

The Status of Institutional Effectiveness 2001-2002

Report to the President
and Provost
by the UAC and OEAS

August 16, 2002

Purpose of Meeting

- Provide brief history of IE progress
- Describe primary enhancements to IE process
- Summarize current status of IE efforts
- Demonstrate the IE website
- Highlight other accomplishments
- Discuss the future

Key Characteristics of an Effective Assessment Environment

- Sincerity and integrity
- Usefulness
- Clarity of purpose
- Commitment and leadership
- Enthusiasm for improvement
- Systemic involvement
- Support infrastructure

Source: J. Pet-Armacost, R.L. Armacost, D.L. Young, Creating an Effective Assessment Organization and Environment, 2001 SACS Annual Meeting

After UCF's Reaffirmation

Assessment	1998-9	1999-0
Sincerity	C+	C+
Usefulness	C-	C-
Clarity	C-	C-
Commitment	C	C
Enthusiasm	C-	C-
Systemic	B-	C+
Support	C+	C+

- “Pressure” was off and reviews only required every three years
 - Late submissions were becoming more frequent
 - Measures were not as meaningful as they could be
 - Lack of evidence that assessment was ongoing during “between years”
 - Lack of evidence that results were being used

Our Assessment Score Card Today

Sincerity	B+
Usefulness	B
Clarity	A-
Commitment	A-
Enthusiasm	B
Systemic	A-
Support	A-

- “Graded” on absolute scale, not relative to other institutions
- We have come a long way
- We still have room to improve

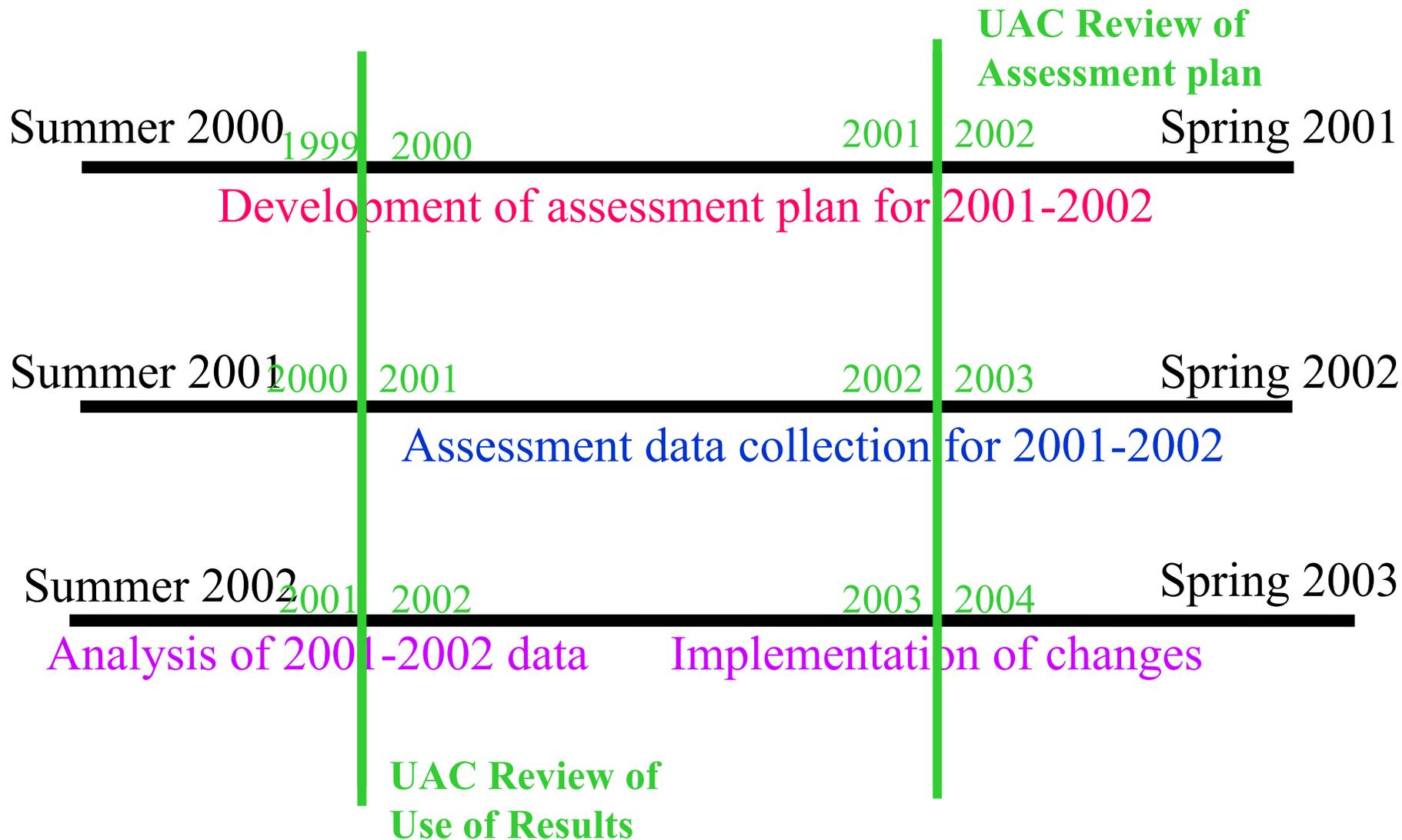
How Did We Improve?

- **Effective organizational structures in place**
 - University-level committee that provides quality assurance of the assessment process
 - College- and Division-level committees that evaluate the quality of the assessment plans
 - University office that provides support to units and programs
- **An assessment process that is coherent and has comprehensive participation**
 - 182 academic programs and 96 administrative units
- **A growing appreciation for the value of assessment**

Primary Enhancements

- Made organizational changes
 - Added members to the University Assessment Committee
 - Established Divisional Review Committees
- Changed the assessment process
 - Annual reviews of assessment process
 - Separation of planning from reporting results
 - More realistic view of the assessment timeline

Implemented A More Realistic Assessment Timeline



Primary Enhancements Continued

- Provided assistance to the University Assessment Committee and Divisional Review Committees
- Provided training and consultations
- Improved surveys and provided results
- Implemented a web-based submission and review process

[Assessment Website](#)

Benefits of the Web-enabled System

- Easier for faculty and staff
 - Revision of plans and submission of results
 - On-line help and instructions
- More consistent reviews of results
- Easy access to other examples
- Head start on SACS reaffirmation
 - Documentation on the web

Moving Closer to Assessment SUCCESS

ENHANCEMENT INITIATIVE	S	U	C	C	E	S	S
University Assessment Committee reorganization	X			X		X	
Divisional Review Committees	X			X	X	X	X
Timeline		X	X				
Separation of Planning from Reporting		X	X				
Web-based Submission and Review	X	X	X		X		X
Survey Support	X	X			X		X
Training and Consultations	X	X	X	X	X		X

Sincerity, **U**sefulness, **C**larity, **C**ommitment, **E**nthusiasm, **S**ystemic, **S**upport

2001-2002 Status Update

- Completed first annual review cycle
 - Fall 2001: Submission and review of 2000-2001 assessment results
 - Spring 2002: Submission and review in of assessment plans for 2002-2003
 - Ongoing assessment for 2001-2002
- Making the transition to web-enabled submissions and reviews

How Did We Look?

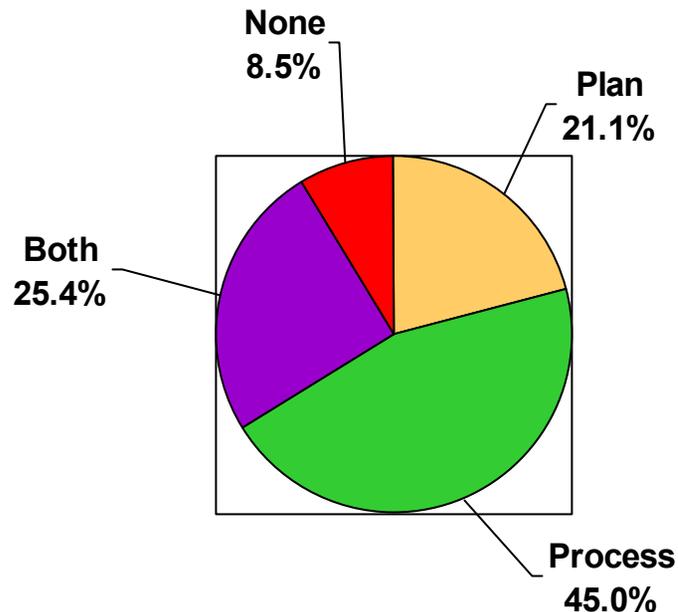
Assessment Results for 2000-2001

- 2000-2001 Assessment results submitted and reviewed in Fall 2001
 - Transition to annual reporting
- Submission rates
 - 71 out of 72 (98.6%) of non-exempt administrative units submitted
 - 85 units had submitted plans
 - 114 out of 130 (87.7%) of academic programs submitted

Types of Changes Made by Administrative Units

- To assessment plan
 - Objective statements
 - Measurement method
 - Deeper analysis
 - Assessment process
 - Data collection method
- To the process
 - Revamp process
 - Technology enhancement
 - Personnel changes
 - Training or workshops
 - Services added or deleted
 - Other

Use of Assessment Results by Administrative Units

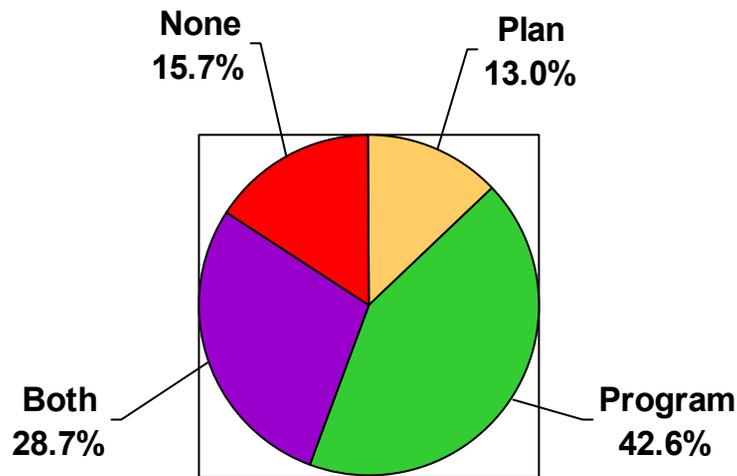


- Only 8.5% did not use assessment results to make improvements
- Over 70% made significant changes to their processes and operations

Types of Changes Made by Academic Programs

- To assessment plan
 - Objective statements
 - Measurement method
 - Deeper analysis
 - Assessment process
 - Data collection method
- To the program
 - Program offerings
 - Admission criteria
 - Advising process
 - Course content or sequence
 - Courses added or deleted
 - Other

Use of Assessment Results by Academic Programs



- 15.7% of academic programs did not use assessment results to make improvements
- Over 71% made significant changes to their academic programs

Examples of Quality Improvements (see handouts)

- Administrative units
 - Finance and Accounting (A&F)
 - Transfer Services (SDES)
 - Career Resource Center (SDES)
- Academic programs
 - Marketing BSBA (CBA)
 - Criminal Justice BA (COHPA)
 - Theatre BFA (CAS)

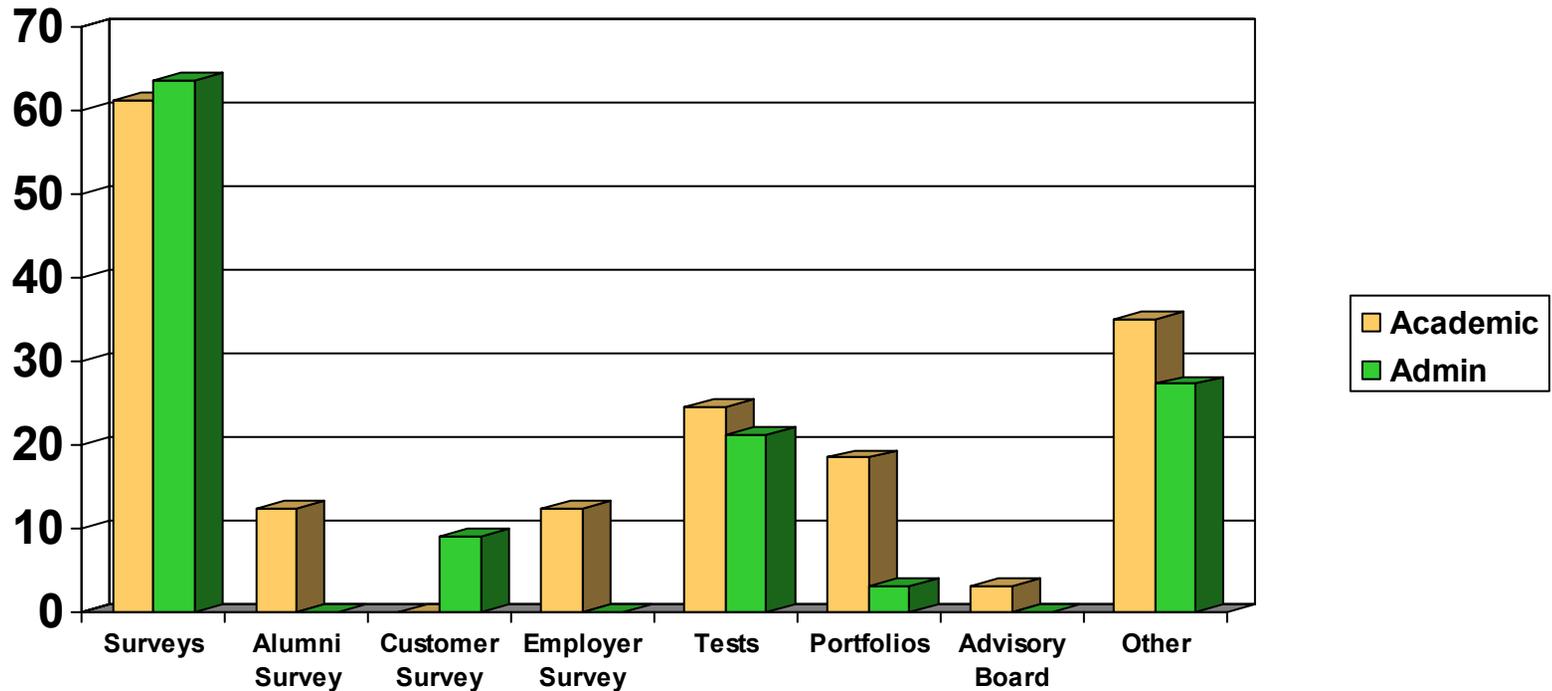
[Use of Results](#)

How Did We Look?

Assessment Plans for 2002-2003

- 2002-2003 assessment plans submitted and reviewed in Spring 2002
 - 271 out of 278 assessment plans submitted (97.5%)
 - First test of the web system
- Submission rates have improved from 81% to 97.5% in three years
 - 95 out of 96 (99.0%) administrative units submitted
 - 1 did not submit
 - 176 out of 182 (96.7%) of academic programs submitted
 - 6 did not submit
- Quality of plans has improved

Assessment “Instruments” Usage (Percent Usage in 2001-2002)



Efforts to Move Toward Prominence

- Last year's question: Do we want to move UCF to national prominence in program assessment?
- Proactive efforts
 - Conferences
 - Workshops
 - Consultations
 - Partnerships and exchanges
 - Best practices

2001-2002 Presentations At Conferences

- “A Comprehensive System for Outcomes and Performance Assessment,” Best Assessment Practices IV, Rose Hulman, 2001
 - D.L. Young, J. Pet-Armacost, J. McBrayer, and J. Nayfeh
- “A New Organization to Meet the Expanding Role of Institutional Research,” 2001 SAIR
 - J. Pet-Armacost, R.L. Armacost, and S. Andrews
- “Creating an Effective Assessment Organization and Environment,” SACS 2001
 - J. Pet-Armacost, R.L. Armacost, and D.L. Young
- “Effective Use of Graduating Senior Survey as Part of Program Assessment,” AIR 2002
 - P. Lancey and J. Pet-Armacost

Presentations At Conferences

- “Developing an Effective Assessment Process to Support Institutional Effectiveness,” AIR 2002
 - A. Albert and J. Pet-Armacost
- “Institutional Research Office as a Catalyst for Operational Excellence,” AIR 2002
 - H. Lopez and J. Pet-Armacost
- “Assessing Learning in a GEP Program: A Course Embedded Assessment Process, AAHE 2002
 - D.L. Young, M. Marinara, and K. Vajravelu
- “Promoting Teacher Education Excellence: One College’s Story,” AAHE 2002
 - S. Martin, L. Tomei, and P. Cox

2001-2002 Workshops and External Consultations

- “Blueprint for Program Assessment Success: Making It Real,” FAIR 2002 (invited workshop)
 - J. Pet-Armacost and R.L. Armacost
- Visitors, consultations, and exchanges
 - Embry Riddle (visit to UCF)
 - USF (3 visits to UCF)
 - FIT (consultation)
 - Western Kentucky (consultation)
 - Auburn (consultation)
 - FAU (exchange)
 - North Carolina State (exchange)
 - Brevard Community College (exchange)
 - George Mason University (exchange)

External Commitments in the Near Future

- Two presentations at the SAIR Conference in October
 - Benchmarking peer analysis
 - Response to external surveys
- Workshop on assessment at SACS Conference
- Two presentations at the SACS Conference
 - Strategic planning process
 - Web-enabled system for assessment

Internal Focus in the Near Future

- First test of the assessment results (Phase II) web-based submission and review system
- Focus on increasing the use of assessment results for program and process improvement
- Continued emphasis that assessment (IE) is conducted for improving programs and processes

Reaching National Prominence

- UCF is gaining national reputation in program assessment
 - The institutional support for assessment and web-based system are the “envy” of other institutions
- We are achieving assessment **SUCCESS**
 - The web-based system has made the job easier for faculty and staff
 - The survey support has made a real difference
 - The assessment support has made a real difference
 - The quality assurance process through the UAC and DRCs has made a tremendous difference

Comments and Questions



OEAS Website: <http://www.oemas.ucf.edu/>

Assessment Website: <http://www.oemas.ucf.edu/default.html>