside of class	1	2	3	4	5
5.6. In my major, I was provided opportunities to develop appropriate foreigner skills	1	2	3	4	5
5.7. In my major, my training in computer skills prepared me for today's technology	1	2	3	4	5
5.8. Outside my major, required courses to meet general education were available	1	2	3	4	5
5.9. Outside my major, courses in other departments, but required by my major, were available	1	2	3	4	5
5.10. Outside my major, too many of the classes were too large	1	2	3	4	5

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UCF's Graduating Seniors

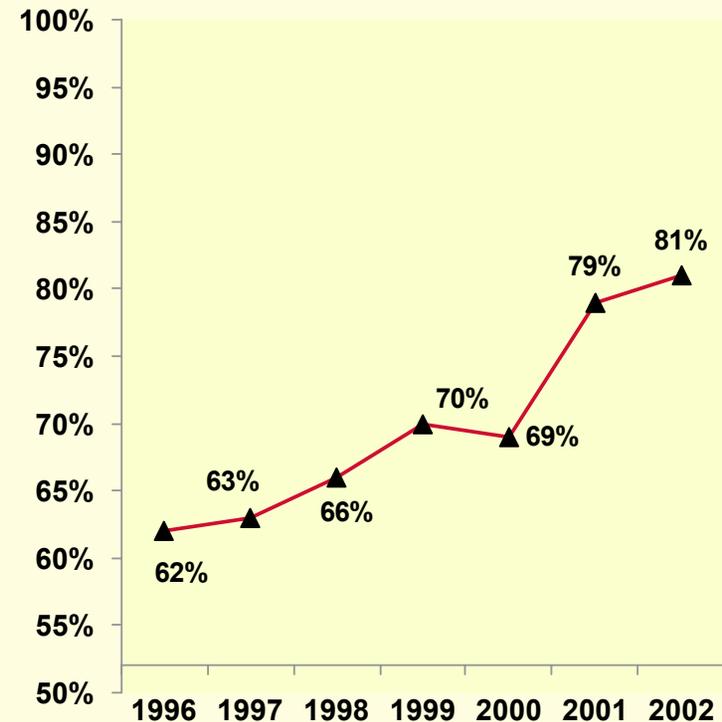
2001-2002 Baccalaureate Degrees
Total = 6,143



- | | |
|----------------------------------|---------------------------|
| ■ Arts & Sciences | ■ Business Administration |
| ■ Health & Public Affairs | ■ Education |
| ■ Engineering & Computer Science | ■ Hospitality Management |

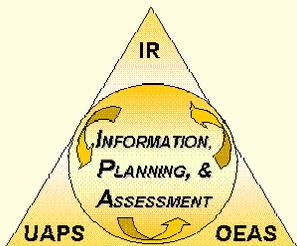
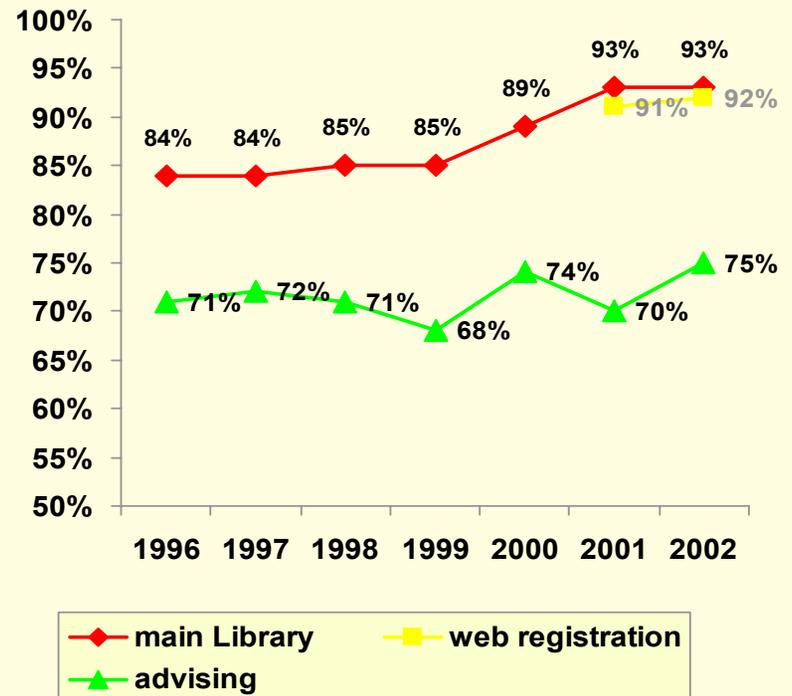
Overall Rating of Student Support Services

- **31% increase, with 81% rating services as “good” to “excellent”**
- **Despite large undergraduate growth from 1996 to 2002**
 - 45% increase in enrollment
 - 25% increase in baccalaureates



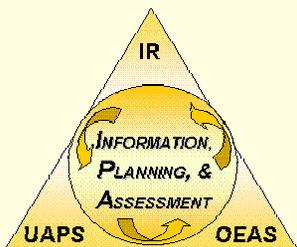
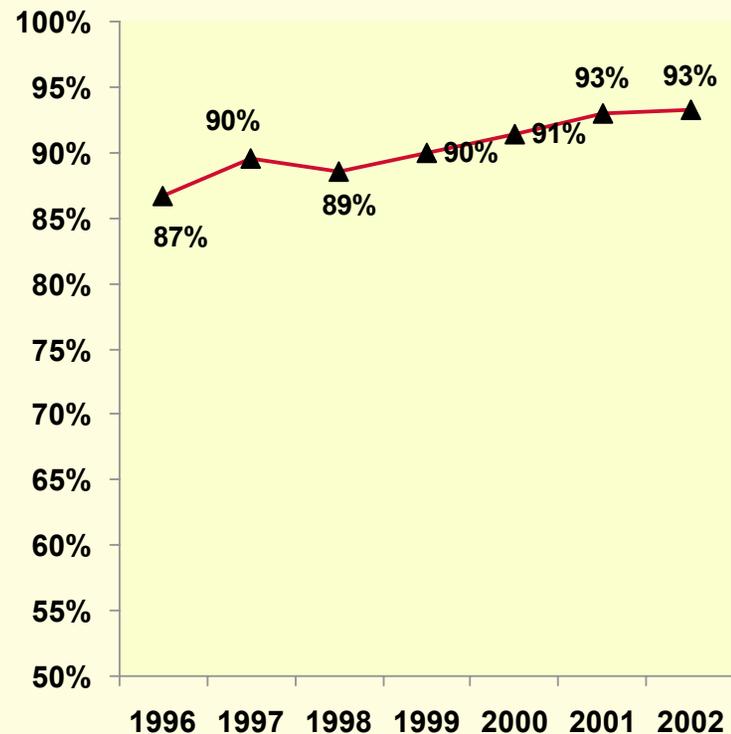
Similar Trends in Individual Service Areas

- **Survey results**
 - identify opportunities for improvement
 - track impact of changes



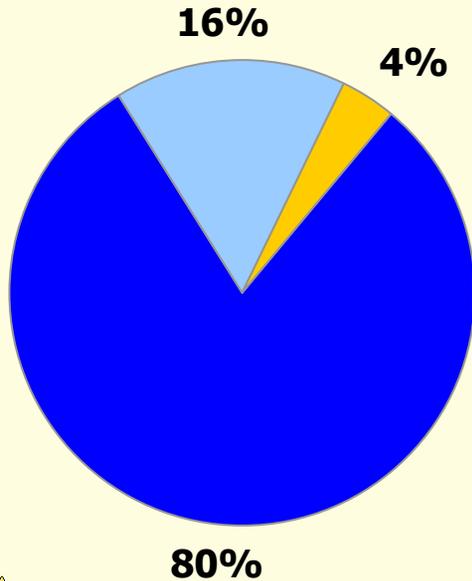
Overall Rating of Academic Experience

- **7% increase, with 93% rating experience as “good” to “excellent”**

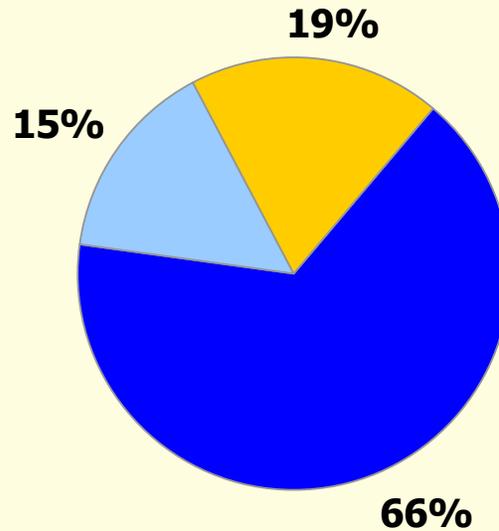


In My Major . . .

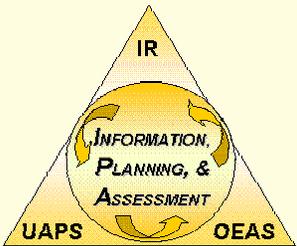
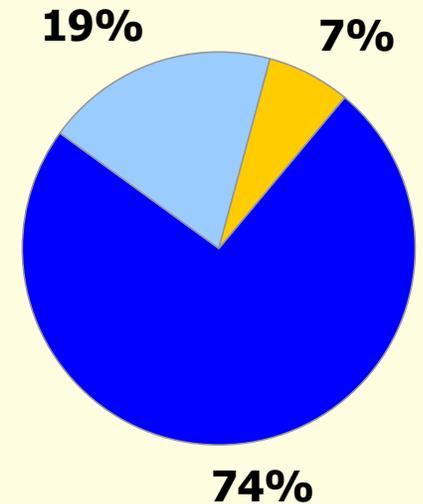
My professors were available to help outside of class.



The courses I needed were available.

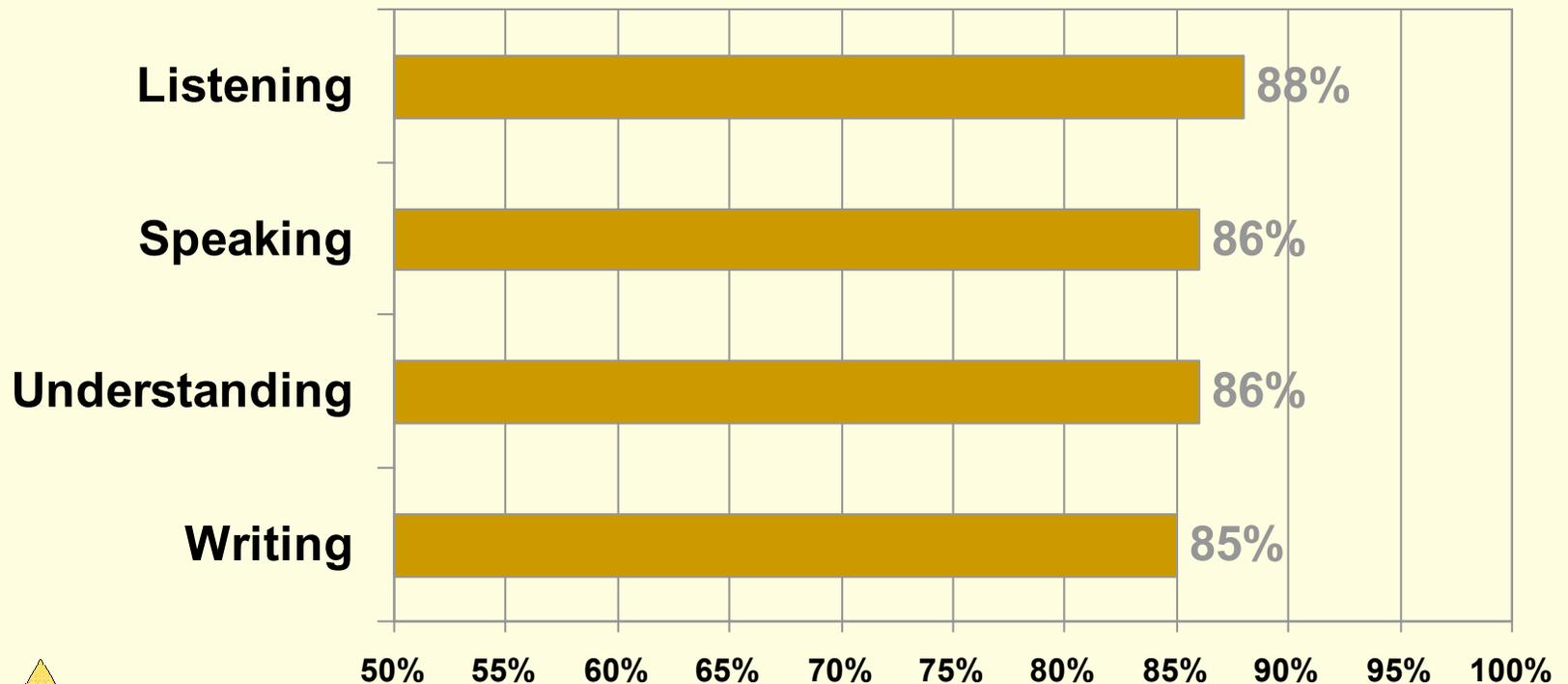


My professors were good teachers.

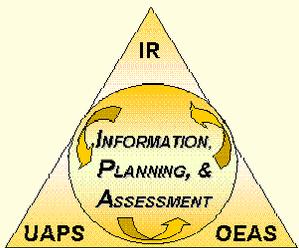


■ agree ■ neutral ■ disagree

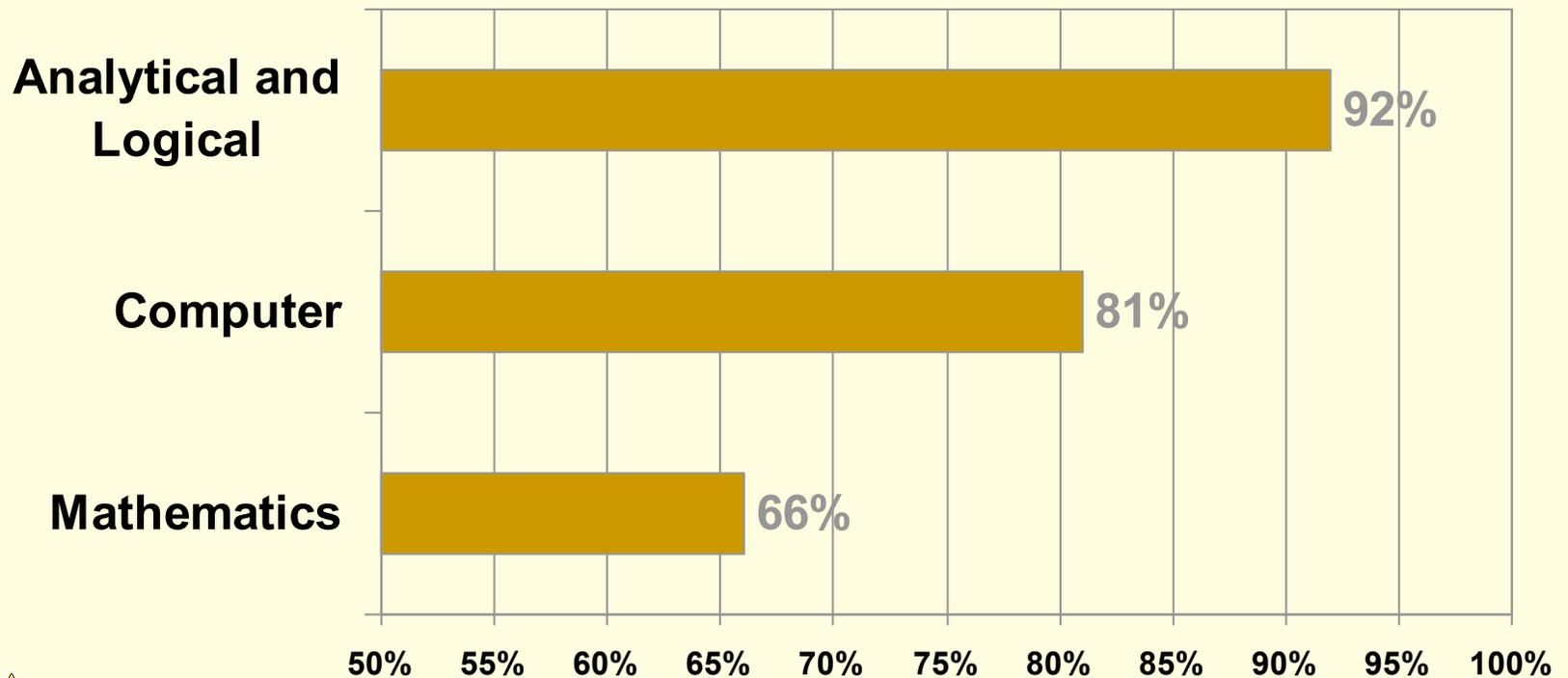
UCF's Contribution to Communication Skills



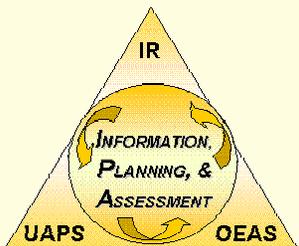
percent positive response



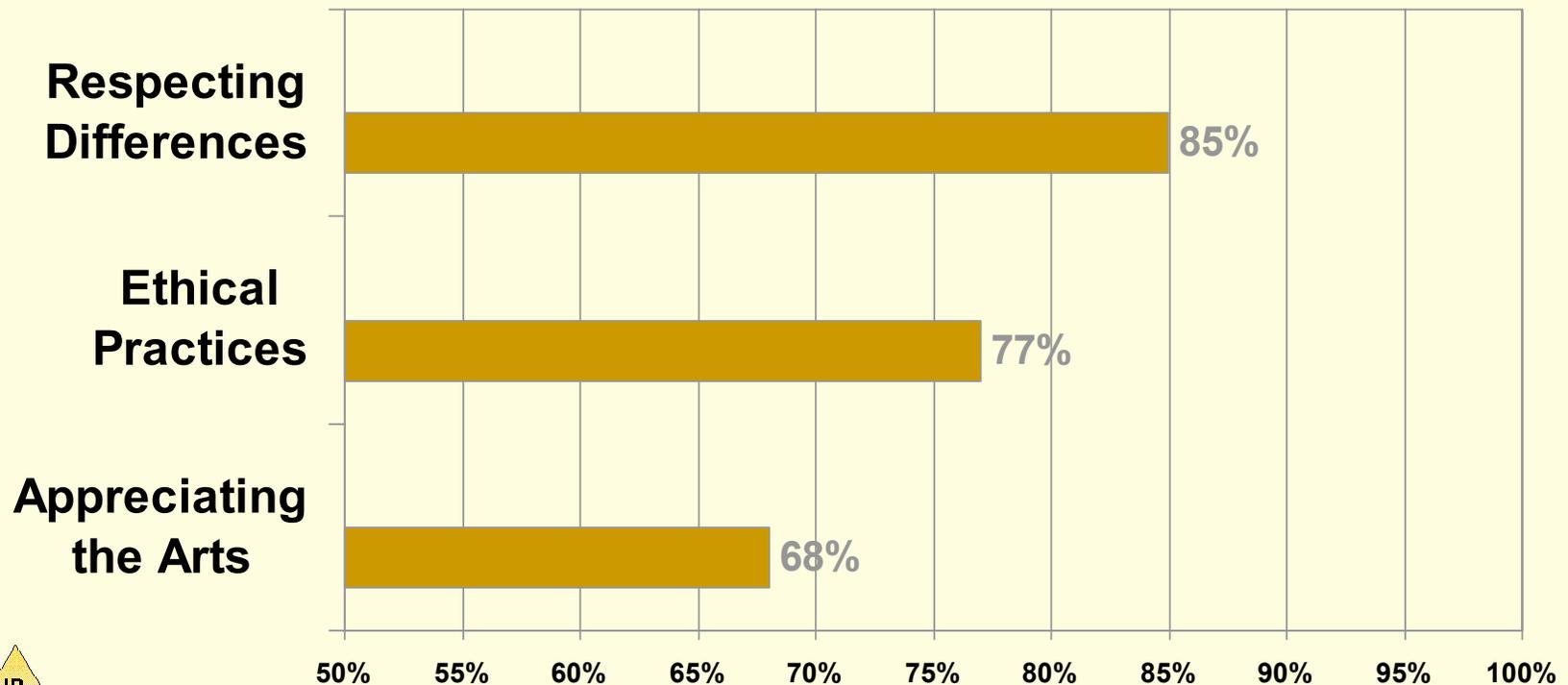
UCF's Contribution to Technical Skills



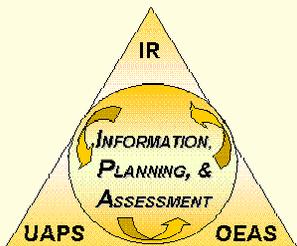
percent positive response



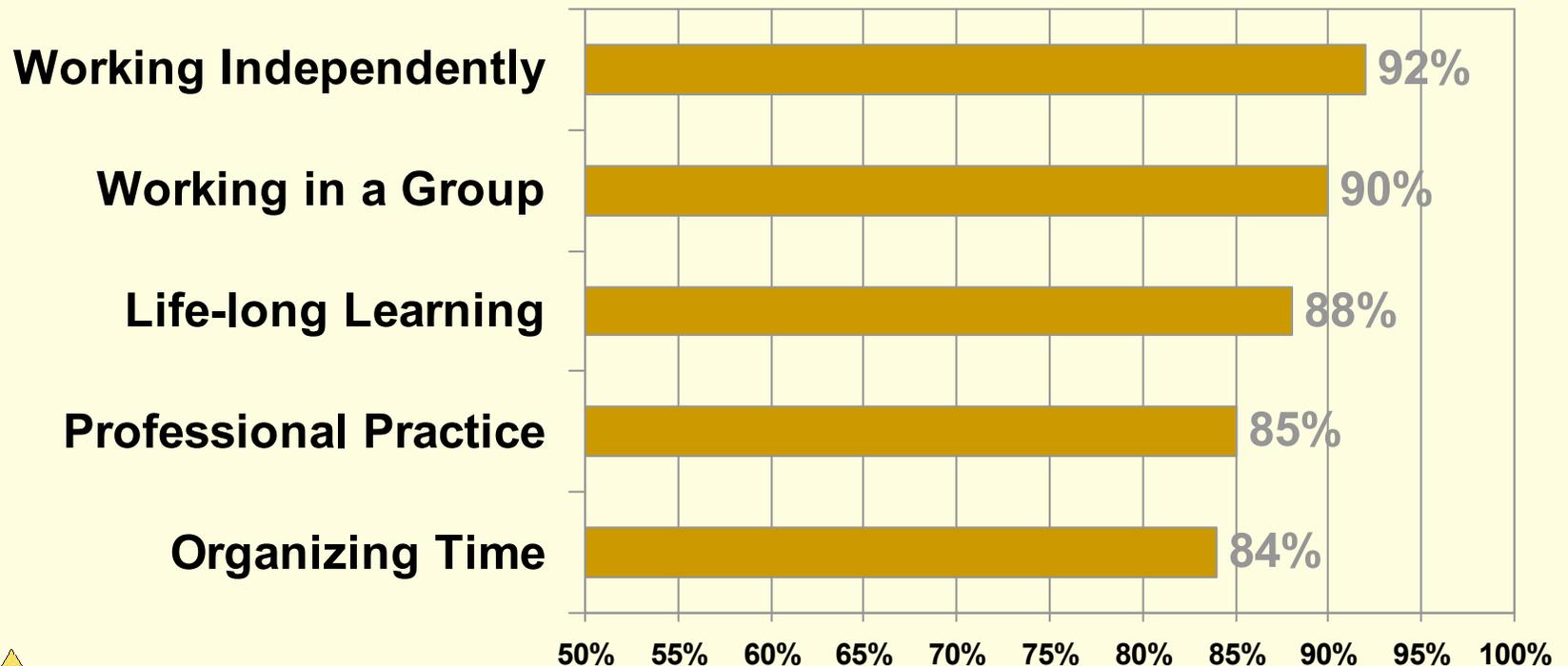
UCF's Contribution to Social and Cultural Development



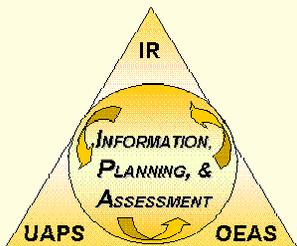
percent positive response



UCF's Contribution to Preparation for Professional Practice

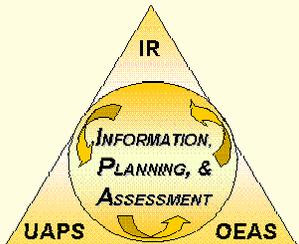


percent positive response



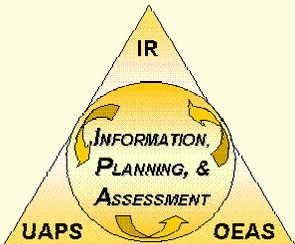
Program-level Data Available

- **Website Demonstration**
- <http://www2.oemas.ucf.edu/oemas2/SurveyProgram/gss.html>



First Destination Survey

- Conducted at commencement since Spring 2002
 - Spring 2002
 - Fall 2002
- What graduates expect to do
 - graduate school
 - employment



DECEMBER 2002

Please help UCF better serve students and alumni by taking a few minutes to complete this brief, voluntary, survey of your plans after graduation. The information is completely confidential and will help us improve career-planning services and opportunities for UCF students and alumni. THANK YOU AND CONGRATULATIONS!

Using the pencil provided, please completely fill-in the oval corresponding to your response. EXAMPLE: A B

- What degree(s) are you earning today? [Select ALL THAT APPLY]

<input type="radio"/> B.A. - Bachelor of Arts	<input type="radio"/> M.Ed. - Master of Education
<input type="radio"/> B.S. - Bachelor of Science	<input type="radio"/> Ph.D. - Doctorate
<input type="radio"/> M.A. - Master of Arts	<input type="radio"/> Specialist
<input type="radio"/> M.S. - Master of Science	<input type="radio"/> Other
- In which college is your major(s)? [Select ALL THAT APPLY]

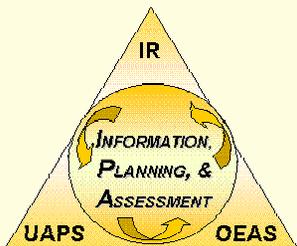
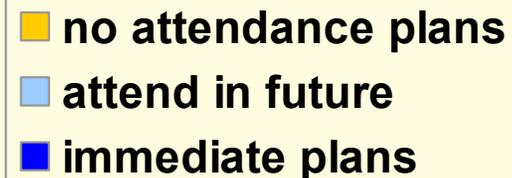
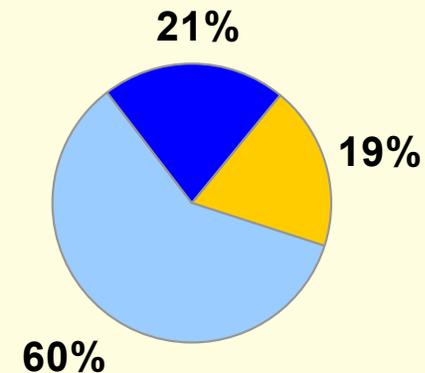
<input type="radio"/> Arts & Sciences	<input type="radio"/> Health & Public Affairs
<input type="radio"/> Business Administration	<input type="radio"/> Hospitality Management
<input type="radio"/> Education	<input type="radio"/> Optics
<input type="radio"/> Engineering & Computer Science	
- What was your major(s) at UCF? _____
- Do you plan to continue your studies in Graduate or Professional (e.g., medical, law) School? [Select ONE response]
 - No, I have no plans to attend graduate school, or to continue further in graduate studies
 - Yes, I plan to attend in the future, probably UCF
 - Yes, I plan to attend in the future, probably NOT UCF
 - Yes, I am currently applying or waiting for acceptance
 - Yes, I am currently considering offer(s) or have accepted an offer for admission
- 4a. If you have accepted an offer for admission, where? School Name: _____
City, State: _____
- 4b. What amount of, if any, financial support (assistantship, fellowship, etc.) will you be receiving per semester? \$ _____
5. Are you currently employed? [Select ONE response]
 - No
 - Yes, part-time in an area related to my field of study
 - Yes, part-time in an area NOT related to my field of study
 - Yes, full-time in an area related to my field of study
 - Yes, full-time in an area NOT related to my field of study
6. Are you applying or do you plan to apply for work (a NEW job) in the near future? [Select ALL THAT APPLY]
 - No
 - Yes, part-time in an area related to my field of study
 - Yes, part-time in an area NOT related to my field of study
 - Yes, full-time in an area related to my field of study
 - Yes, full-time in an area NOT related to my field of study
7. Are you considering or have you accepted a job offer (for a NEW job)? [Select ONE response]
 - No
 - Yes, part-time in an area related to my field of study
 - Yes, part-time in an area NOT related to my field of study
 - Yes, full-time in an area related to my field of study
 - Yes, full-time in an area NOT related to my field of study
8. IF you plan to continue in your current job or have accepted an offer, where? Company Name: _____
City, State: _____
9. IF you plan to continue in your current job or have accepted an offer, what is your annual salary?

<input type="radio"/> Under \$20,000 a year	<input type="radio"/> \$30,000 - \$34,999	<input type="radio"/> \$45,000 - \$49,999	<input type="radio"/> \$60,000 - \$64,999
<input type="radio"/> \$20,000 - \$24,999	<input type="radio"/> \$35,000 - \$39,999	<input type="radio"/> \$50,000 - \$54,999	<input type="radio"/> \$65,000 - \$69,999
<input type="radio"/> \$25,000 - \$29,999	<input type="radio"/> \$40,000 - \$44,999	<input type="radio"/> \$55,000 - \$59,999	<input type="radio"/> \$70,000 a year or more
10. Social Security Number: (Optional) _____
Your Social Security Number is requested for assessment purposes only, and is strictly confidential.

Plans for Graduate or Professional School Education

- **Almost 50% with immediate plans have admissions offers**
- **About 20% have offers for financial assistance**
 - \$1,500 to \$60,000

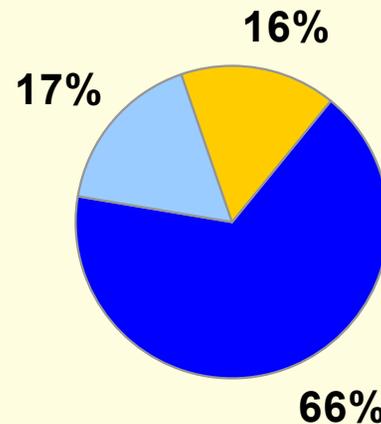
**Further Education Plans
Spring 2002**



Where Our Graduates Plan to Attend Graduate School

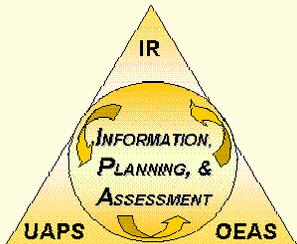
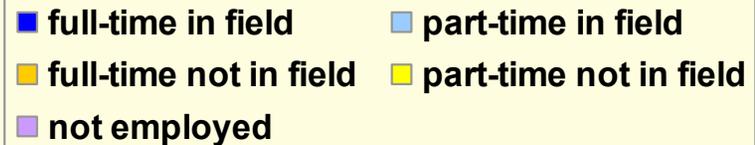
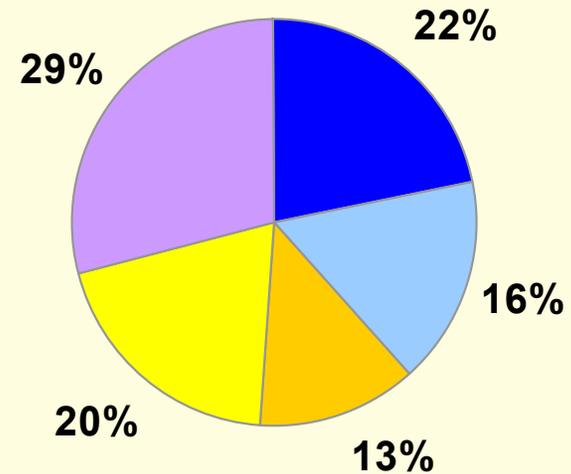
- About 70% of those staying in Florida intend to continue at UCF

School Location
Spring 2002



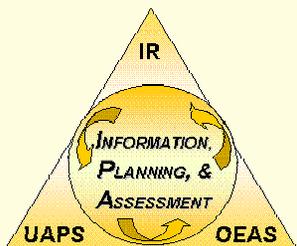
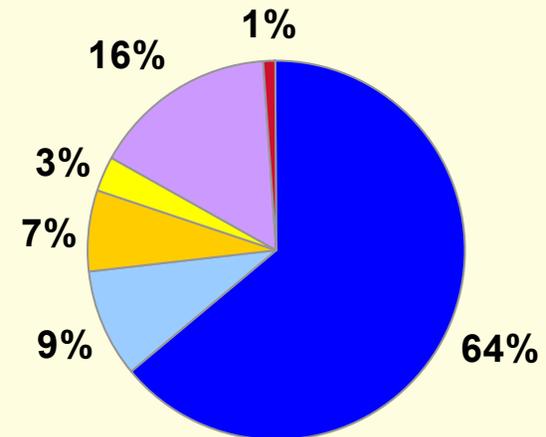
Employment At Graduation Spring 2002

- **71% of our students already employed at graduation**
- **38% of them employed in-field**



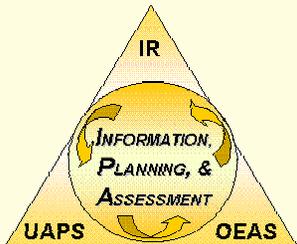
Applications for Employment Spring 2002

- 87% of unemployed students are seeking employment
- 79% of students employed outside field are seeking employment in field
- 71% of students employed in field are seeking other employment in field

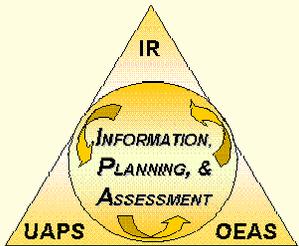
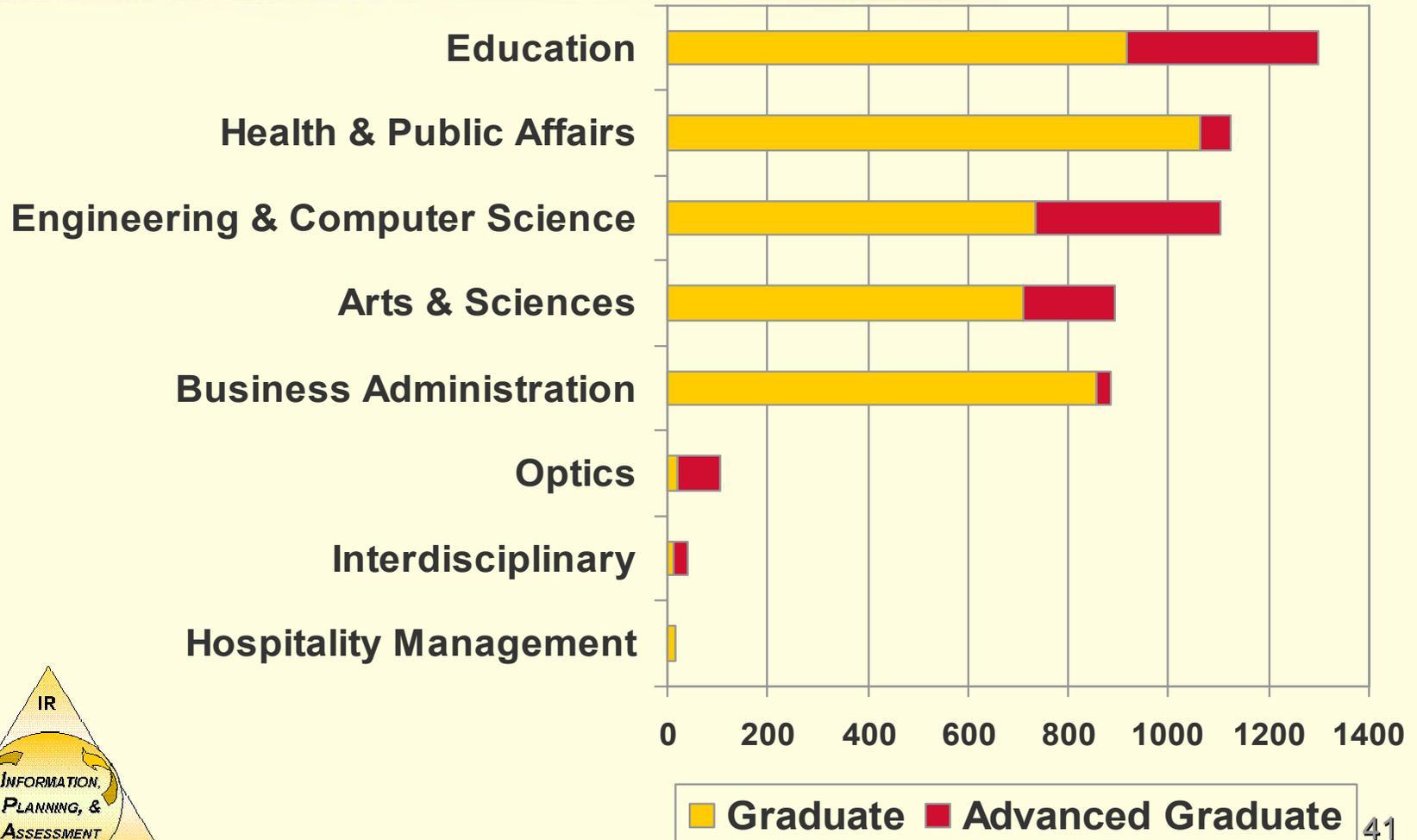


Total Graduate Enrollment Fall 2002

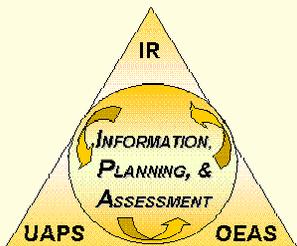
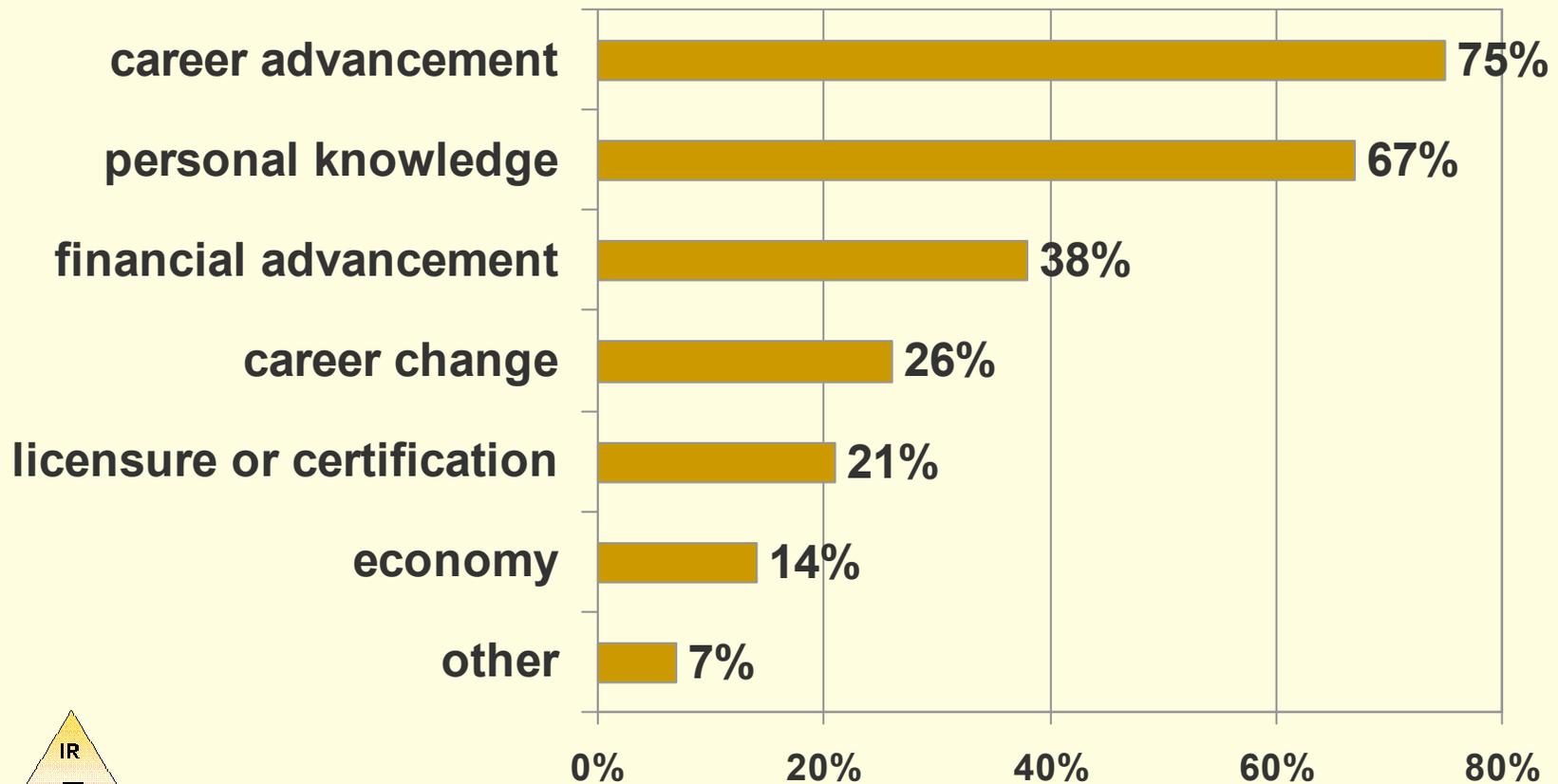
- **6,578 graduate students**
 - **1,070 Doctoral**
 - **62 Specialist**
 - **4,127 Master's**
 - **205 certificates**
 - **1,114 non-degree seeking**
- **17% of total students**



Degree-seeking Graduate Students Fall 2002



Reasons for Pursuing Graduate Course Work

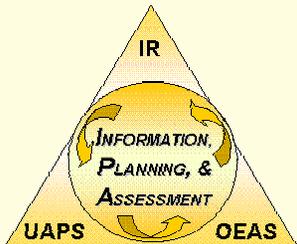


Source: Fall 2002 Graduate Studies Admissions Survey
(Students could choose more than one reason.)

Reasons Ph.D. Students Selected UCF

(Source: 2001-2002 Graduating Graduate Student Survey)

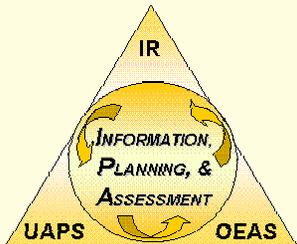
- **Ph.D. Degree Students**
 - ✓ **types of programs available**
 - ✓ **reputation of program**
 - ✓ **location**
 - ✓ **financial support**
 - ✓ **cost**



Reasons Master's Students Selected UCF

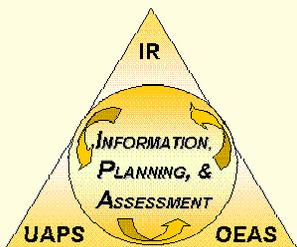
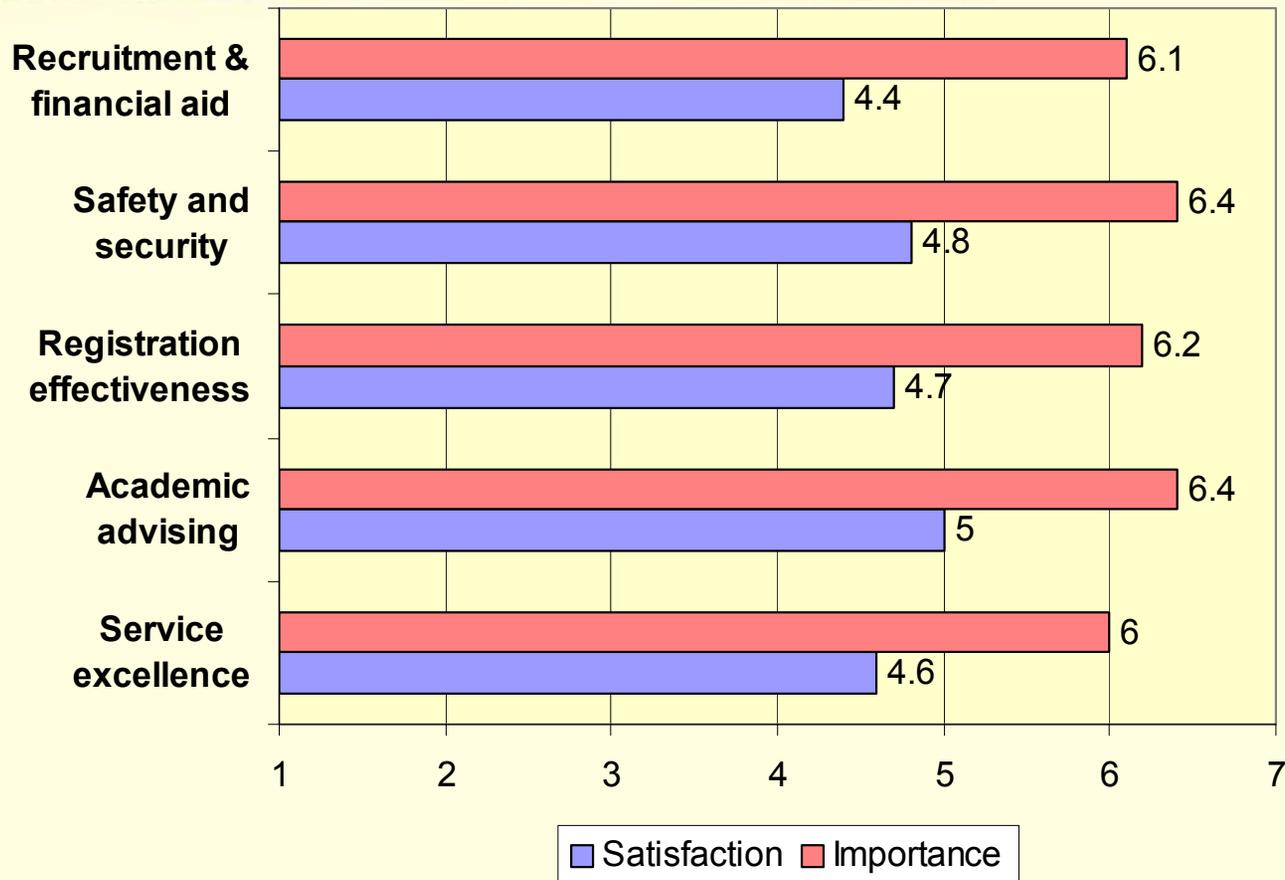
(Source: 2001-2002 Graduating Graduate Student Survey)

- **Master's Degree Students**
 - ✓ **types of programs available**
 - ✓ **location**
 - ✓ **financial support**
 - ✓ **reputation of program**
 - ✓ **cost**



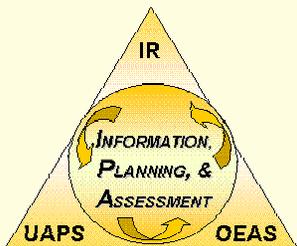
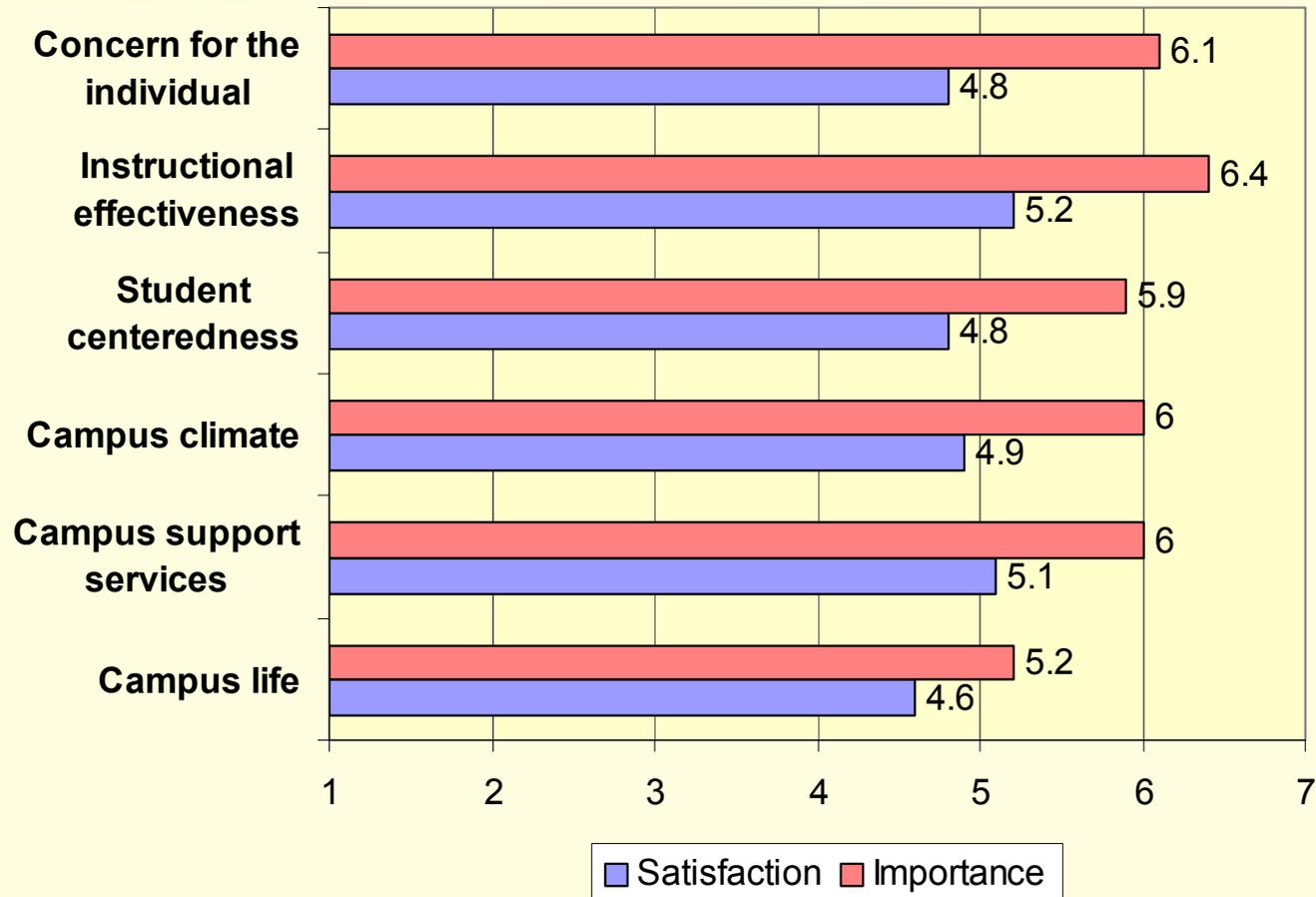
Importance and Satisfaction Ratings

(Source: Spring 2001 Student Satisfaction Inventory)



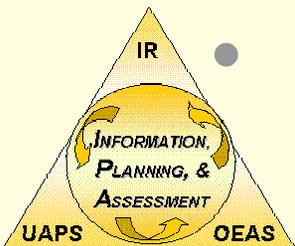
Importance and Satisfaction Ratings

(Source: Spring 2001 Student Satisfaction Inventory)



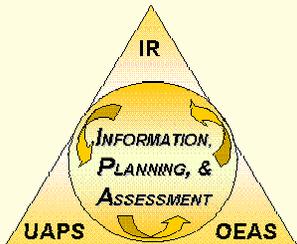
Comparison of 1995 to 2001: Improved Satisfaction in All Areas

- **Large (6 to 10%) improvement**
 - safety and security
 - academic advising
 - responsiveness to diverse populations
- **Moderate (3 to 5%) improvement**
 - instructional effectiveness
 - concern for the individual
 - campus climate
 - student centeredness
 - registration effectiveness
 - campus support services
 - service excellence
- **Small (2% or less) improvement**
 - recruitment and financial aid
 - campus life



Graduating Graduate Student Survey

- Conducted since 2000
 - spring: 2000
 - every term: 2001 to today
- Support services
 - usage
 - satisfaction
- Academic experience
 - in my graduate program



UCF Graduate Student Survey 2001-2002
UCF Graduate Studies Office

Please indicate the term of your graduation:
 Summer 2001
 Fall 2001
 Spring 2002

INSTRUCTIONS: Please completely fill-in the bubble representing the answer that best reflects your experiences in graduate school at the University of Central Florida (UCF). You may use a No. 2 pencil or a blue/black ink pen.

Overall Experience at UCF

1. In general, how would you rate your overall graduate experience at UCF?
 Excellent Very good Good Fair Poor

2. Please indicate your response to the following:
 Yes, without reservation Yes, but with reservation Maybe yes, maybe no No, probably not No, definitely not

Would you recommend UCF to a friend or relative considering your graduate program?

3. When you reflect upon your time at UCF, how often would you say you were challenged to do your very best?
 Always Mostly Sometimes Seldom Never

4. How would you rate each of the following areas at UCF?
 Your graduate academic experience
 Your social experience at UCF
 UCF admission standards
 UCF academic reputation
 Graduate student support services
 Responsiveness to graduate student academic problems

5. Did you develop professional relationships with faculty that are close enough that you could ask for each type of the following assistance?
 A letter of recommendation Yes No Advice about professional decisions Yes No Advice about personal decisions Yes No

6. Please rate how important each of the reasons below was for selecting UCF for your graduate program.

	Very Important <input type="radio"/>	Somewhat Important <input type="radio"/>	Not Important <input type="radio"/>	Very Important <input type="radio"/>	Somewhat Important <input type="radio"/>	Not Important <input type="radio"/>
Location of UCF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of UCF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCF admission standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCF academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Type of program available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Reputation of program <input type="radio"/>		
				Cost of education <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Financial support <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				To be with friends <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Other (please specify) <input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How did you rank your major program at the time you applied for graduate school admission at UCF compared with programs at other institutions?
 Top One of top Above average Average Below average

Graduate Program Experience at UCF

8. Please rate each of the following factors related to your current graduate program.

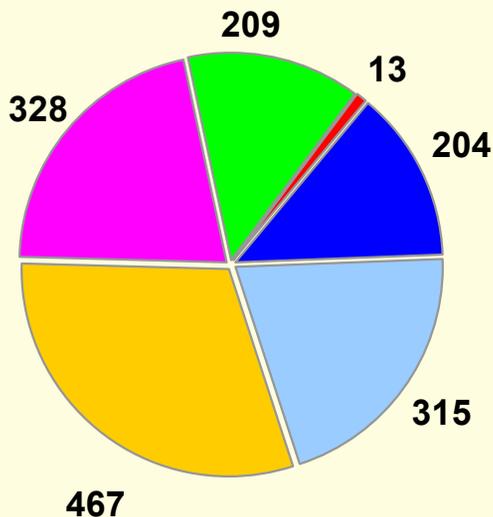
	Excellent <input type="radio"/>	Very Good <input type="radio"/>	Good <input type="radio"/>	Fair <input type="radio"/>	Poor <input type="radio"/>	Don't Know/ N/A <input type="radio"/>
The quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coursework available when convenient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunity to interact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for graduate research assistantships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for tuition support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation given to graduate students for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research facilities available in your graduate program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of research now being done in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty available to work with you on your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1
Please turn the page

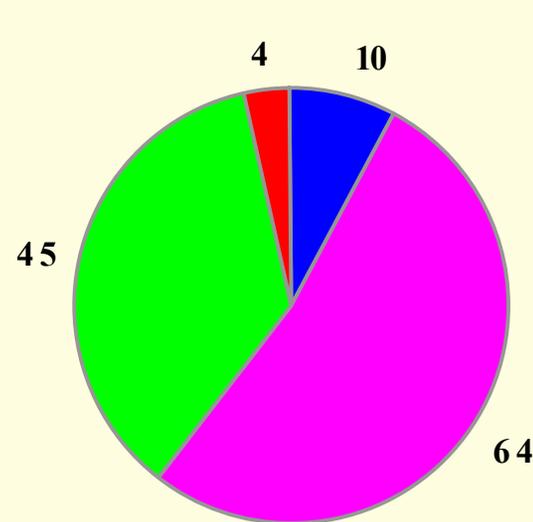
Survey Number:

UCF's Graduating Master's and Ph.D. Students

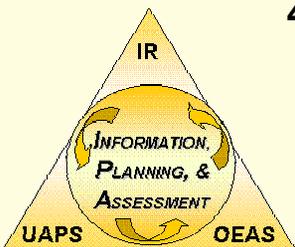
2001-2002 Master's Degrees
Total = 1536



2001-2002 Ph.D. Degrees
Total = 123

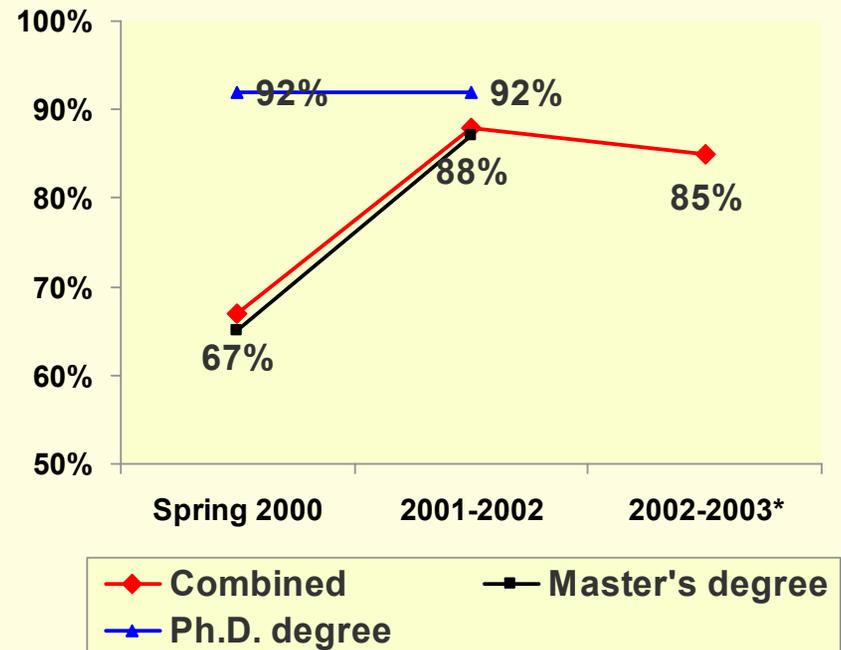


- Arts & Sciences
- Business Administration
- Health & Public Affairs
- Education
- Engineering
- School of Optics

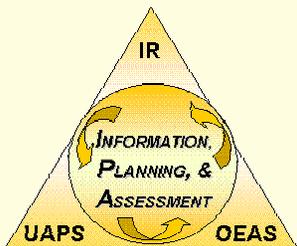


Support Services: *Good to Excellent*

- 22% overall increase
- Sustained high levels of Ph.D. degree student satisfaction

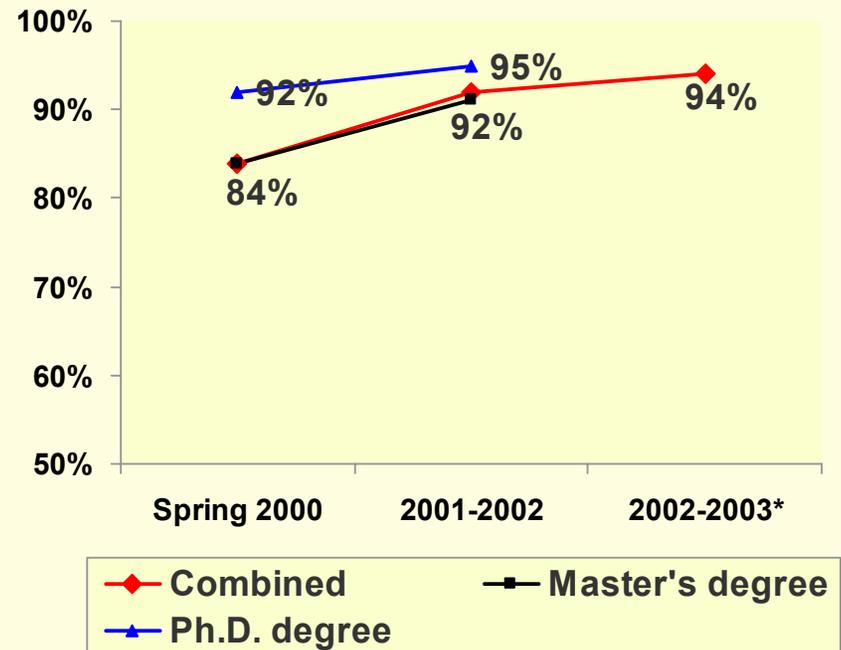


2002-2003 results are preliminary

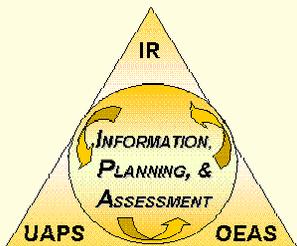


Academic Experience: *Good to Excellent*

- 8% overall increase
- 3% increase in Ph.D. degree student satisfaction
- Preliminary results for 2003 indicate sustained positive trend

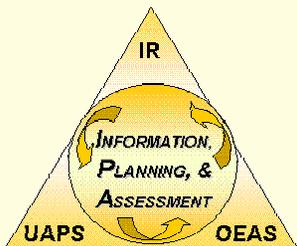
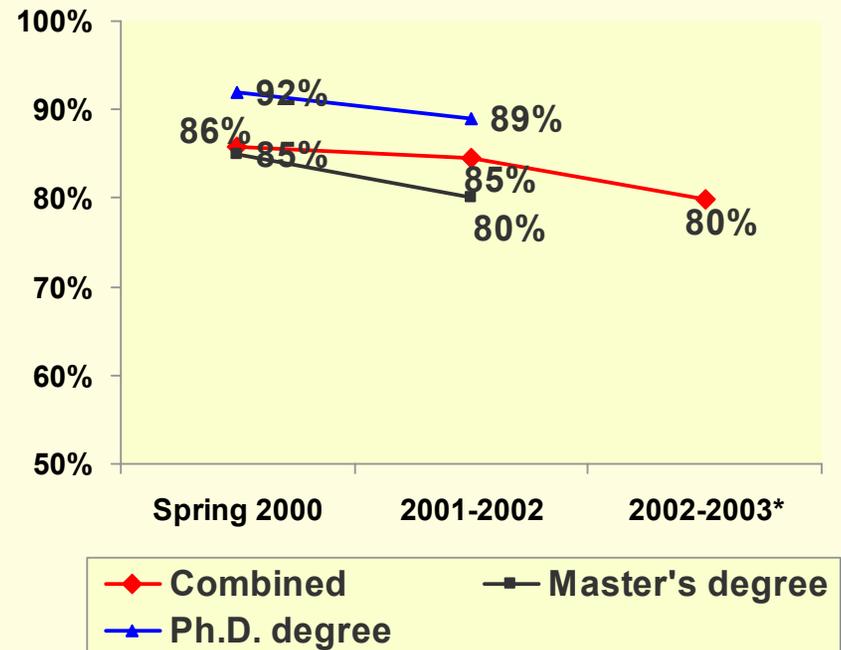


2002-2003 results are preliminary



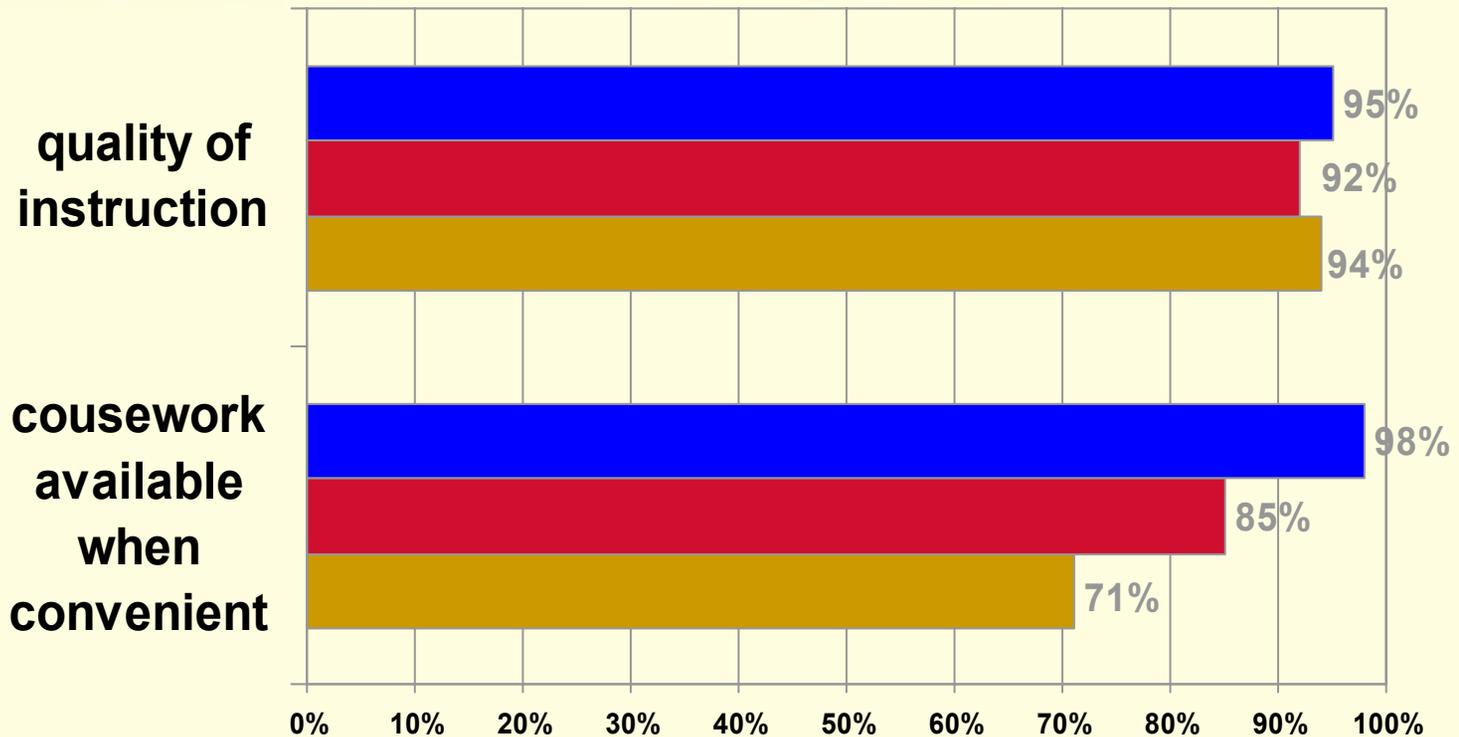
Positive Advising Experience: *Strongly Agree to Agree*

- 3% to 5% decrease from 2000 to 2002
- Preliminary results for 2003 indicate declining satisfaction



In My Program Curriculum and Teaching

(Source: 2001-2002 Graduating Graduate Student Survey)



■ Master's with thesis

■ Master's without thesis

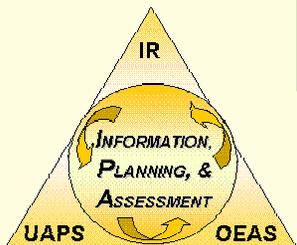
■ Ph.D.

n=119

n=219

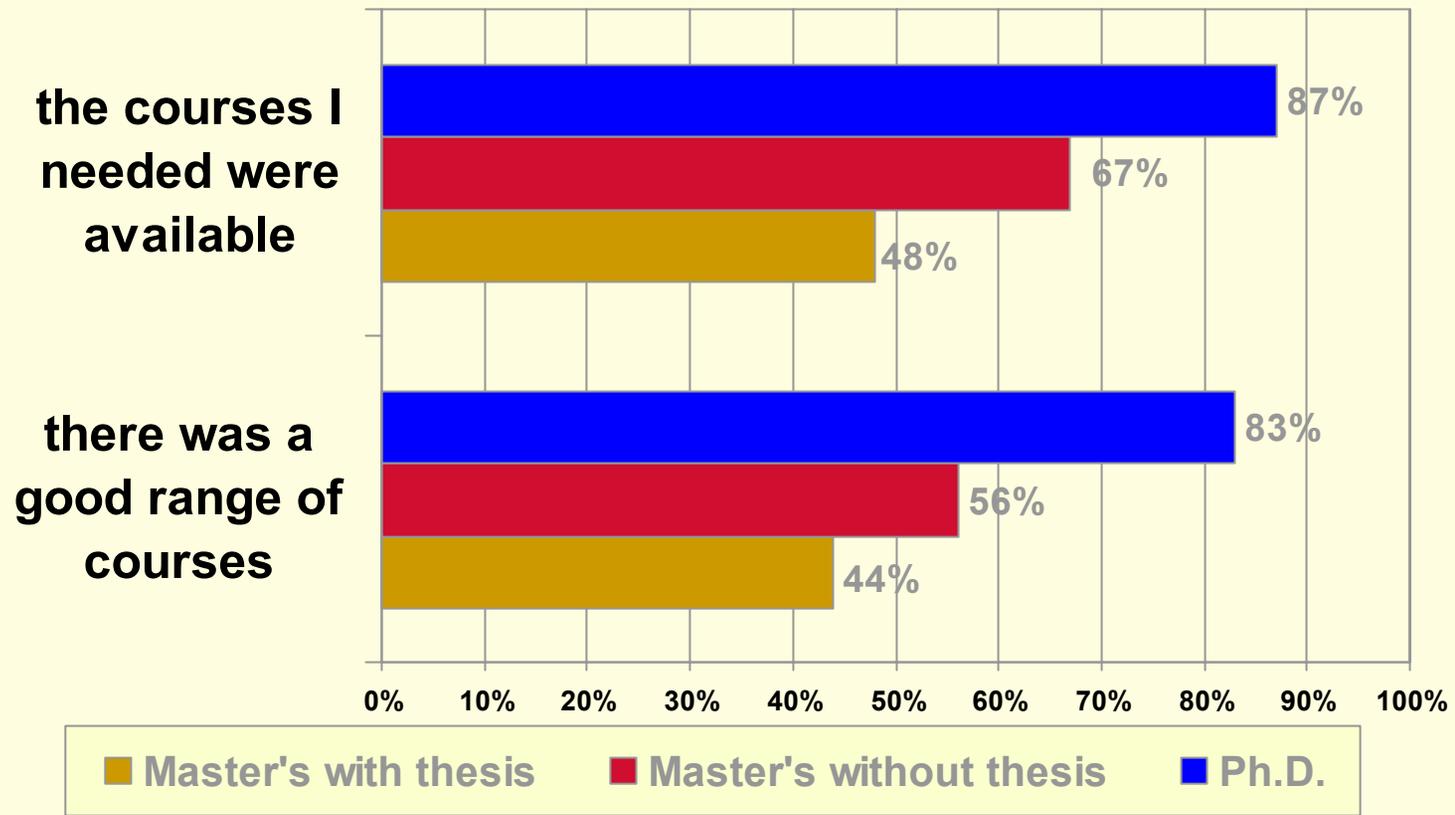
n=40

percent positive response



In My Program Course Availability and Selection

(Source: 2001-2002 Graduating Graduate Student Survey)

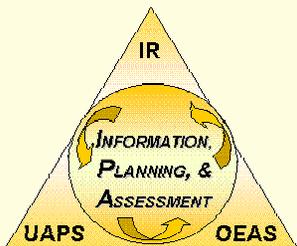


n=119

n=219

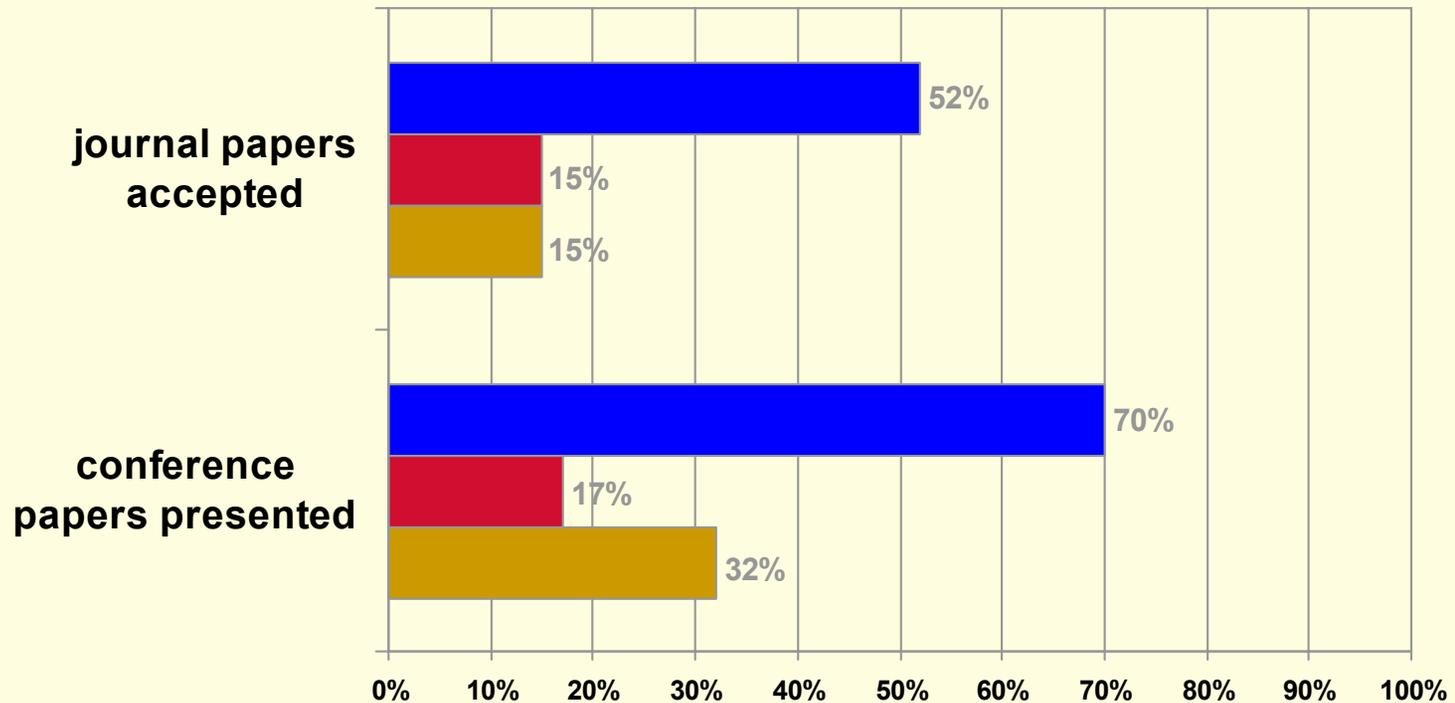
n=40

percent positive response



In My Program Publications and Conferences

(Source: 2001-2002 Graduating Graduate Student Survey)



■ Master's with thesis

■ Master's without thesis

■ Ph.D.

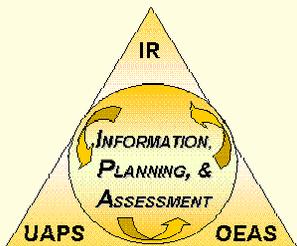
n=108

n=200

n=37

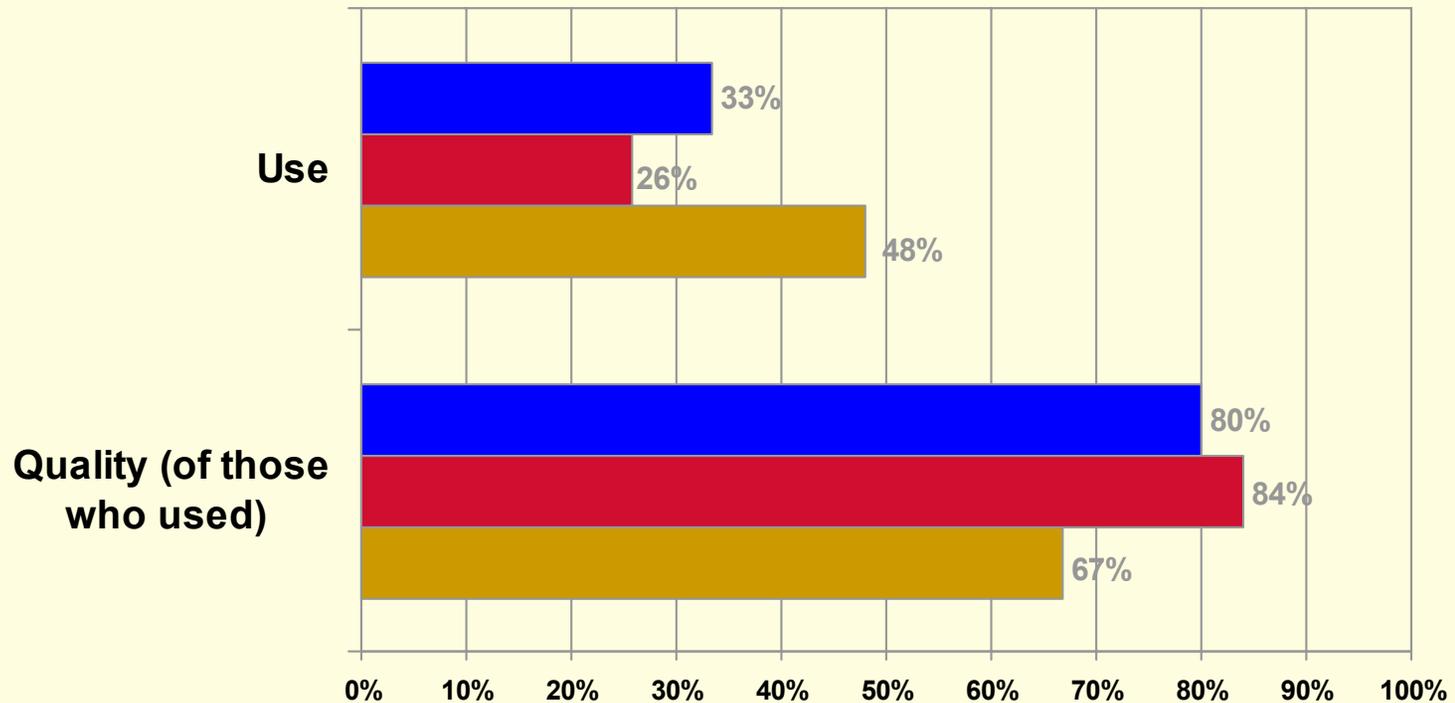
percent with 1-4 experiences

55



Use and Quality of UCF Career Resource and Placement Services

(Source: 2001-2002 Graduating Graduate Student Survey)



■ Master's with thesis

n=119

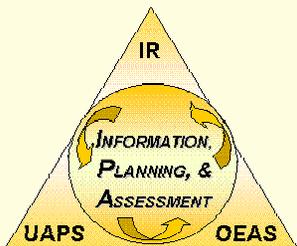
■ Master's without thesis

n=221

■ Ph.D.

n=39

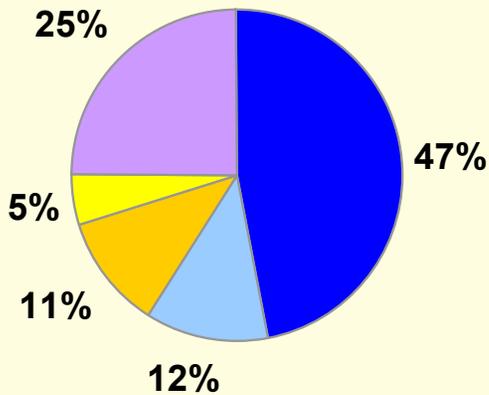
percent positive response



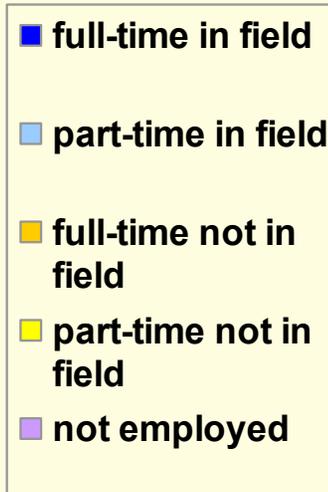
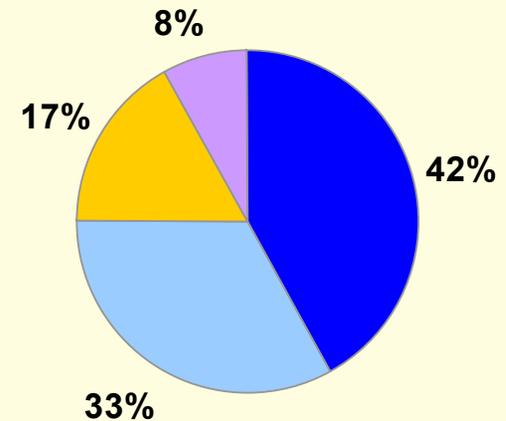
Employment At Graduation Spring and Fall 2002

(Source: Spring and Fall 2002 First Destination Surveys)

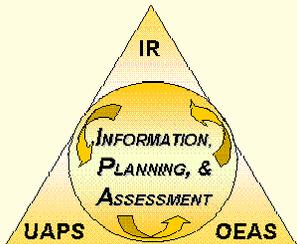
Master's Students



Ph.D. Students



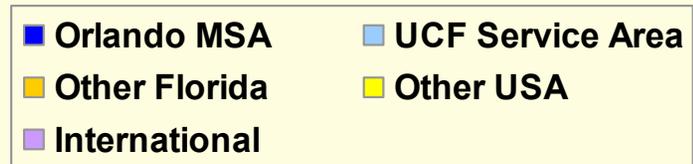
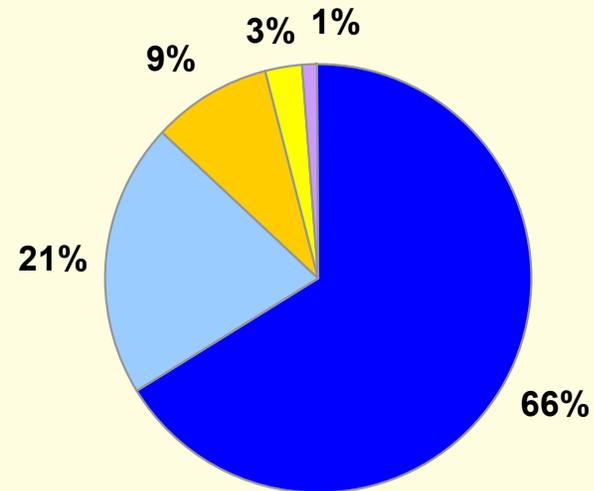
Master's n=233 Ph.D. n=12



Employment Location

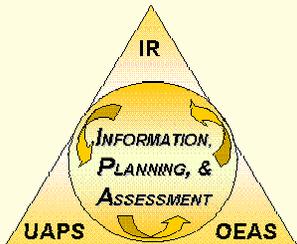
(Source: Fall 2002 First Destination Survey)

- **66% employed in Orlando MSA**
- **21% employed in UCF service area**
- **9% other Florida**
- **3% other USA**



n=91

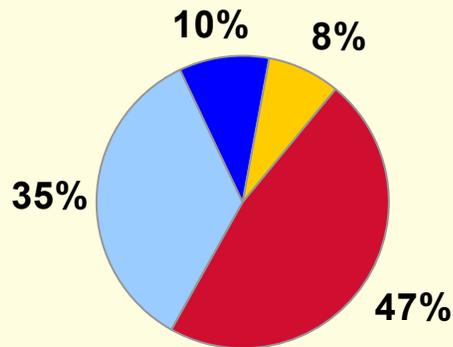
Master's= 87 Ph.D. = 4



Plans for Further Graduate or Professional School Education

(Source: Spring and Fall 2002 First Destination Surveys)

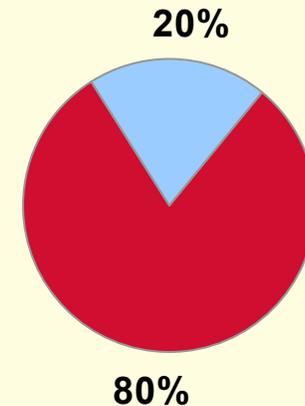
Master's Students



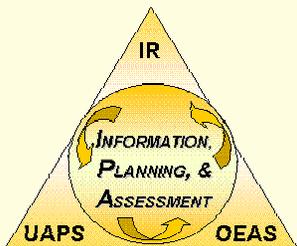
n= 210

- no attendance plans
- attend in future probably UCF
- attend in future probably not UCF
- immediate plans

Ph.D. Students



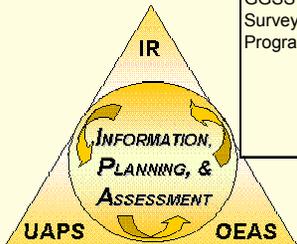
n=10



Questions About Surveys?

Survey Inventory

Survey	Information Purpose	Office or Program Supported	Target Population	Schedule	Type	URL (where available)
UNIVERSITY LEVEL SURVEYS:						
Student Satisfaction Inventory (National Survey)	Importance and Satisfaction with Academic and Service Experience	Entire institution	Enrolled undergraduate and graduate students	Every 3 years (last in 2001)	Scantron	
Graduating Seniors Survey (GSS)	Satisfaction with Academic and Service Experience	All administrative units and academic programs at UCF	Graduating Baccalaureate students	Ongoing, as students apply for graduation	Scantron	View Scantron form at: http://www2.oeas.ucf.edu/oeas2/pdf/GS2001.pdf
GSS Program Specific Surveys for Academic Programs	Satisfaction with program academic and service experience, perceived learning outcomes, plans for further education and employment	Open to all academic programs	Graduating Baccalaureate students	Ongoing, as students apply for graduation	Scantron	
Graduating Graduate Students Survey (GGSS)	Satisfaction with academic and service experience	All administrative units and academic programs at UCF	Graduating Masters, Doctoral, and Certificate students	Ongoing, as students apply for graduation	Scantron	View Scantron form at: http://www2.oeas.ucf.edu/oeas2/SurveyProgram/Grad2002/GraduateStudentSurvey2001-2002.pdf
GGSS Program Specific Surveys for Academic Programs	Satisfaction with program academic and service experience, perceived learning outcomes, plans for further education and employment	Open to all academic programs	Graduating Masters, Doctoral, and Certificate students	Ongoing, as students apply for graduation	Scantron	



Information, Planning, and Assessment

Program Assessment and You

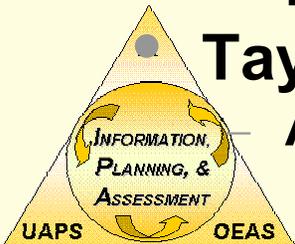


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Assessment Concepts

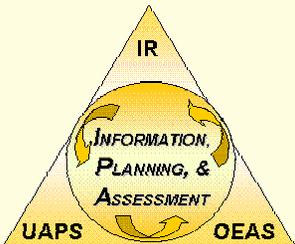
AAHE Assessment Forum

- **Thomas Angelo**
 - Improve student learning
- **Alexander Astin**
 - Improve the functioning of the institution and its people
- **T. Dary Erwin**
 - Make inferences about student learning and development
- **College of St. Benedict/St. John's University**
 - Support program planning and accountability
- **Front Range Community College**
 - Evaluate and improve some aspect of institution
- **Taylor University**
 - Achieve objectives and evaluate strategies



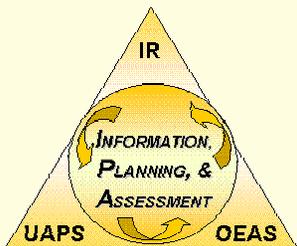
Program Assessment: Why Do It?

- **External drivers**
 - Regional (e.g., SACS)
 - Program-level accreditation
 - State mandates
- **Internal drivers**
 - Good management
 - Quality motivation
 - Knowing where you are
 - Knowing where you have been
 - Knowing what is possible and how to get there



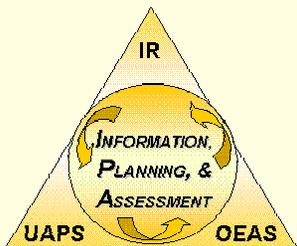
Accreditation

- **Accreditation is important to UCF**
 - **Regional accreditation**
 - Commission of Colleges of the Southern Association of Colleges and Schools (SACS)
 - Reaffirmation visit every ten years
 - Compliance certification and Quality Enhancement Plan in 2005
 - On-site visit in March-April 2006
 - Institutional effectiveness process is mandated
 - Academic programs must conduct assessment
 - Support services must conduct assessment
 - **Program accreditation**
 - Some academic programs have accreditation (e.g., ABET, CSAB, AACSB, APA, NCATE)
 - Self-studies required every 5 to 10 years
 - Regular assessment is an integral part



SACS and Institutional Effectiveness (Old Criteria)

- **“Engaged in an ongoing quest for quality and can demonstrate how well it fulfills its stated purpose”**
- **SACS advocates no single interpretation of IE**
- **Described by components**
 - Institutional purpose
 - Program or unit purpose and goals
 - Employ a variety of assessment methods to evaluate goals
 - Demonstrate use of results of planning and evaluation for improvement of both educational programs and support activities



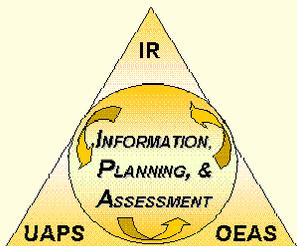
Institutional Effectiveness (New SACS Principles)

- **Core Requirement 5**

- The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission

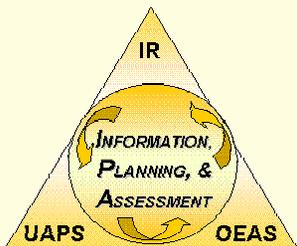
- **Comprehensive Standard 16**

- The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results



Who Within the Institution Has to Do It?

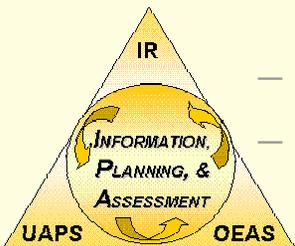
- **Educational programs (quality of student learning and of research and service)**
 - All levels: Associates, Bachelors, Masters, Doctoral
 - All disciplines and special programs (e.g., General Education)
- **Administrative and Educational Support Services**
 - Admissions, student support offices, administrative support offices, budget offices, computer technology support offices



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 five year reviews
 - Discipline accreditation
 - Administrative units
 - Piloting 3-year review process in SDES
- **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 years



Linkages and Separation

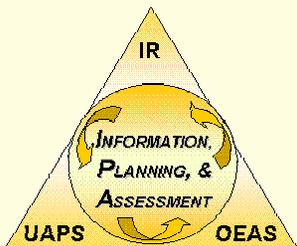


Linkages

- Share data and information
- Inform budget processes

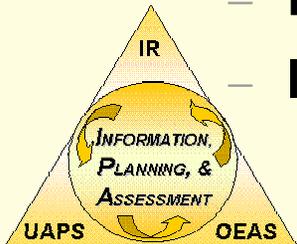
Separation

- Different cycles
- Additional data elements
- Different committees
- Continuous improvement versus evaluation

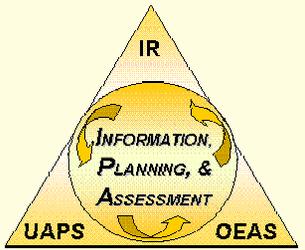
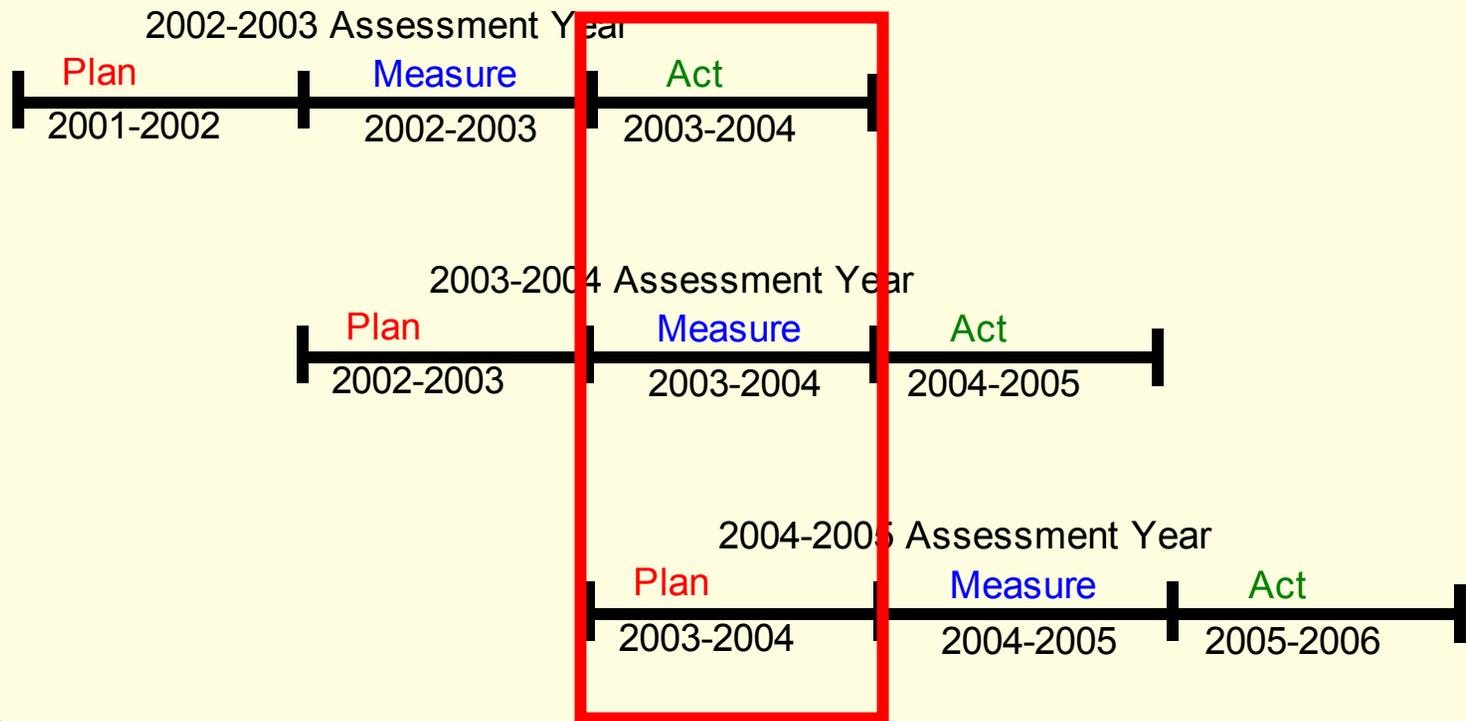


Program Assessment (CQI) Process

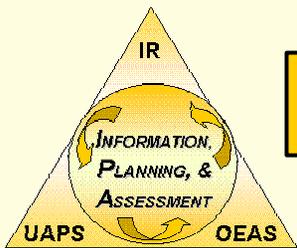
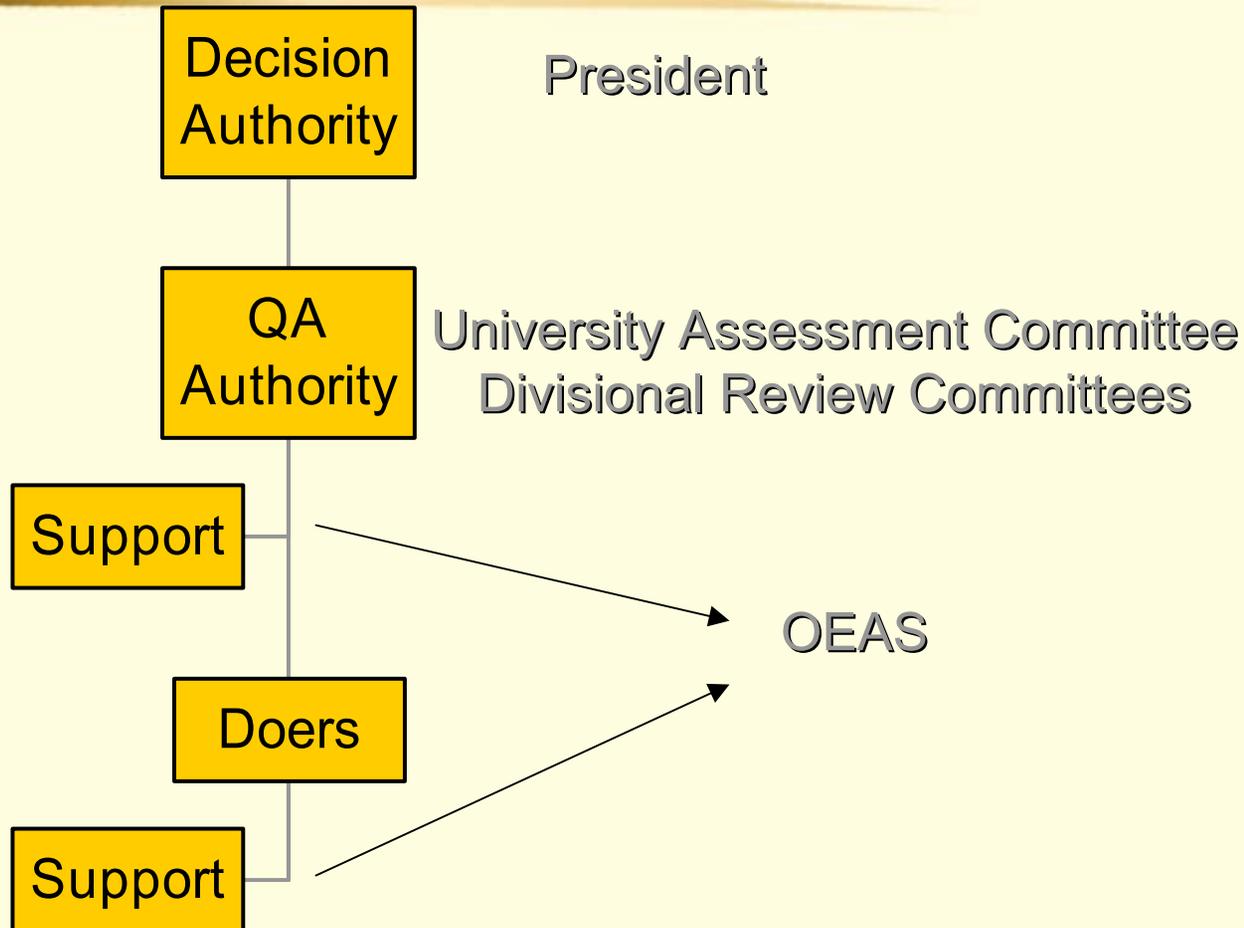
- **Every academic program (167) and administrative unit (97) must have an assessment plan and use the results to make improvements on an annual basis**
 - Program (unit) mission statement
 - Program (unit) desired outcomes or objectives
 - Measurement approaches
 - Measurement results
 - Planned use of results to improve program (unit)
 - Implemented quality improvements



UCF's Annual Assessment Schedule



Organizational Structure



Supporting Assessment (OEAS)

<http://www.oeas.ucf.edu/default.html>

http://www2.oeas.ucf.edu/oeas/phase2/view_plans_results.asp

The screenshot shows a Microsoft Internet Explorer browser window displaying the website for the University of Central Florida's Continuous Quality Improvement Assessment Plan and Results Process Menu. The page features the university's logo and a central heading. Below the heading is a welcome message and two columns of buttons for the Spring and Fall assessment processes. At the bottom, there is a footer with contact information and a disclaimer.

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 AND DRC ADMINISTRATIVE UNIT MEMBERS	
UAC AND DRC ACADEMIC UNIT MEMBERS	
OEAS HOME PAGE	

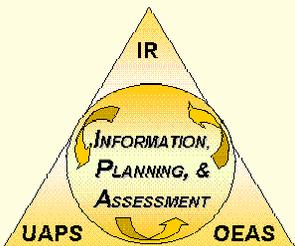
Continuous Quality Improvement supports the University's Institutional Effectiveness process.

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

Last Modified: 02/25/2003 13:27:53

Pages are maintained by: oeas@mail.ucf.edu Webmaster: kcoleman@mail.ucf.edu Database Administrator: pwelch@mail.ucf.edu

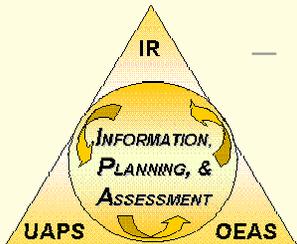
If you have any problems accessing your document please contact OEAS by calling 407-862-0275.



Why UCF is Becoming a National Leader in Program Assessment

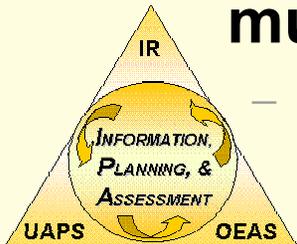
- The level of support provided by the administration for assessment is envied
- Our website for submissions and reviews is a model for others
- Our organizational structure is a model for others
- Conference and workshop presentations by IPA staff and by faculty

– SACS, AAHE, ASEE, AIR, SAIR, FAIR, Rose-Hulman



Your Role in Program Assessment

- **Make use of the institutional resources to reduce your labor burden**
 - Surveys
 - Data and information
 - Consultations
- **Figure out how to make use of the process to help improve your programs and operations**
 - Identify meaningful measures
 - Take the time to use the results
- **Be efficient: use the institutional process for multiple purposes**
 - Program accreditation



Information, Planning, and Assessment
Innovations in Assessment
College of Engineering and Computer Science



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Information, Planning, and Assessment
Assessment Successes
College of Education



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Information, Planning, and Assessment

Information and Planning Support



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Information, Planning, and Assessment

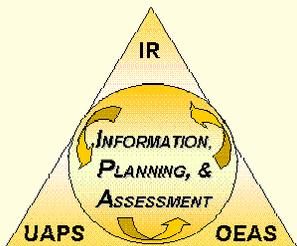
The IPA Division



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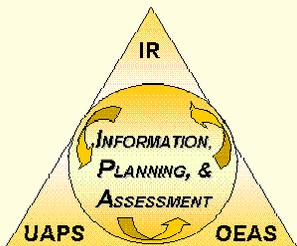
Support for Assessment and Quality Improvement

- Training and consultations
- Web systems
- Survey design, administration, and analysis
- Process improvement studies



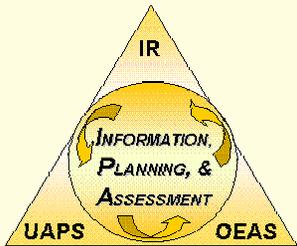
Planning and Management Analysis Support

- **Strategic and operational planning**
- **Enrollment planning**
- **Special studies and exploratory data analysis**
 - **Faculty salary**
 - **Plus and minus grades**
 - **Benchmarking**
 - **Rankings**



Data and Information Support

- Data access via the web
- Data extracts and queries
- Response to external surveys
- Official university data



Questions

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