

University of Central Florida

Annual Institutional Effectiveness Assessment Report

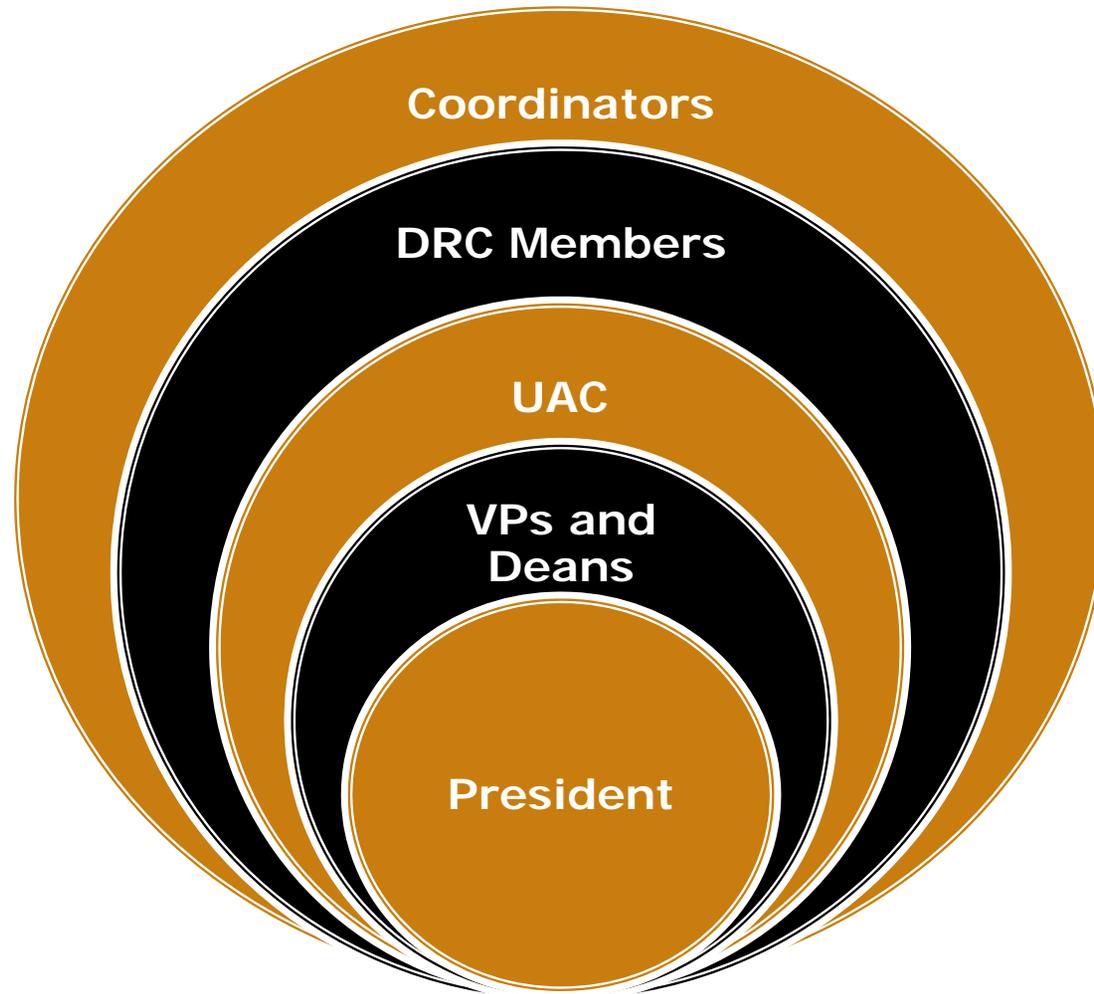
August 27, 2012



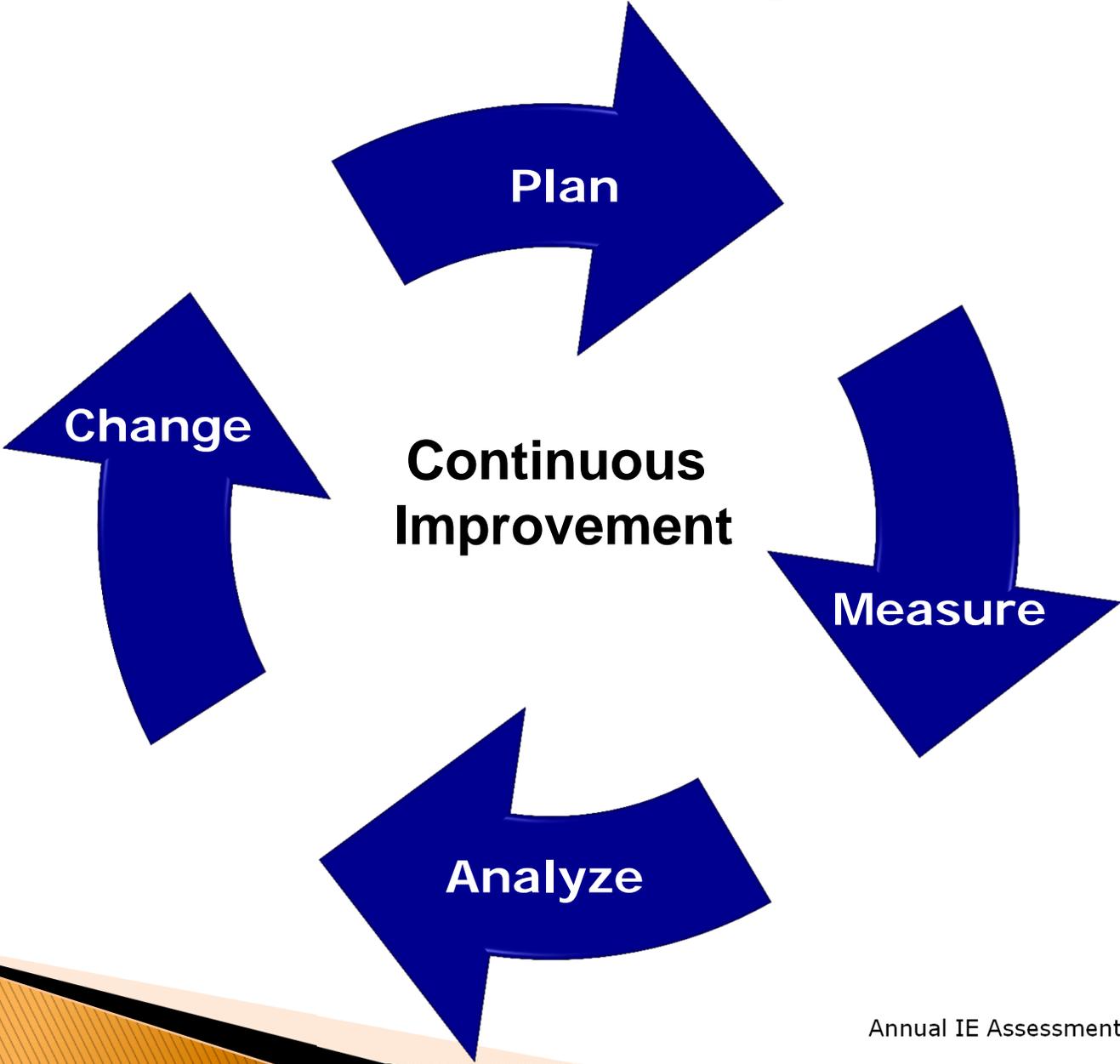
Agenda

- **Purpose of Assessment**
- **Assessment Process**
- **Key Milestones**
- **Results and Changes**
 - 2010-11 results
 - Implemented(2010-11) and planned (2011-12) changes
 - SACS Fifth-Year Report-Institutional Effectiveness
 - Linkages between strategic planning and assessment
- **Success Stories**
- **Next Steps**

Assessment Leadership



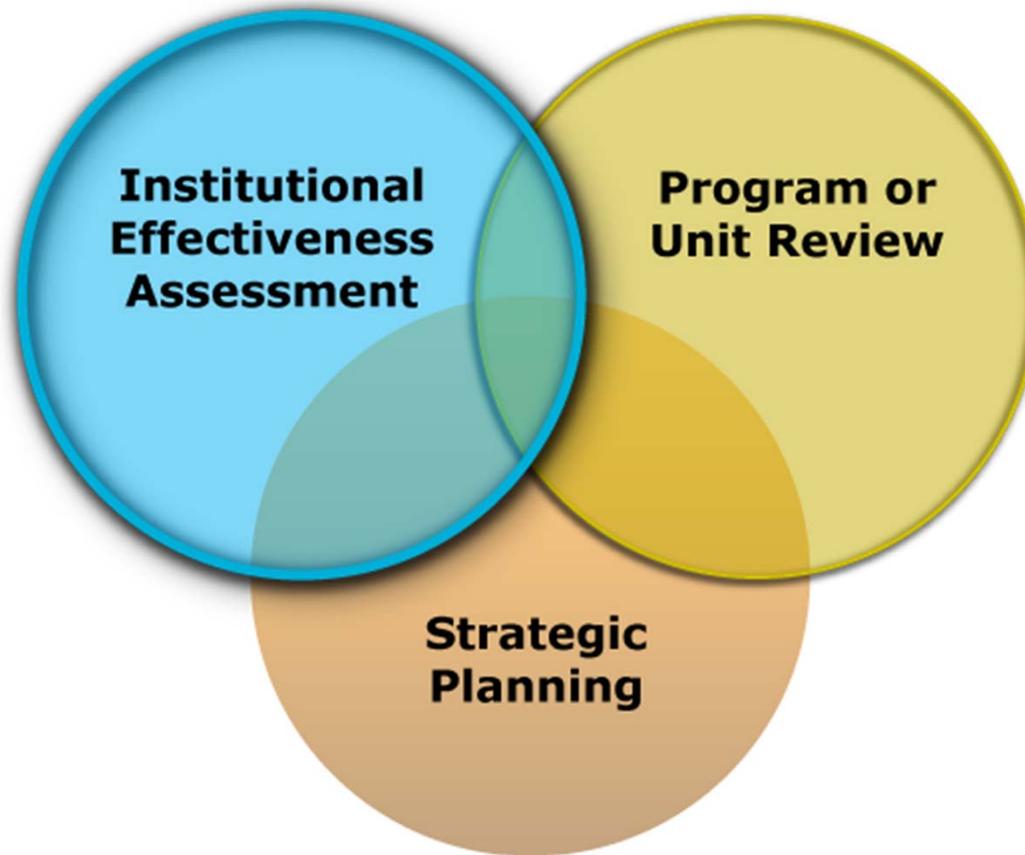
Assessment Cycle



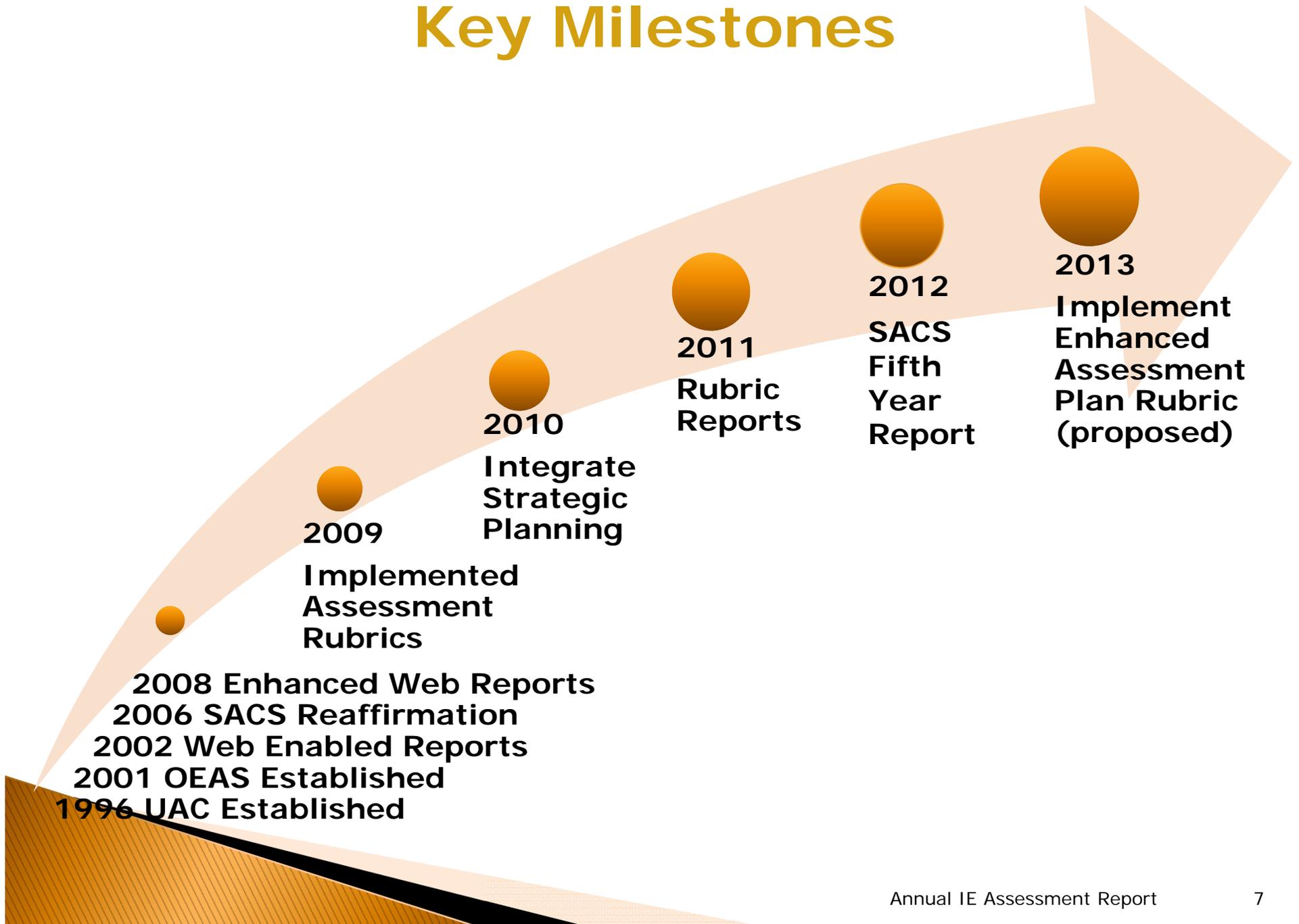
Assessment Scope and Schedule

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

Integrated Approach



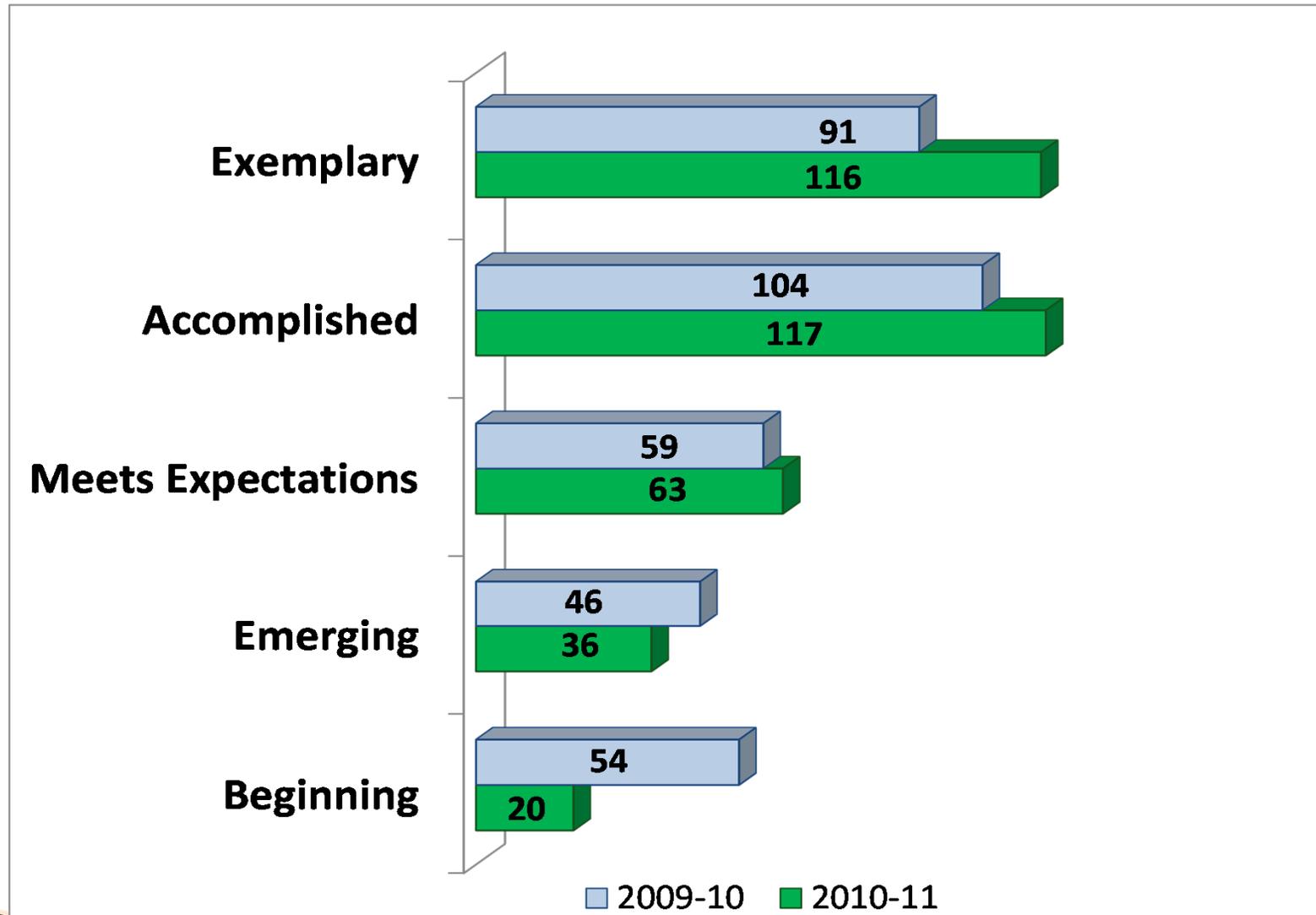
Key Milestones



Going to the Next Level Necessary Steps

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

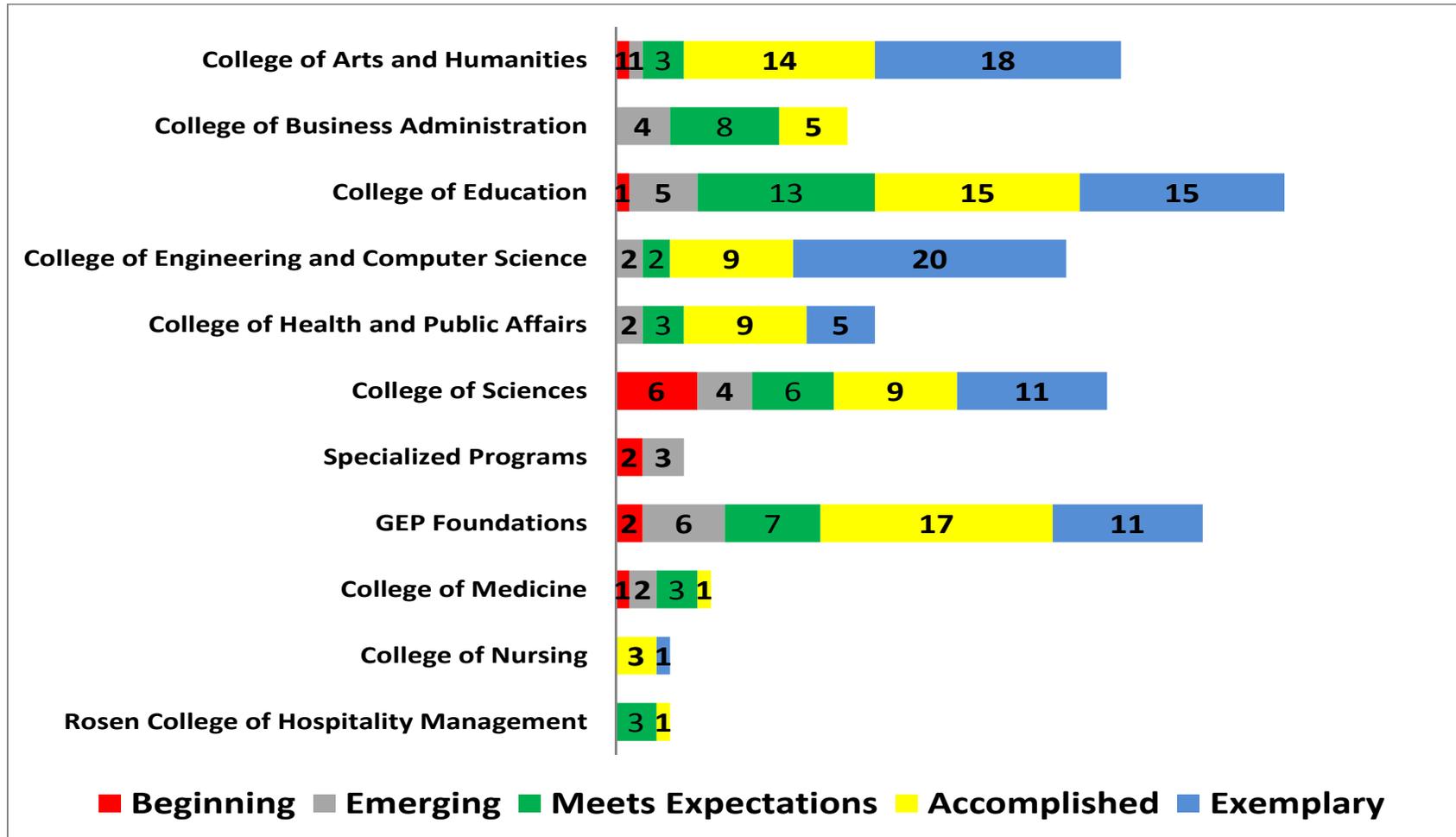
Improved Performance



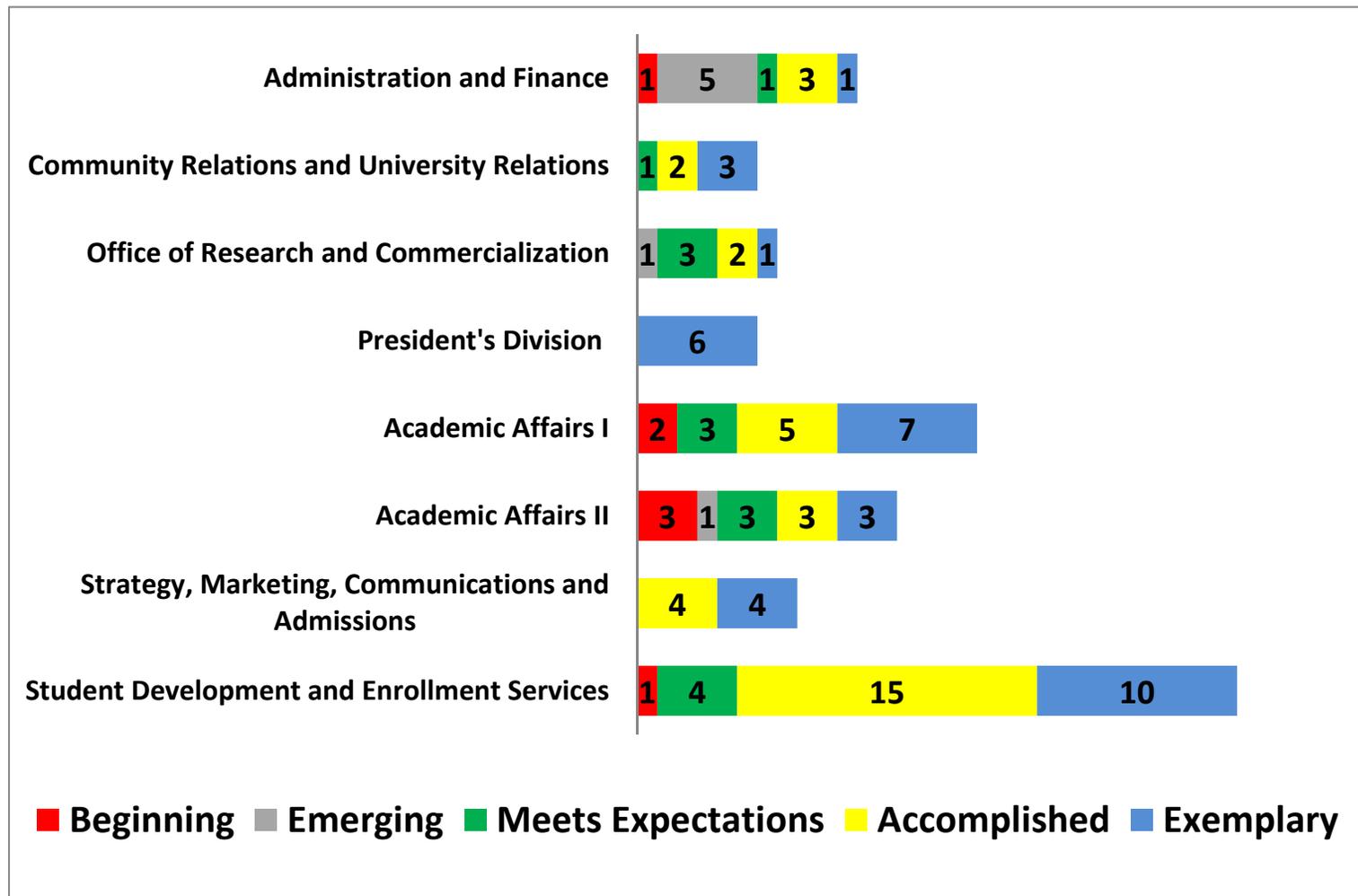
Enhanced Collaborative Model

- **DRC Members are “assessment coaches”**
- **Measureable difference after training and consultations**
- **Coordinator presentations of assessment results and plans**
 - **Isolated single reviewers to open peer review discussions**
- **Feedback - face to face, email and phone**
- **Collaborative reflections in UAC**

Divisional Review Committee Ratings 2010-11 Results for Academic Programs



Divisional Review Committee Ratings 2010-11 Results for Administrative Units



Implemented and Planned Changes 2010-11 Results

➤ Academic Programs

- Changes to curricula – 31%
- Changes to academic processes – 32%
- Changes to assessment plans – 37%

➤ Administrative Units

- Changes to operations – 55%
- Changes to assessment plans – 45%

SACS Fifth-Year Report



Home SACSCOC > Fifth-Year Interim Review

Fifth-Year Interim Report QEP Impact Report Document Directory

4 (CS 3.3.1)



Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Comprehensive Standard 3.3.1)**

3.3.1.1 educational programs, to include student learning outcomes

Judgment

Compliant Non-Compliant

Narrative

NARRATIVE SUMMARY

The University of Central Florida (UCF) identifies expected student learning outcomes for its academic programs (general education, undergraduate and graduate degree programs). In addition, operational outcomes are articulated and measured for academic programs. UCF assesses how well it achieves these outcomes and documents its use of results to close the gaps.



Evidence of Compliance with SACS

- Quality mark increased
- Emphasis on use of results to make improvement
 - Compiled longitudinal examples
 - DRC Reviews
 - Evidence of Improvement Table

Strategic Plan Linkage

- **University strategic plan linkages integrated into plan rubric**
 - 49% of plans articulated relationship
- **Common terminology in assessment and strategic planning efforts**
- **Strengthen linkage**
 - Revised rubrics to enhance specificity

Success Stories

➤ Academic program

• Electrical Engineering - B.S.E.E.

- ❖ Assessment coordinators: Drs. Kalpathy B Sundaram, Annie Wu, Damla Turgut

➤ Dean's office

• College of Sciences, Dean's Office

- ❖ Assessment coordinators: Drs. Michael Johnson, Teresa Dorman

➤ Administrative unit

• Recreation and Wellness Center

- ❖ Assessment coordinator: James Wilkening, Joanne McCully, Sarah Hunt

CORC Committee

- **Role of the CORC Committee**
 - **Coordination of assessment for EE, CpE, CS, IT BS programs**

- **Communication with course instructors**
 - **Feedback loop**
 - **Data collection instrument**

- **Communication with program faculty and chair**

Electrical Engineering Courses Assessed

1. EEL 3004 Electrical Networks
2. EEL 3123 Networks and Systems
3. Electronics I
4. EEL 4914 Senior Design I
5. EEL 4915 Senior Design II

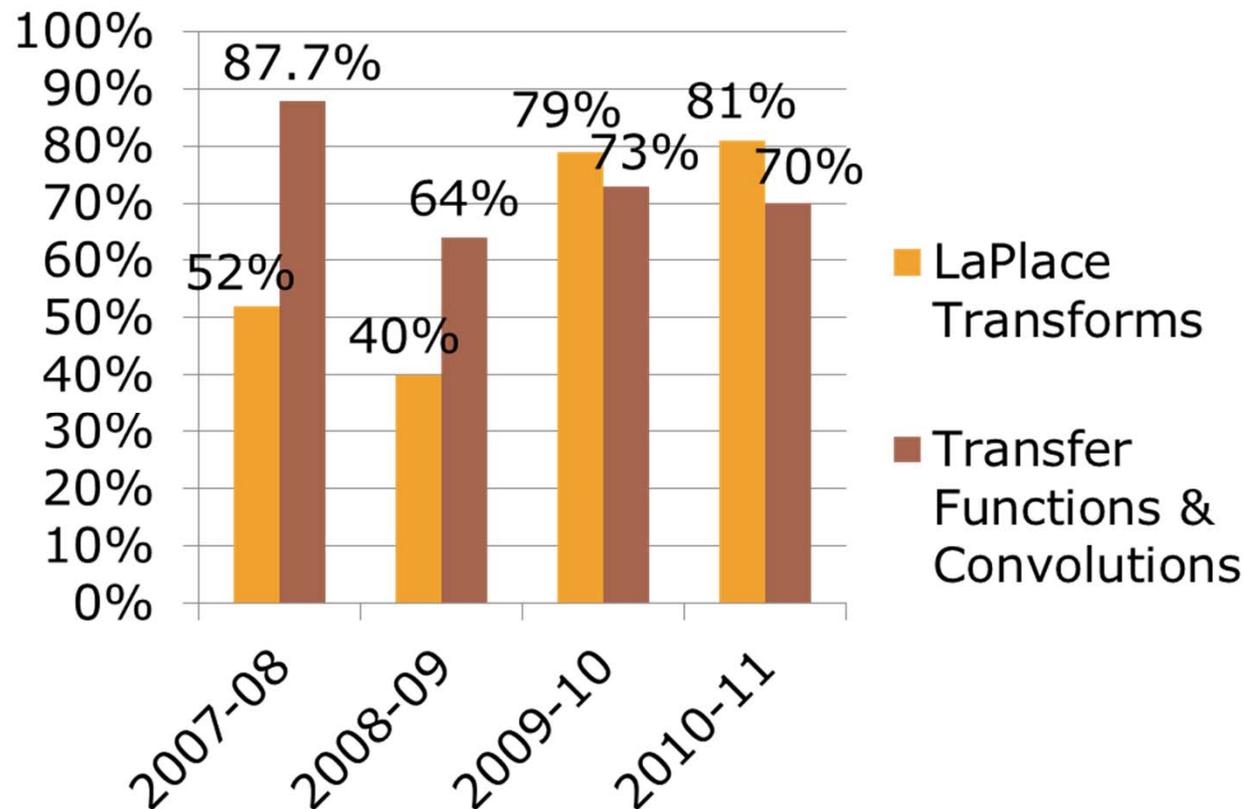
Assessments of the above courses will meet the ABET Program Outcomes (13)

Assessment Results Implementation of Strategies and Improvements for EEL 3123 - Networks and Systems for 5 years

Methods: Using appropriate portions of exams, homework questions, and lab assignments, students should demonstrate knowledge of mathematics, science, and engineering by being able to perform linear circuit analysis using Laplace transforms, and transfer functions and convolution.

Results and Improvements

% of students passing the criteria for EEL 3123 Networks & Systems



Strategies Implemented

2007-08: Based on the 2007-08 results, the professor teaching the course noted that students had a weaker background in differential equations. More examples were worked out in future classes.

2008-09: Students still showed deficiencies in differential equations needed for the Laplace transforms. In addition to more examples, a proposal to implement remedial math work was made so that the students are better prepared to apply differential equations to the course concepts. This remedial math strategy was implemented in 2009-10.

2009-10: Change in instructional strategy made to include quizzes and discussion during laboratory experiments.

2010-11: Refreshed materials learned in EEL 3004 and encouraged students to work many problems in Laplace Transforms.

College of Sciences Dean's Office Services & Satisfaction Survey

One survey, two designs, 354 COS Personnel

Response Rate

27% overall
(N=95, +1%)

24% faculty
(n=43, +2%)

50% admin/staff
(n=52, +13%)

Areas Surveyed

- ❖ Human Resources
- ❖ Budget
- ❖ Research
- ❖ Academic Services
- ❖ Information Technology
- ❖ Facilities Operations, Facilities Planning and Safety Support
- ❖ Instruction Facilities

College of Sciences Dean's Office Services & Satisfaction Survey

Quality Measures

- ❖ 67 % were **highly satisfied** ("Satisfied" or "Completely Satisfied")
- ❖ 89% were **neutral or better**

What did we do with the results?

- ❖ Identified themes based on the last several years' responses
- ❖ All responses (including quality assessments and open-ended comments) are shared with the service area's lead personnel and the dean
- ❖ Survey results shared with personnel via e-mail and web:
 - Summary Response
 - Action Items
 - Changes Implemented

College of Sciences Dean's Office Academic Services

Learning outcomes for at-risk students after interventions

At-Risk Students

- ❖ Academic Probation (GPA <2.0) (Excluding FTIC)
- ❖ Transfer Students
- ❖ Early Warning (GPA <2.5)
- ❖ Second-year students

College of Sciences Dean's Office Academic Services

Interventions

Academic Probation Students (SP11: 512)

- ❖ Mandatory web-session
- ❖ Pre- and post-test to ensure knowledge of resources
 - Moved from 70% to 90% to pass post-test to remove hold
- ❖ Changed from web-session to face-to-face workshop and incorporated the "Pegasus Plan"

Transfer Students (higher rate of probation: 64%)

- ❖ Updated/Coordinated transfer orientations
- ❖ Interactive, transition-focused advising with pre/post test to ensure content knowledge
- ❖ Progress tracked, still assessing impact

College of Sciences Dean's Office Academic Services

Interventions

Early Warning (Low GPA) Students (SP11: 825)

- ❖ Not yet on probation, but at risk
- ❖ Personal e-mail outreach and voluntary advising
- ❖ At first intrusive/negative outreach, but adjusted to informative/resource oriented approach based on feedback

Second Year Students (SP11: 1318)

- ❖ Shift from first- to second-year and advising challenges
- ❖ E-mail outreach with information and resources
- ❖ Improved coordination with other advising units
- ❖ Probation and continued progress tracked
 - May determine additional intervention is no longer needed

Recreation and Wellness Center



- **Outcome**: Proactive, planned response to managing risk in recreation facilities and programs
- **Strategic Initiative**: Enhance student opportunities for experienced based learning
- **Supports Creed Value "Creativity"**



Annual IE Assessment Report

Recreation and Wellness Center

- ❖ 09/10 Emergency Response Model **(F.A.S.T.)**
- ❖ How will students *learn* and *retain* E.A.P. information

87% post test
86% mock scenario

- ❖ 10/11 Active Shooter Plan
- ❖ How will students *apply* Emergency Response Model to a specific emergency?

82% post test
89% application

Recreation and Wellness Center

Improvements and Future Implications

- ❖ Training and development strategies adjusted
- ❖ Reinforced emergency simulations
- ❖ Integrating new processes in operations

Next Steps

- **Increase evidence of the impact of implemented changes**
- **Deploy revised IE rubrics in 2013-14**
- **Increase inter-rater reliability across DRCs**
- **Strengthen linkages between strategic planning and assessment**

Thank you!

