COS

Institutional Effectiveness Assessment
2016-17 Workshop

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

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9/8/16
Recap

2015-16 Cycle Recap

• 2014-15 Results
  – 1 Beginning / 3 Emerging / 23 Maturing / 4 Accomplished / 10 Exemplary
  – Great improvement over 2013-14, when 16 were Beginning or Emerging!

• 2015-16 Plans
  – 0 Beginning / 5 Emerging / 4 Maturing / 26 Accomplished / 6 Exemplary
  – Great improvement over 2014-15, when only 14 were Accomplished or Exemplary!

• SACSCOC Reaffirmation. UCF is a model institution.

Keep up the good work!
What’s New?

What’s new for the 2016-17 cycle?

• New Reviewer Approach
  – Reviewers assigned as reports are submitted

• Optional move to calendar year data collection/reporting

• A lot of new coordinators and department chairs
  – Reach out to Liz, Zack, or reviewers for support

• Revised UCF Strategic Plan
  – Check the strategic plan section of your plan document
Key Assessment Terms

• **“Closing the Loop”:** The process of creating improvement.
  – 1. **Use Assessment** 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.

• **Outcome:** Big picture, broad goals. (30,000 feet view)
  – What do we want our students to **DO, KNOW, or VALUE?**

• **Measure:** How we determine if the outcome objective was met.
  – Course/time frame > Assignment and/or instrument > Target > additional info

• **“Granular” or Disaggregate Data:** Analysis beyond just the surface results.
  – Regional vs Main Campus / Online vs In person / Comparison of various sections within the assignment
Assessment Terms Continued

• **Direct vs Indirect Measures:**
  – All outcomes must be accompanied by 2 measures. All measures must be quantitative, and at least 1 measure must be a direct measure.
    • Direct Measure = Performance Based
      – Exam Scores, Assignment Scores, Counts, etc.
    • Indirect Measure = Perception Based
      – Surveys, Interviews, Observations.

• **Stretch Targets:** (an often overlooked easy way to demonstrate making changes)
  – 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.
Top Tips & Reminders

- Focus is student learning – Do, Know, Value (academic programs)
- Close the Loop – Creating improvement
- Include Specific targets in measures (not in outcome statement)
- Stretch targets – Often overlooked
- Address the prompt questions – the blue text in the system
- Attachments – Include all appropriate
- Report appropriate data – Include necessary info and analysis, and report what the measure says will be reported
- Use your resources [COS website assessment page](https://example.com), Zack & Liz
- Results Due August 26th – Plans Due October 10th
Workshop Part 2:
Results Walkthrough
• When you log in to begin your results report, you will see a series of tabs across the top of the report.
• You must enter required information on each tab before submitting.
You will have to enter results for each of the measures in your plan.
Check “target met” or “target not met”
In the empty space under the target met/not met buttons enter your data and analysis.

Be mindful of the prompts in blue text.
Include sample sizes and other necessary info.
Report granular/disaggregate data.
Include analysis and observations.
Results: Tab 1- Results Improvement

- Check “Yes” or “No” to answer the question, “Did your results show an improvement compared to the previous year(s) results?” depending on whether the results improved or not.
- Under the “If yes, describe the improvement by giving comparison with previous year’s results. If no, please explain” prompt, provide supporting information
  - **If checking yes:** Explain what the improvement was. Provide data from this year and previous year(s) so the reviewers can easily see the improvement. Explain what may have caused the improvement. If it was due to a change in the program, explain what changed was made and why it was made.
  - **If checking no:** Explain why there was no improvement. Provide data from this year and previous year(s). If the program made no change to create improvement state that. If a change was made but it did not lead to improvement state that as well.
Results: Tab 1- Results Reflective Statements

- In the reflective statement box summarize your findings for all the measures under that particular outcome, and for the outcome on the whole.
- Be mindful of the prompts in the blue text.
Results: Tab 2- Mentoring

The first section of Tab 2 is Mentoring.

Simply check all boxes that apply.

This doesn’t play a part in your results report rating.
It is for University and College information to help improve the assessment process.
### Results: Tab 2- Attachments

The second section of Tab 2 is Attachments

1. Choose the file that you want to attach from your computer.
2. Select which Outcome you want to attach it to.
3. Click the “Add Attachment” button to complete the upload.

A list of the attachments you have uploaded is shown at the bottom. You can remove any old attachments by clicking the “remove” link after the attachment name.

All measurement instruments used in your plan should be attached unless proprietary. If proprietary, consider attaching examples instead, and be sure to include a statement in the measure to explain why there is no attachment.
### Results: Tab 3- Assessment Methods

- The third tab is Assessment Methods.
- Here you are asked to check off and explain all assessment methods/instruments used in your plan.
- In addition, the section shown here, related to examinations, rubrics, and other performance evaluation base tools, there are two other sections to this tab. There is a Surveys section and Miscellaneous section.
- The items you check should mimic your attachments and you should include all instruments used.
- When explaining, include the measure, specific tool, and how it is used.

<table>
<thead>
<tr>
<th>Measurement Instruments Used:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examinations/Tests/Performance Evaluations:</strong></td>
</tr>
<tr>
<td>- Nationally-normed Exam</td>
</tr>
<tr>
<td>- State-normed Exam</td>
</tr>
</tbody>
</table>

**Explain EACH item checked above:**

<table>
<thead>
<tr>
<th>Local:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Post-test Only</td>
</tr>
<tr>
<td>- Pre-post Test</td>
</tr>
<tr>
<td>- Rating Scale / Scoring Rubric (yields a grade)</td>
</tr>
</tbody>
</table>

**Explain EACH item checked above:**

<table>
<thead>
<tr>
<th>Other exams or test(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Other exams or tests</td>
</tr>
</tbody>
</table>

**Explain EACH item checked above:**
### Changes to Operation:
- Revamp Services or Modify Processes
- Make Technology Related Improvements
- Make Personnel Related Changes
- Implement Additional Training
- Add new service(s) or program(s)
- Delete service(s) or program(s)
- Other implemented or planned change(s)

### Is this an implemented or planned change?
- Implemented Change
- Planned Change
- Both

- Look through the list of types of changes and check any that apply.
- You can check items that were past changes and planned changes.
- After checking an item additional boxes will appear.
- Check, Implemented Change, Planned Change, or Both
- Implemented changes are past changes that affected the current report. Planned changes are changes forward that will affect future reports.
Results: Tab 4- Implemented Changes

<table>
<thead>
<tr>
<th>Implemented change in current assessment cycle:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.</td>
</tr>
</tbody>
</table>

**Strategy** - Intentional actions that bring about change. How did you bring about a change?

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Measure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the strategy that you implemented to bring about the change:</td>
<td></td>
</tr>
</tbody>
</table>

- Select an outcome and measure from the drop down.
- Your data and reflective statement from that measure will generate in the text boxes.
- Edit the text accordingly.
- In the strategy box explain what change was made and why.
- In the data box describe what data you collected and how it was different than before.
- In the improvement box describe the improvement.

Path:

<table>
<thead>
<tr>
<th>Describe the data that you collected to assess the change:</th>
</tr>
</thead>
</table>

Path:

<table>
<thead>
<tr>
<th>Describe Improvement(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(If baseline data or no improvement, please explain next steps)</td>
</tr>
</tbody>
</table>

Path:
Results: Tab 4- Planned Changes

- For Planned changes the process is the same only we are describing future changes and we are not asked to talk about improvement yet.

- Planned changes are changes that will affect future results.
- They can be potential changes, that may not necessarily be implemented.
- Select the appropriate outcome/measure from the drop down list.
- Explain what change will be made and why it is being made.
- Describe the data you will collect to assess the change.
- Data from earlier in the report will be carried over. Edit accordingly.
Workshop Part 3

Workshop Part 3: Plans Walkthrough
When starting a new plan you will first be asked if you want to create the plan by copying items from the previous year, or if you wish to start from scratch.

I ALWAYS recommend copying the previous year’s plan over. You can always, edit, add, or remove items later.

Select “Create new plan by copying items from the previous plan”, then click “Continue”.

We strongly recommend not copying directly from Microsoft Word or Excel to the rich text boxes as the text being copied may contain html and/or xml code which may hinder how the document is viewed. We suggest to first paste the text to notepad, then copy the text from notepad to the rich text box.
Next you will have the option to pick and choose which item are carried over to the new play, or you can simply check “Select All Items”.

Again here I highly recommend just choosing “Select All Items”. You can always remove things later.
• Once you’ve created your plan, you will see a series of tabs across the top of the report.
• You must enter required information on each tab before submitting.
Plans: Tab 1- Mission, Process, Strategic Plan

For all three boxes simply answer the questions in blue text. Be direct. Utilize bullets. This will make it very easy for reviewers to see that you’ve met the requirements for the section, and allow them to easily understand what is meant.

Example of how you may wish to address these sections:

- Assessment is conducted by...
- The instructors collect data and... The assessment coordinator analyzes the data and... (etc.)
- The program wants to assess if our students know...., are able to ...., and value.... (etc.)
- We utilize a number of tools. We assess knowledge in outcome 1 via standardized exam, ... (etc.)

- In this section we are looking for explanation of how specific outcomes from the plan relate directly to specific goals of the UCF strategic plan. Now, with a new UCF strategic plan in place see if you can make deeper connection to specific supporting strategies in the UCF plan as well as connecting to the goals.
- Ex: Outcome 1 .... Relates to Goal 1 of the UCF Strategic plan, because...
This tab is easy. Simply follow the 3 steps.

1. Select the number of participants
   - Who is listed is up to you. Some people list only the assessment coordinator, some people also list the department chair, or assessment committee, or even everyone who contributes data to the results.

2. Enter the names of the participants.
   - In addition to the names I sometimes also include a VERY brief description of their role.

3. Click “save”
**Plans: Tab 3- Outcomes and Measures**

<table>
<thead>
<tr>
<th>Quick Links: Add Outcome</th>
<th>Add Measure</th>
<th>Renumber Outcomes and Measures</th>
<th>2015-2016 Results, Reflective Statements &amp; Planned Changes</th>
</tr>
</thead>
</table>

An exemplary plan builds on previous assessment by including at least one measure to assess the impact of an implemented change from a past assessment cycle, demonstrating a "closed loop."

**Outcome: 1**

Enter your OUTCOME statement here.

Outcomes should be Big picture, broad goals. (30,000 feet view) What do we want our students to DO, KNOW, or VALUE?

Example: “Students will be able to demonstrate ability to write effectively in a scholarly context.”

**Measure:**

Enter your MEASURE statement here.

Measures are how we determine if the outcome/goal was reached.

General Measures formula = Course/time frame + Assignment and/or instrument + Target + additional info.

Example: “Students in ANT 3145 (Archaeology of Complex Societies) will receive an average score of 80% on a written assignment where they have to marshal archaeological evidence to support a specific position about past human societies.”
You have entered your Measure statement here.

You are then asked if any changes you have made are intended to affect the results of this measure. Check “yes” or “no”.

If you select “yes” you are then asked to select which measure from the previous year(s) provided the data that prompted you to make the change that will affect the results of this measure.

You are then asked to provide some explanation.

- If you selected “yes”, tell us 1. What change was made. 2. Why it was made. 3. How it is expected to result in improvement.
- If you selected “no”, tell us why you have not made a change that affects this measure.
Plans: Tab 4- Mentoring

1. In what ways did you interact and receive feedback from your assigned IE Assessment Divisional Review Committee (DRC) reviewer(s) and DRC Chair? (Check all that apply)
   - Email
   - Phone
   - Meetings
   - From the DRC Review in the IE Assessment Web Application
   - I received communication, but was not able to connect with my mentor(s)
   - None prior to the first submission of the plan to the DRC for review
   - Other (Please specify)

2. Choose the statement below that best describes how you used the feedback from your assigned IE Assessment Divisional Review Committee reviewer(s) or DRC Chair.
   - Feedback helped to improve this plan
   - Feedback did not result in improvements to this plan
   - Feedback will help to improve a future plan
   - The plan is being submitted to the DRC for initial review
   - Other (Please specify)

This doesn’t play a part in your plan report rating.
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The second section of Tab 4 is Attachments

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All measurement instruments used in your plan should be attached unless proprietary. If proprietary, consider attaching examples instead, and be sure to include a statement in the measure to explain why there is no attachment.
The final tab allows you to read through the various sections of your plan. Once you are satisfied with the contents, click the “Submit for DRC Review” button.