COS Program Assessment Workshop
2015-16

http://www.cos.ucf.edu/facultyaffairs/assessment

8-3-15
Introduction

• Last Cycle Recap:
  – New review strategy was a success!
    • Improved and more consistent reviews.
    • Improved plan/results reports content.
    • New ideas for support and process improvement.

• What’s New?
  – Liz Grauerholz: COS Assessment DRC Chair
  – New Review Team members
  – New Resources and Support Ideas
## Reviewer Assignment

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<tr>
<th>Kimberly Renk</th>
<th>David Gay</th>
<th>Dmitry Kolpashchikov</th>
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<tr>
<td>Biology BS</td>
<td>Advertising/Public Relations BA</td>
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<th>Elizabeth Harris</th>
<th>Kimberly Voss</th>
<th>Peter Sinelli</th>
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<td>Anthropology BA</td>
<td>International &amp; Global Studies BS</td>
<td>AE and HF Psychology PhD</td>
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<td>Securities Studies PhD</td>
<td>I/O Psychology MS</td>
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<td>Forensic Science BS</td>
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<td>Mathematics PhD</td>
<td>National Center for Forensic Sci.</td>
<td>COS Centers/Institutes</td>
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Importance of Assessment

• **Accreditation:** SACSCOC visit
  – SACSCOC has criteria related to institutional effectiveness and continuous improvement as well as other areas.
    • 3.3.1 - 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...
  – Everything that is asked for in Assessment reports are things SACS wants to see.

• **Benefits:**
  – Forces us to hold a mirror up to our programs and find ways we can be better.
  – Documents all the wonderful things we are doing to improve the education of our students.
“Closing the Loop”

The process of creating improvement.

• 1. **Use Assessment Results** to recognize an area that needs improvement.

• 2. **Make a change** (curriculum, pedagogy, etc.), in an effort to create an improvement. (and document it in the plan)

• 3. **Record results** measuring the effectiveness of the change.

• 4. Data shows that an **improvement occurred** due to the change that was made.
Granular Data
(Disaggregate Data)

Granular Data: Disaggregate Data - Analysis beyond just the surface results.

• Location & Modality:
  – We need to start looking at variations in results between Main campus vs. Regional campuses & Online vs. Face to Face course sections.

• Variations within assignments:
  – Example: Student overall scores on an exam may meet expectations, but perhaps there is one subsection of the exam in which they performed extremely well, and another subsection in which they didn’t do well.
Other Key Assessment Terms

• Direct vs. Indirect measures
  – Direct (performance based measures)
    • exam scores, assignment scores, lists, counts.
  – Indirect (perception based measures)
    • surveys, interviews, observations.

• Stretch Targets (Plans rubric item #8 continuous improvement)
  – If continually performing well in an area raise the bar.
  – Use previous data to justify raising the target.
  – Make a change in the program to help reach the new target (closing the loop)
  – Document it.
Writing Outcomes

Outcomes: big picture, broad goals. (30,000 feet view)

• What do we want our students to **DO, KNOW, or VALUE.**
  – **Tip:** Meet with department faculty and come up with a list of the most important big picture things you want your students to **DO, KNOW, and/or VALUE** (8 for UG programs, 3 for Grad programs and Admin Units)

• **Outcome 1:** Students of the Science B.S. program will demonstrate knowledge and ability in the areas of equipment use and experiment execution.

• **Outcome 2:** Students of the Science B.S. program will conduct research & present their findings in a clear and organized manner.
Writing Measures

Measures: How we determine if outcome goals are met.

• **Tip:** Measure Writing Formula = Course or time frame + Assignment or instrument + Target + Additional info/attachments

• **Tip 2:** Use what you’re already doing. Look at your list of outcomes and ask yourself “where are we teaching this?” Under each outcome list the courses in which that area is covered. Then under the courses list the assignments in each course that are related to the outcome. Then plug that info into the formula.

**Examples:** Outcome= Students will be able to conduct/present research. Research is introduced in Course 101 (unit test assignment), Heavily covered in the Research Methods Course (various reports, tests, etc.), and reiterated in the capstone course (Final research project).

• **Ex: Measure 2.3:** Students in the capstone course will complete a final research project report. It is expected that the average score of all students will be 80%. Projects will be graded using a rubric covering 4 main areas. Each area will be rated on a 5 point scale. See the rubric attached.
Data Collection

Make your job as a coordinator easier.
Maximize the contributions from your colleagues
Ask key questions to help with analysis, closing the loop, etc.

• Was the target met? What may have caused the target to be met or missed?
• Was there improvement or decline compared to previous years? If, so what may have caused improvements or declines? (you’ll probably have to provide them with last year’s data)
• What are the implications of these results?
• Were any changes made that may have led to the improvements or declines?
• Have you implemented any changes for this cycle or previous cycles, or are you considering implementing any changes that may lead to improvement in the coming year(s)? If not implementing or suggesting changes, why not?
• Were these implemented changes due to previous assessment results? Please specify what results prompted the change.
## Timeline

### August/September
- Coordinators collect and analyze data.
- Coordinators prepare **Results** reports.
- Coordinators share results with dept faculty. (to determine changes for plans)

### September 23rd
- Coordinators submit **Results** report in system.

### September/October
- DRC reviewer & DRC Chair review of **Results**.
- Revisions to **Results** reports/ resubmittal / additional reviews.
- Coordinators begin preparing **Plans** reports while awaiting results reviews/revisions.

### October
- Coordinators continue writing **Plans** reports.
- Coordinators share plans with dept faculty.

### November 1st
- Coordinators submit **Plans** report in system.
- DRC reviewer and DRC chair review of **Plans**.
- Revisions to **Plans** reports / resubmittal / additional reviews

### November 15th
- **Plans** Completed (submitted, reviewed, revised, approved)

### November
- Wrap up all outstanding results and plans steps.
- **December 1st = Absolute Deadline for Total Completion**