

# University of Central Florida

## University Assessment Committee Annual Institutional Effectiveness Report

August 29, 2011



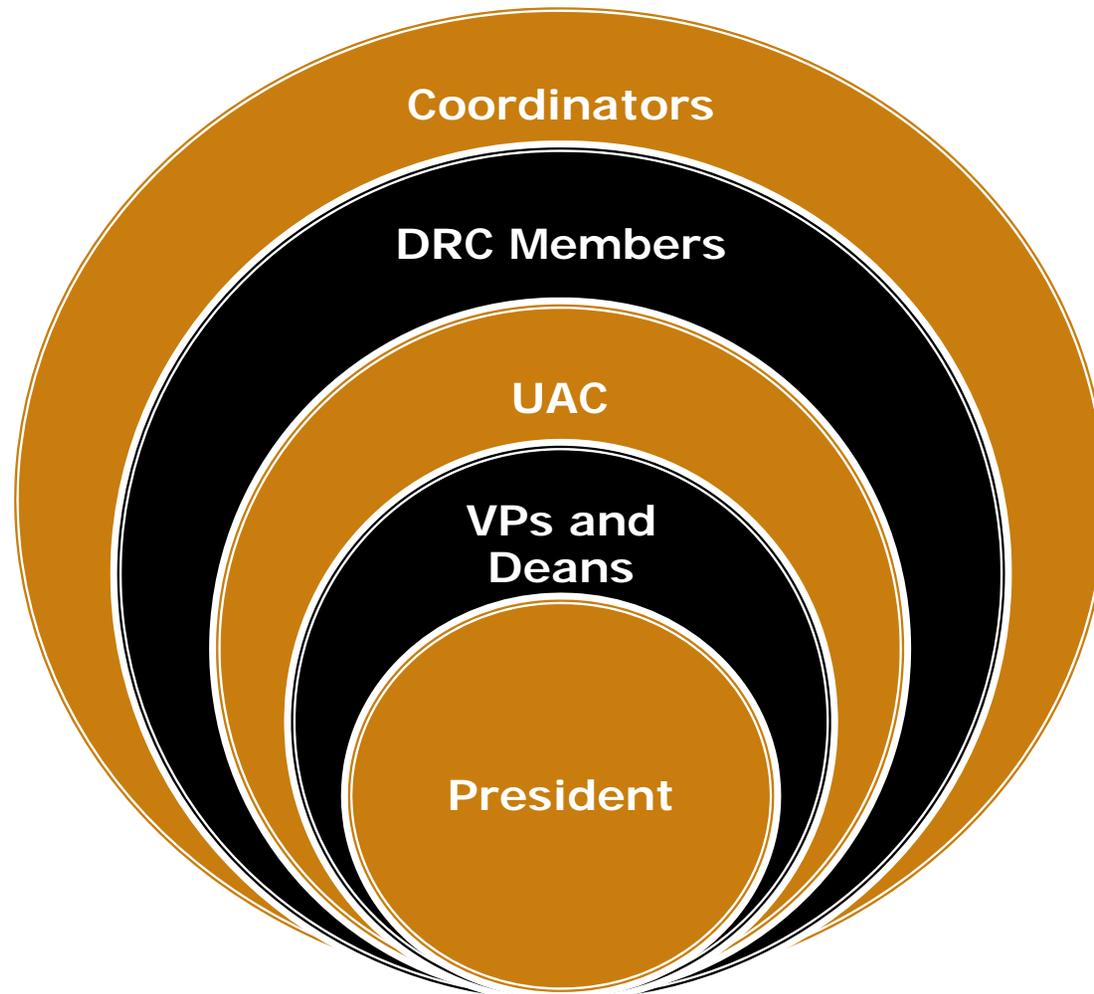
# Agenda

- **Purpose of Assessment**
- **Assessment Process**
- **Key Milestones**
- **Assessing Our Assessment Process**
- **Results and Changes**
  - 2009-10 results
  - Implemented(2009-10) and planned (2010-11) changes
  - linkages between strategic planning and assessment
- **Success Stories**
- **Next Steps**

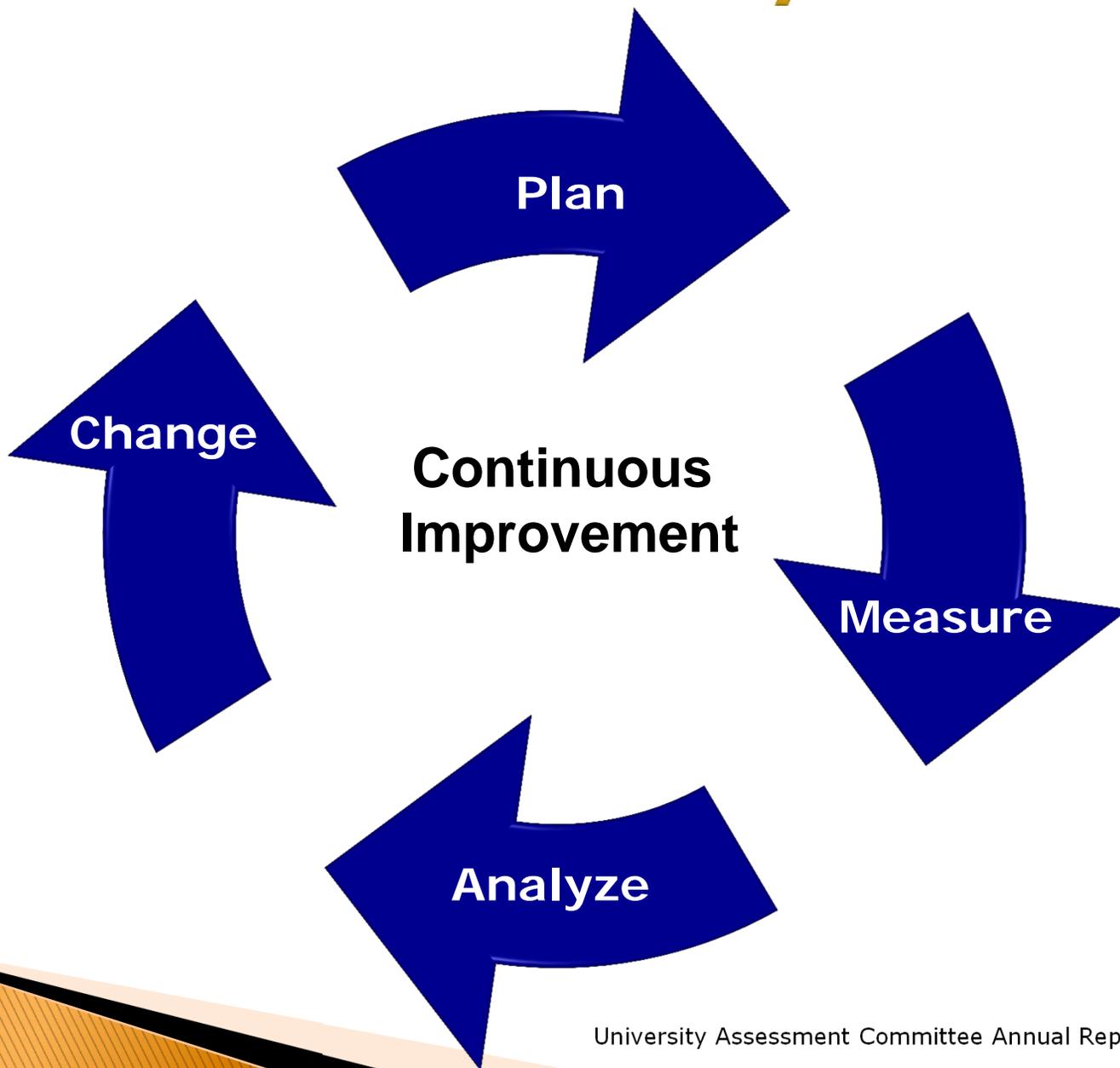
# Purpose of Assessment

- **Are current practices effective?**
- **Are student learning outcomes being achieved?**
- **Are we meeting national, regional, and state standards?**
- **How can we continue to improve performance?**

# Assessment Leadership



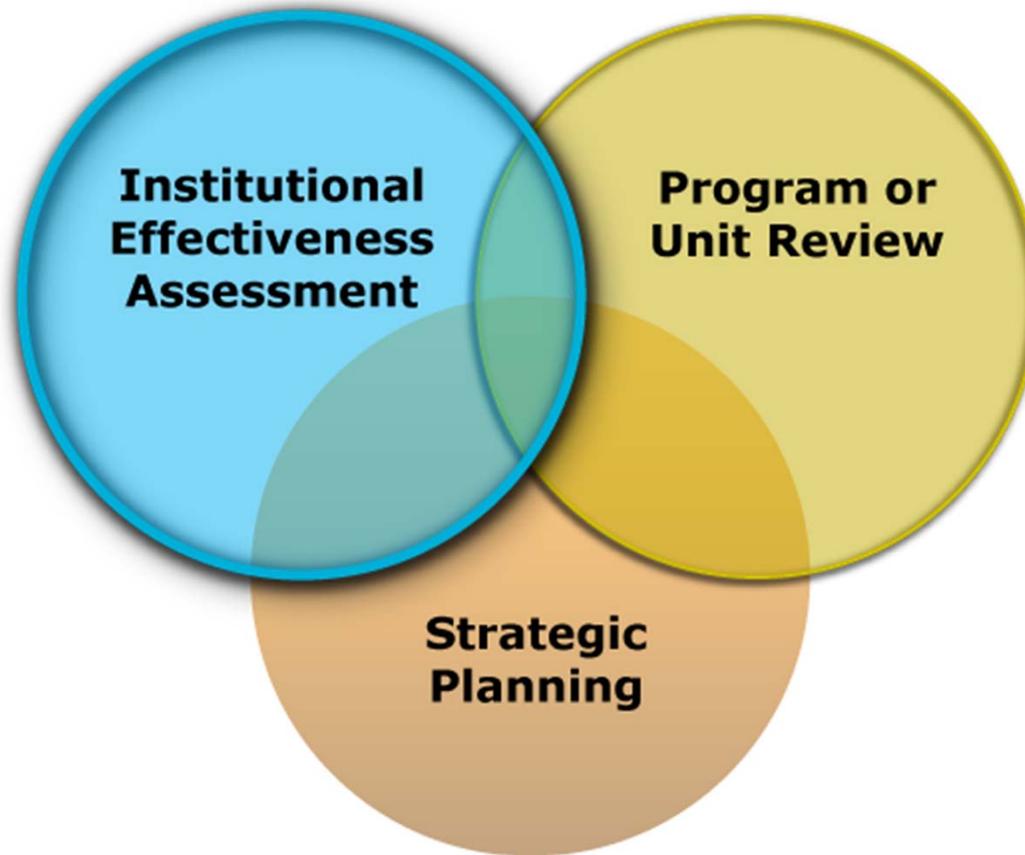
# Assessment Cycle



# Assessment Scope and Schedule

- **354 programs and units report**
  - Centralized online reporting system
  - Ongoing reviews and feedback by DRC
- **Year round process**
- **September – Coordinators submit final results and plans**
- **October – DRCs review results and plans**
- **November to December – UAC final review**

# Integrated Approach



# Key Milestones



# Assessing our Assessment Process

## *Planned Outcomes for 2010-11*

- **Enhance collaborative model for DRC members and coordinators**
- **Expand use of assessment to implement quality improvement initiatives**
- **Strengthen linkages between strategic planning and assessment**

# **Enhance Collaborative Model *Best Practices***

- **DRC Members are “assessment coaches”**
- **Rubric workshops and one to one consultations**
- **Coordinator presentations of assessment results and plans**
  - **Isolated single reviewers to open peer review discussions**
- **Detailed feedback - in person, by email and by phone**
- **Multiple revisions of results reports and plans to improve quality and use**

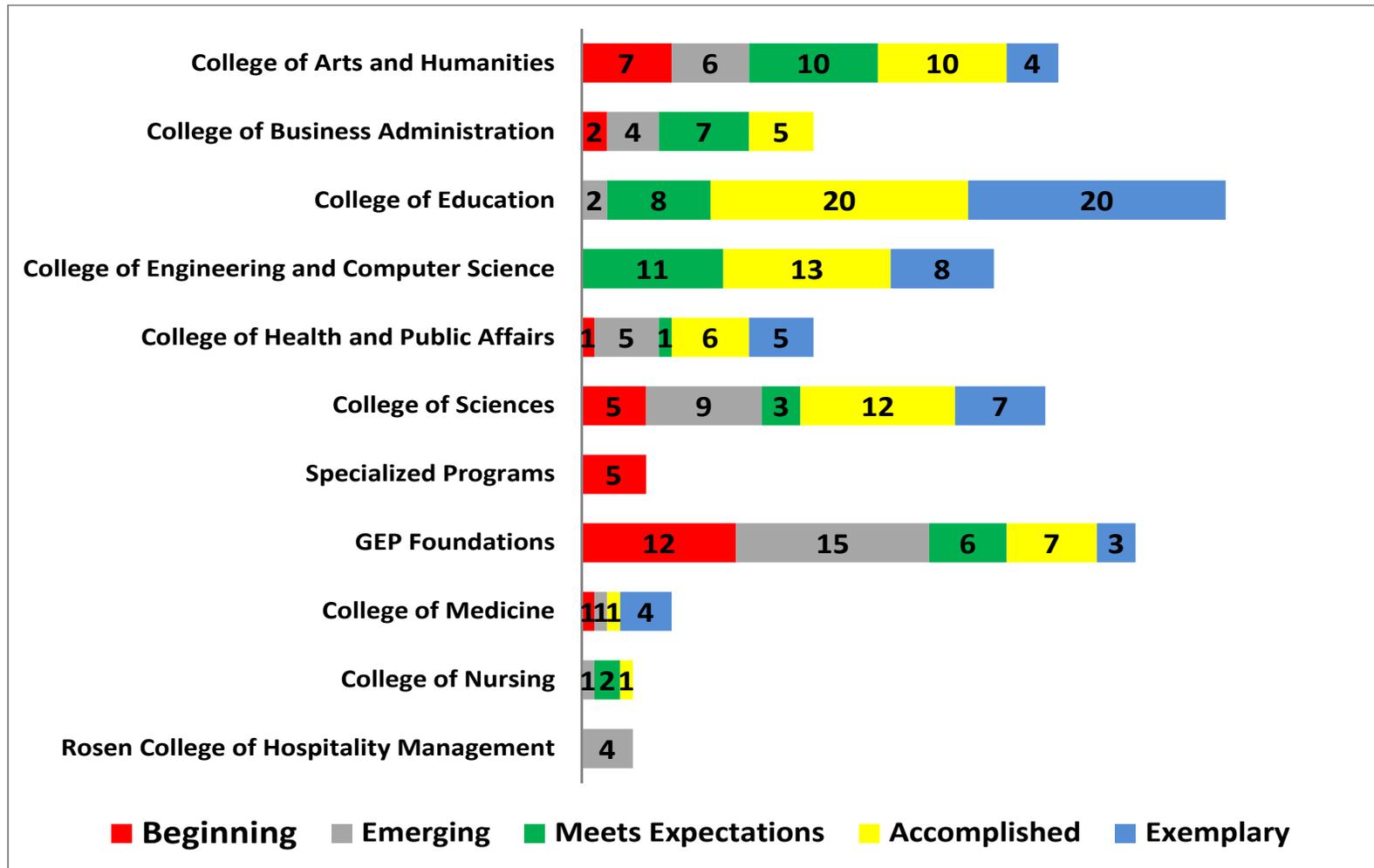
# Expand Use of Assessment

## *Divisional Review Committee Ratings*

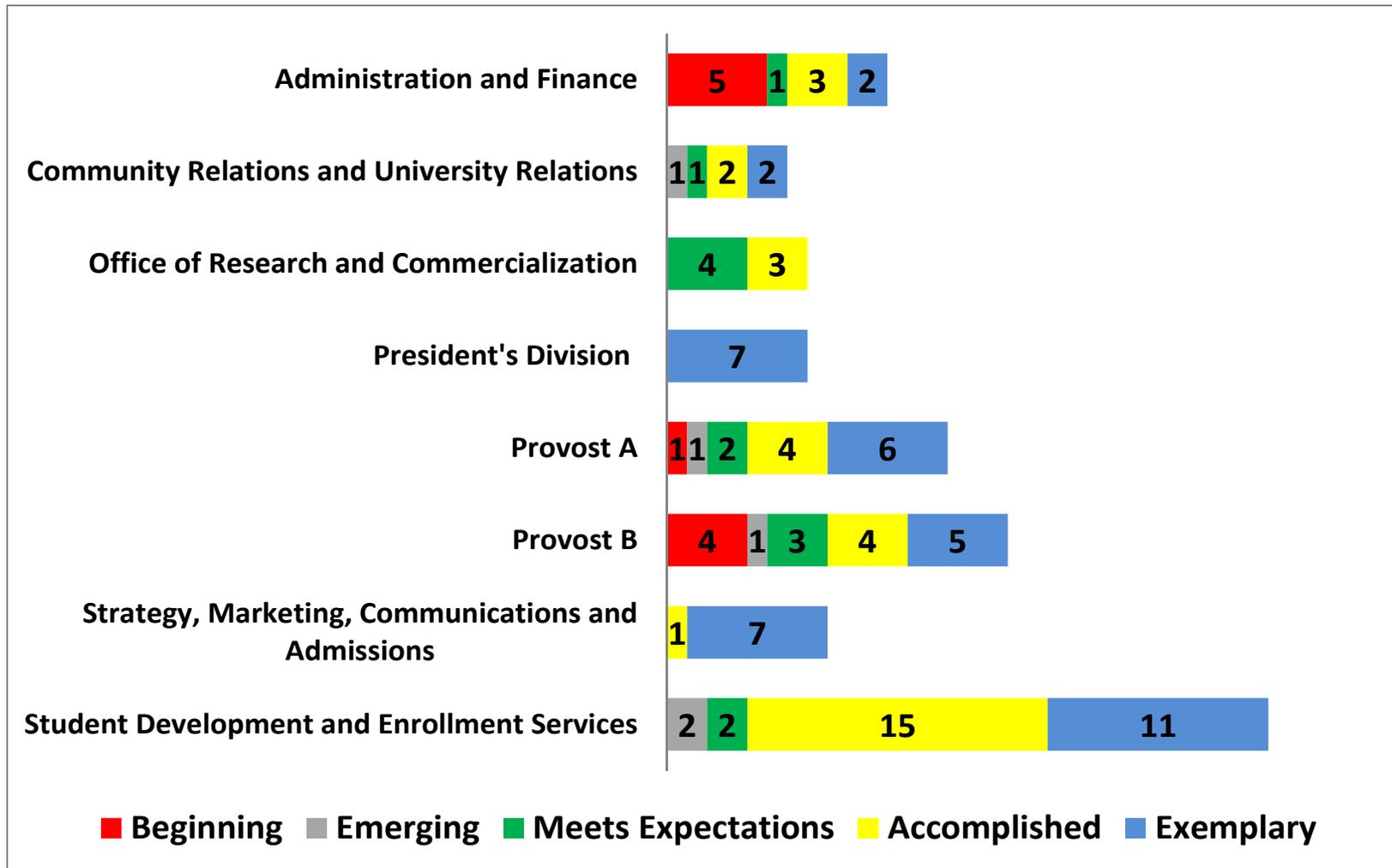
### *2009-10 Results*

<b>University of Central Florida</b>		
<b>Program/Unit Rubric Level</b>	<b>Number of Programs/Units that met the level</b>	<b>Percentage of Programs/Units that met the level</b>
Exemplary	91	25.71
Accomplished	107	30.23
Meets Expectations	61	17.23
Emerging	52	14.69
Beginning	43	12.15

# Divisional Review Committee Ratings 2009-10 Results for Academic Programs



# Divisional Review Committee Ratings 2009-10 Results for Administrative Units



# Implemented and Planned Changes 2009-10 Results

## ➤ Academic Programs

- Changes to curricula – 26%
- Changes to academic processes – 30%
- Changes to assessment plans – 44%

## ➤ Administrative Units

- Changes to operations – 50%
- Changes to assessment plans – 50%

# Linkage to Strategic Planning

- **Common leadership and support**
- **University strategic plan linkages integrated into plan rubric**
- **Common terminology in assessment and strategic planning efforts**

# Linking Strategic Plan to Institutional Effectiveness Assessment 2010-11 Plans

<b>IE Assessment Plan Rubric Indicator Number Nine</b>	<b>Number of Programs and units</b>	<b>Percentage of Programs and Units</b>
Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan	159	45%

Total Number of Programs and Units conducting Institutional Effectiveness Assessment = 354

# Success Stories

## ➤ Academic program

- **Doctor of Medicine - M.D.**

- ❖ Assessment coordinators: Drs. Dan Gardner, Basma Selim and Jonathan Kibble

## ➤ Dean's office

- **College of Health and Public Affairs,  
Dean's Office**

- ❖ Assessment coordinators: Drs. Dawn Oetjen, Susan Gosnell, Pam Kirby and Ronnie Korosec

## ➤ Administrative unit

- **Office of Experiential Learning**

- ❖ Assessment coordinator: Dr. Sheri Dressler

# **Doctor of Medicine - M.D.**

## ***Perspectives on Assessment***

- **Student learning and progress**
- **Student satisfaction and engagement**
- **Program improvement**
- **LCME accreditation  
(Preliminary 2008, Provisional 2010, Full 2013)**
- **UCF assessment and SACS accreditation**

# MD Program Overview

## 2011-12

Year	Disciplines	Count
<b>M1</b> <b>7 courses</b>	Anatomy, Biochemistry, Cell Biology, Genetics, Hematology, Immunology, Microbiology, Oncology, Pathology, Pharmacology, Physiology ... Practice of Medicine, Professionalism, Psychosocial	<b>80</b>
<b>M2</b> <b>7 courses</b>	Behavior, Brain, Cardiovascular, Endocrine, Gastrointestinal, Skin, Renal, Reproductive, Pulmonary	<b>60</b>
<b>M3</b>	Family medicine, Gynecology, Neurology, Obstetrics, Pediatrics, Psychiatry, Surgery	<b>40</b>
<b>M4</b>	<b>2012-2013</b>	

# Integrated Curriculum

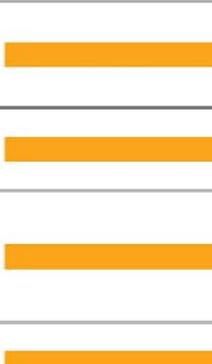
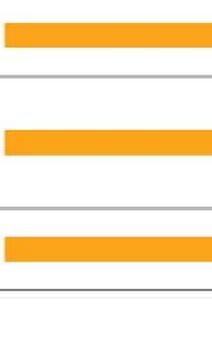
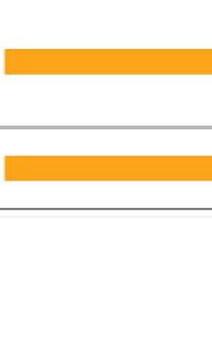
		August	September	October	November	December	January	February	March	April	May
M-1 New Student Orientation	Intro to Profession of Medicine	P-1 Practice of Medicine									
		Community of Practice									
		I-1 Focused Individualized Research Experience									
		HB-1 Human Body: Molecules to Cells Biochemistry, Cell Biology, Genetics, Molecular Biology, and Preclinical Informatics (8 wks)	HB-2 Human Body: Structure and Function Anatomy, Embryology, Medical Imaging, Physiology, Histology, Neurobiology (10 wks +)	Vacation	HB-2 Human Body: Structure and Function Anatomy, Embryology, Medical Imaging, Physiology, Histology, Neurobiology (cont'd, 7 wks)	C-1 Psychosocial Issues in Healthcare (3 wks+)	Vacation	C-1 Psychosocial Issues in Healthcare (cont'd, 11 wks)	HB-3 Human Body: Health and Disease Microbiology, Immunology, Virology, Intro to Pathology (cont'd, 4 wks)	5-1 Hematology/Oncology (3 wks)	

		August	September	October	November	December	January	February	March	April
M-2 Orientation Assist w/ M-1 Orientation Diagnostic Tools (1 Week)		P-2 Practice of Medicine								
		Community of Practice								
		I-2 Focused Individualized Research Experience								
		S-2 Endocrine and Reproductive Systems (6 wks)	S-3 Cardiovascular and Pulmonary Systems (6 wks)	S-4 Gastrointestinal and Renal Systems (6 wks)	Vacation	S-5 Skin and Musculoskeletal Systems (4 wks)	S-6 Brain and Behavior (7 wks)	OSCE (1 week)	FIRE Mini Conference	NBME Prep

# Student Perspectives - one course 2009-10

Question	#							
Faculty expectations of students were clear (e.g., learning objectives, grading policy, etc.)	31	22.58%	48.39%	16.13%	9.68%	3.23%	0%	
Module content was clearly related to the learning objectives	31	6.45%	38.71%	38.71%	12.9%	3.23%	0%	
Content was well organized and presented in a logical sequence	31	3.23%	22.58%	12.9%	45.16%	16.13%	0%	
Integration of clinical material was beneficial for my understanding	31	19.35%	41.94%	12.9%	19.35%	3.23%	3.23%	
<i>In general</i> , the teaching methods used in this module (e.g., lectures, Team-Based Learning, etc.) were effective	31	6.45%	16.13%	22.58%	38.71%	16.13%	0%	
The ratio of lecture to other teaching methods was effective	31	9.68%	29.03%	25.81%	25.81%	9.68%	0%	
Times presented	31	Times answered					31	

# Student Perspectives - one course 2010-11

Question	#							
Faculty expectations of students were clear (e.g., learning objectives, grading policy, etc.)	48	66.67%	29.17%	2.08%	2.08%	0%	0%	
Module content was clearly related to the learning objectives	48	66.67%	27.08%	6.25%	0%	0%	0%	
Content was well organized and presented in a logical sequence	48	58.33%	25%	6.25%	10.42%	0%	0%	
Integration of clinical material was beneficial for my understanding	48	64.58%	33.33%	2.08%	0%	0%	0%	
<i>In general</i> , the teaching methods used in this module (e.g., lectures, Team-Based Learning, etc.) were effective	48	64.58%	29.17%	6.25%	0%	0%	0%	
The ratio of lecture to other teaching methods was effective	48	62.5%	27.08%	4.17%	6.25%	0%	0%	
Times presented	48	Times answered		48				

University of Central Florida  
College of Medicine



The Perspectives of  
First-Year Medical Education Students 2014  
on the College of Medicine Programs, Services, and Staff  
2010-11

**YEAR-END EVALUATION BY STUDENTS**

Summary of survey results

**CONFIDENTIAL**

Prepared for the  
UCF College of Medicine Program Evaluation Sub-Committee

Prepared by the  
UCF College of Medicine Office of Assessment  
Planning & Knowledge Management

June 2011



University of Central Florida  
College of Medicine

The Perspectives of First-Year Medical Education Students  
on the delivery of the HB-2 Module: Human Body – Structure and Function

University of Central Florida  
College of Medicine



The Perspectives of  
Second-Year Medical Education Students 2013  
on the College of Medicine Programs, Services, and Staff  
2010-11

**YEAR-END EVALUATION BY STUDENTS**

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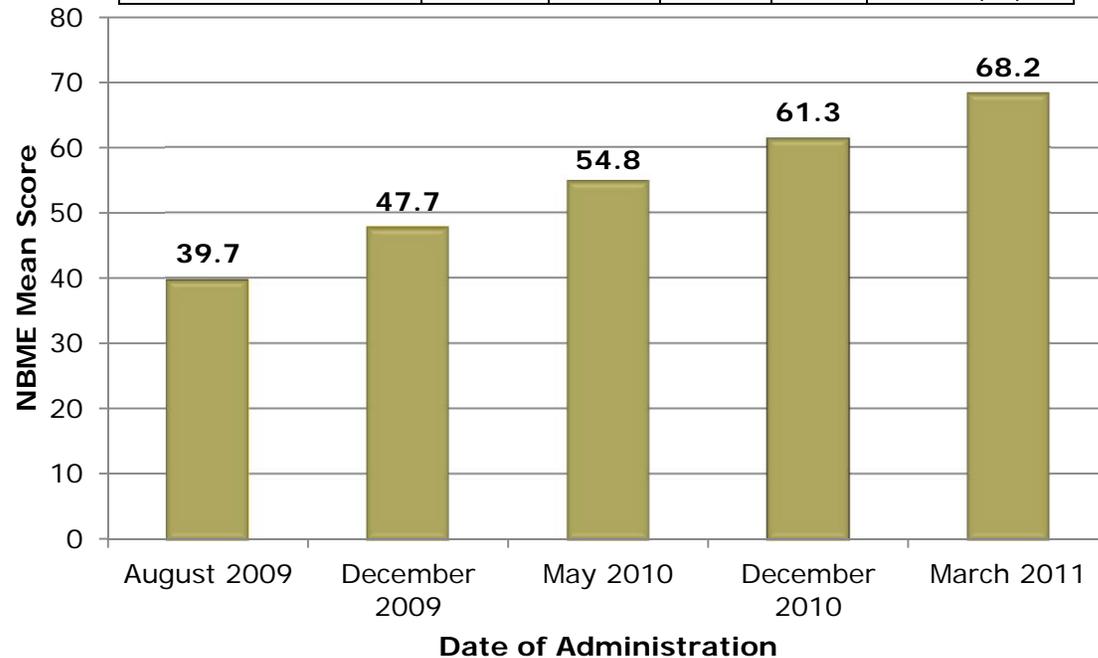
June 2011

Program Evaluation Sub-Committee

Office of Assessment

# Snapshot of Performance NBME and CBSE

Date of Administration	Mean*	SD	Min	Max	% Passing (n)
August 2009	39.7	3.0	36	50	0.0 (0)
December 2009	47.7	5.6	36	59	0.0 (0)
May 2010	54.8	5.8	39	66	2.6 (1)
December 2010	61.3	6.8	48	77	33.3 (13)
March 2011	68.2	8.3	54	88	66.7 (26)

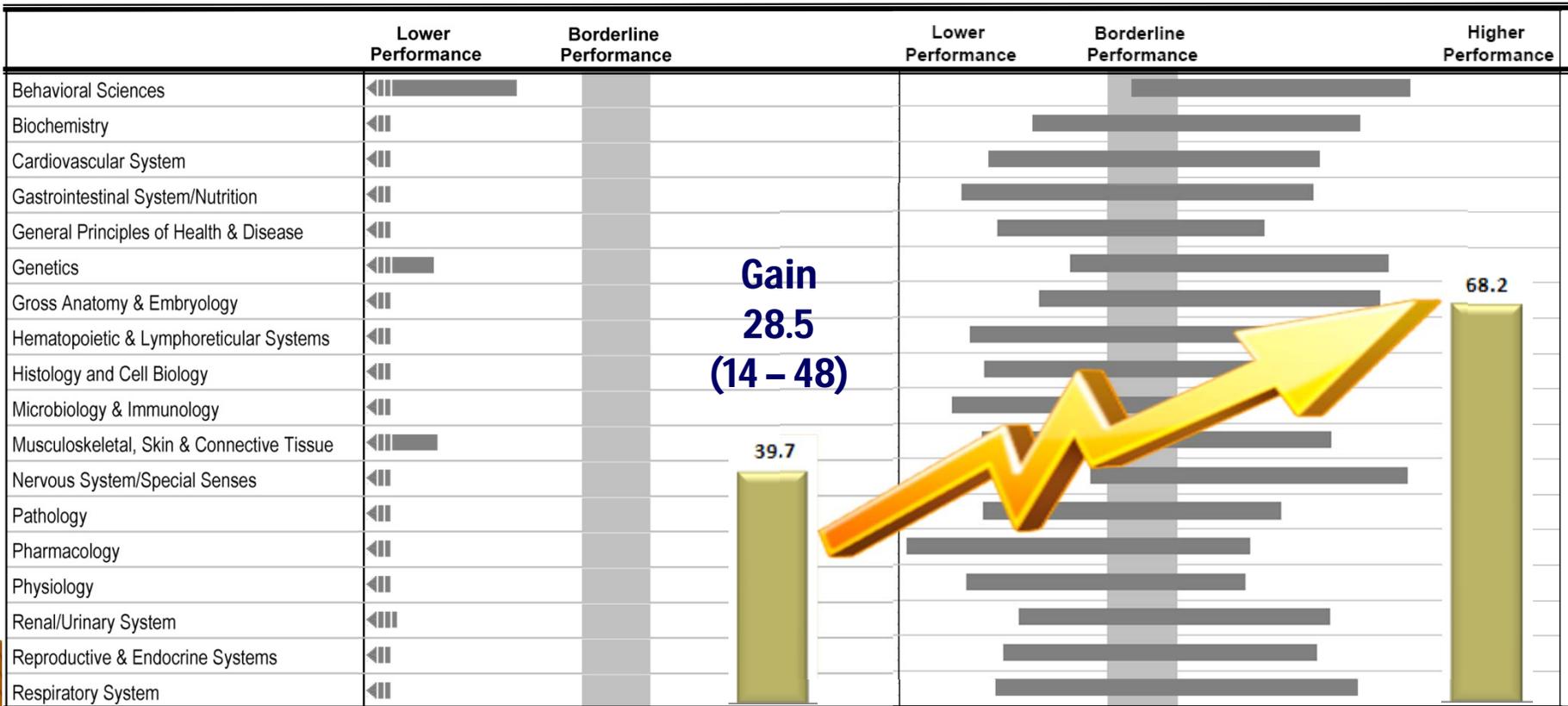


\*Based on complete data sets for 39 students; mean scores across administrations are significantly different, as measured by a one-way repeated measures ANOVA,  $F(4, 152) = 292.66$ ,  $p < 0.001$ ,  $\eta^2_p = 0.89$

# Look How Far We have Come

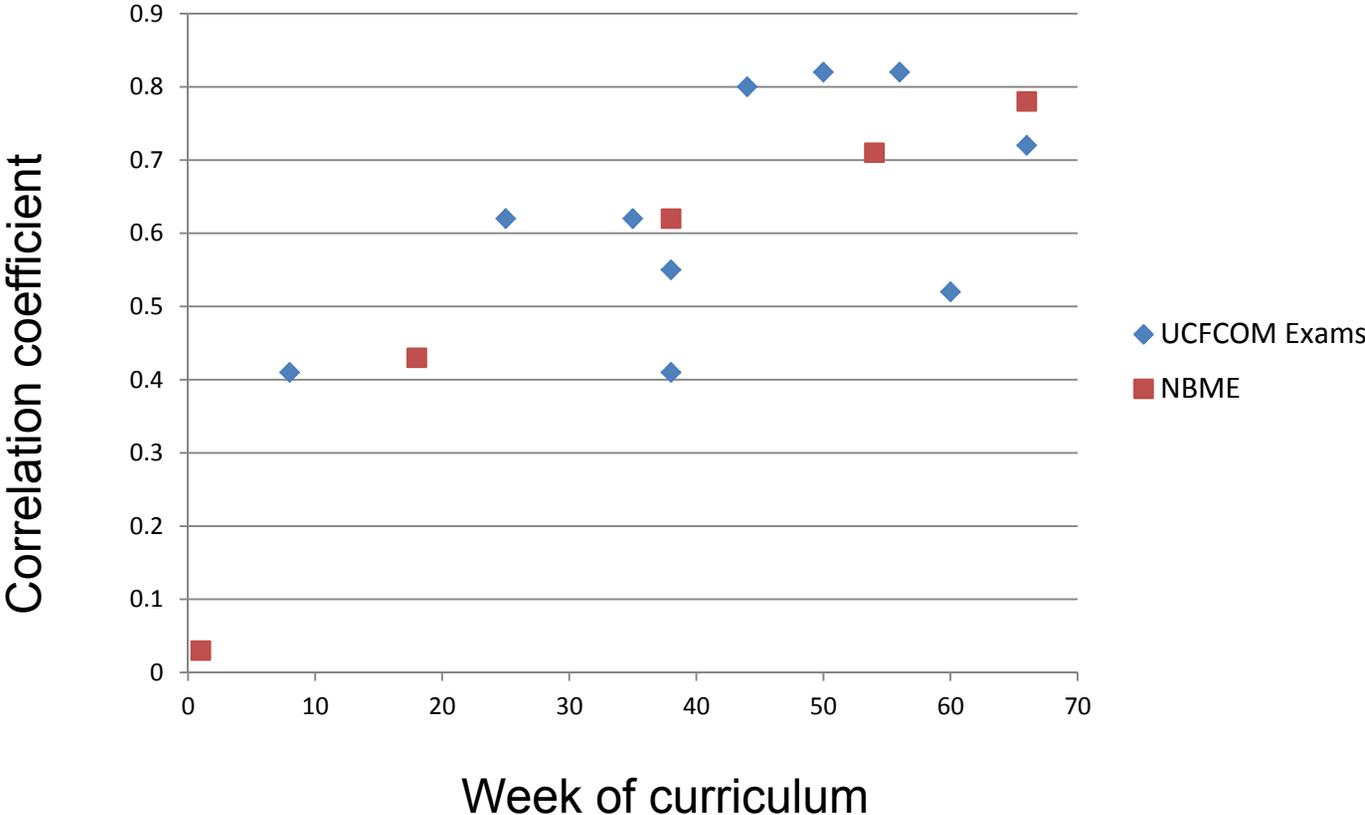
**0.0% Passing**  
August 2009

**66.7% Passing**  
March 2011



# Towards Success on USMLE Step 1

## Correlations with USMLE Step 1: NBME Progress Tests and Module Exams



# College of Health and Public Affairs, Dean's Office

- **Focuses on overall administrative and research support, student services, educational quality assurance through the faculty hiring process and compliance with SACS, and discipline specific accreditation standards**
- **Challenge = find measures other than “customer satisfaction” surveys that provide useful data to improve operations**
- **Strong ties to Strategic Plans (unit, college, and university)**

# College of Health and Public Affairs, Dean's Office

## Office of Undergraduate Student Services (USS)

**USS Strategic Plan Goal 3: USS will increase student retention in UG programs.**

Strategy	Indicator	Monetary Resource	Other Resources	Responsibility	Target Date
Each semester, USS will conduct workshops for students on academic probation.	At least 50% of probationary students will be retained.	None.	Time and coordination.	USS Director and staff.	Each semester, beginning Fall 2009



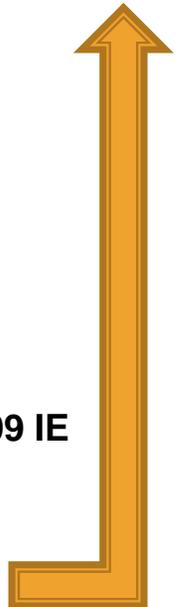
**IE Measure 2.4: USS will measure the success of its academic probation workshops by tracking the progress of probationary students. At least 50% of students who participate in the workshops will be retained at the university.**



**Action Taken: (1) USS contacted all 314 students on academic probation regarding their status and 251 (80%) of these students participated in 12 mandatory Student Success Workshops held during the year; (2) additional AAEP advisor (recommendation from 08-09 IE cycle).**



**Results: 08-09 = 77% retention; 09-10 = 84% retention**



# Office of Experiential Learning

## *Where we started...*

Goals: To increase student learning in experiential learning courses in OEL and across campus and to make experiential learning student learning outcome data accessible to improve quality of instruction at UCF

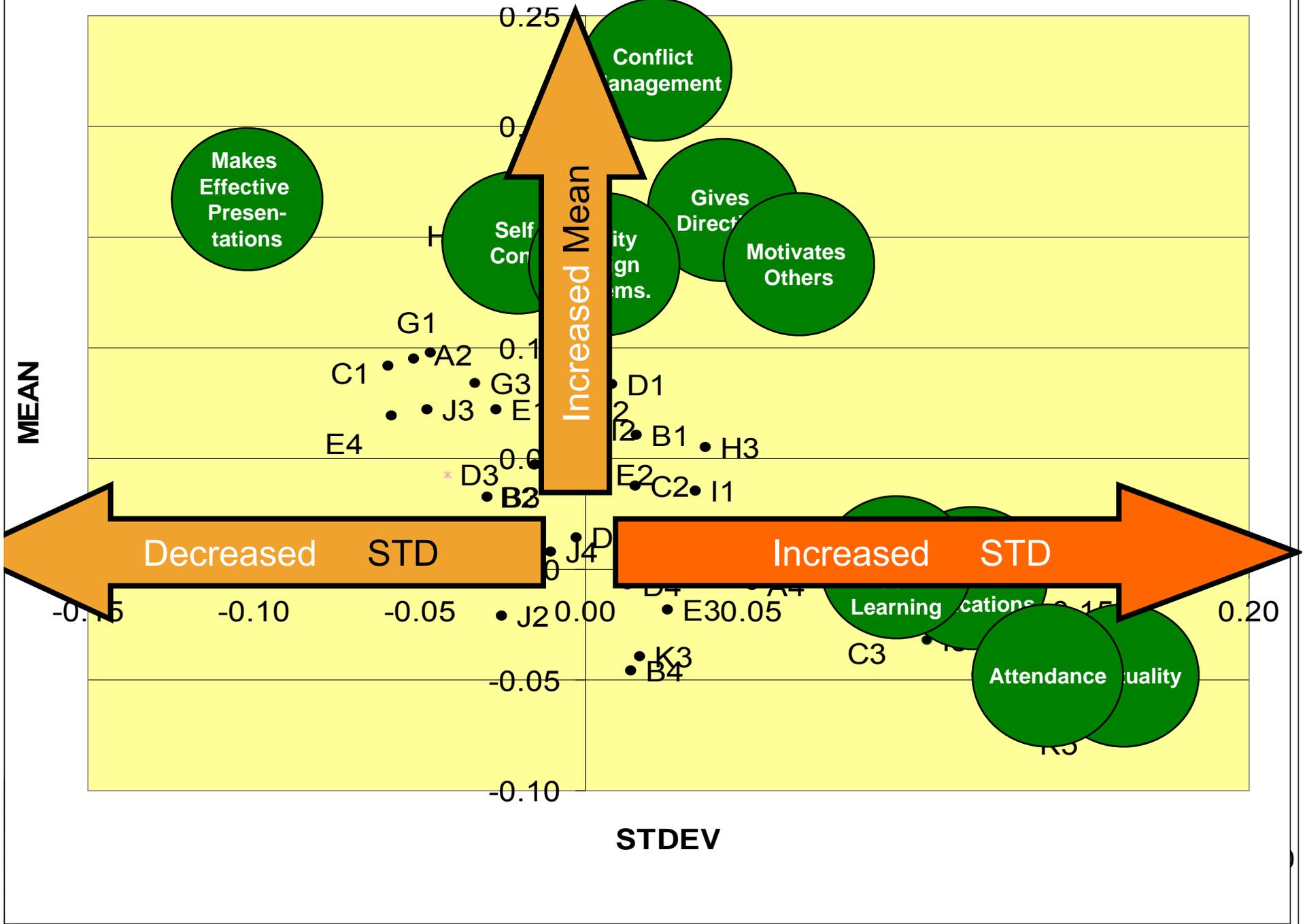
Environment – Increased focus on measuring student learning outcomes prompts interest in using external data for quality improvement. Electronic methods allow online evaluation and analysis of student learning outcome data by discipline and in the aggregate

Assessment methods – Both employer supervisors and student evaluate student performance on 11 competency areas found to correlate to student academic and professional success. (critical thinking, communication/interpersonal, conceptual/analytical, theory to practice, professional qualities, teamwork, leadership, technology, design/experimentation, work culture, work habits and organization/planning)

Results – Data on student competency development informs OEL curriculum revision. Both student and employer evaluation instruments are expanded for relevancy and revised to allow comparisons

Improvements: Evaluation instruments and student learning outcomes improve each year, especially in the areas of concern as a result of the improvement process. Also, awareness of student learning gained through real-world experience is increased

# Delta Profile /Event Management



# Office of Experiential Learning (OEL)

- **Results:** In 2010, on-site supervisors completed student performance evaluations for 2628 co-op and internship students from 63 majors which provided aggregate and by discipline student learning outcome data
- **Actions taken:** Annual adjustments were made to OEL curriculum and reports were produced for three colleges and two departments on student learning outcomes. New graphic presentation for the Rosen College allowed faculty to see curricular impact on student learning over time
- **Improvement:** Completing the loop to use data obtained outside the classroom back into the institution for curriculum and accreditation reviews – a long way from data in file cabinets with no access

# Next Steps

- **Advance use of IE assessment results for quality improvement initiatives**
- **Increase evidence of the impact of implemented changes**
- **Raise inter-rater reliability across DRCs**
- **Broaden linkages between strategic planning and assessment**

# Thank you!

