COS
Institutional Effectiveness Assessment
2017-18 Workshop

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

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9/8/16

Last Cycle Recap

- 2015-16 Results
  - 1 Beginning / 5 Emerging / 16 Maturing / 2 Accomplished / 17 Exemplary
  - Improvement over last year when 14 were at Accomplished or Exemplary
  - Better every year since 2013-14, when 16 were Beginning or Emerging!
- 2016-17 Plans
  - 0 Beginning / 3 Emerging / 0 Maturing / 15 Accomplished / 23 Exemplary
  - Improvement over last year when 9 were below Accomplished.
  - Better every year since 2014-15, when 14 Accomplished or Exemplary!
- **SACSCOC Reaffirmation. UCF is a model institution.**

Keep up the good work!

What's New?

What's new for the 2017-18 cycle?

- New "Preferred" and "Hard" deadlines
  - Better efficiency. Head start in reviews. More time to improve reports.
- New Rubric Standards Documents & other resources
  - Greater consistency. Stronger reports.
- Optional move to calendar year data collection/reporting
- New coordinators and department chairs
  - Reach out to Liz, Zack, or reviewers for support
- Revised UCF Strategic Plan
  - Check strategic plan section of your plan. Go beyond the 5 goals.

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?** (key concepts, skills, knowledge sets)
- **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 , Zack & Liz
- **Results Hard Deadline 8/26 – Plans Preferred 9/22, Hard 10/15**

Workshop Part 2

Revisiting Your Assessment Plan:

Suggestions for Structuring and Writing a New Plan

Why create a new plan?

- Are you still assessing what is important to the program?
- Has your plan become bogged down or too complex after years of tweaks and revisions?
- Could your plan be better organized for efficiency or understanding?
- Has your discipline changed in a way that makes what your assessing or how your assessing it outdated?
- Faculty turnover; allow new faculty to contribute, and become invested in Assessment.

Mission

- **Mission**:
  - Use what you have and/or work with your unit to develop a mission statement.
  - Be sure to CLEARLY indicate **PRIMARY PURPOSE**, **FUNCTION**, and **STAKEHOLDERS**.

Assessment Process

- **Assessment Process:**
  - Work with your unit to decide the logistics of how you will conduct assessment.
  - The template includes a series of prompt questions. Be sure to CLEARLY address them all. (examples: Who is conducting assessment? How will you review and analyze data? How will you communicate results to faculty/staff?)
  - It may be easier to have your outcomes and measures in place before addressing this section.

Relationship to Strategic Plan

- **Relationship to Strategic Plan:**
  - Work with your faculty to decide how your assessment plan connects to UCF Strategic Planning.
  - Be explicit. Describe directly how specific outcomes/measures of your plan are connected to specific goals/strategies/ideas in the UCF Strategic Planning Document.
  - With the release of the recently revised UCF Strategic Planning document the university wants us to go beyond just the 5 UCF goals and connect to more specific strategies in the plan.

Outcomes

- **<u>Outcome:</u>** Big picture, broad goals. (30,000 feet view)
  - What do we want our students to **DO, KNOW, or VALUE?** (key concepts, skills, knowledge sets)
- Make a list of the most important major things you want your students to take away from your program.
- UG programs minimum of 8. Grad programs / Admin Units minimum of 3.
- After you have your list, simply plug the items into an "outcome statement"
  - Examples:
    - Outcome 1: "Students in the ____ program will know ____."
    - Outcome 2: "Students in the ____ program will be able to ____."

Measures

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

- After you have composed your outcomes list, go through the items one by one and ask yourself a series of questions to help you find the other components you need to craft measure statements.

Measures (1st component)

- **1st measure component = Course/Timeframe**
  - **Where/when in the program is this concept introduced, taught, reviewed, practiced, evaluated, etc.?**
    - Example: If Ethics was something on your outcomes list. You might write down that Ethics is introduced in the intro to science course, it is covered thoroughly in the research methods course, it is reviewed/practiced during the program encompassing research project, and it is reviewed/evaluated in the capstone course.
  - Asking this question is also a good way to find any areas in which your program could be bolstered. The things on your outcomes list should be among the most important things covered in the program. If when you ask this question, you find that the concept is not covered much, the curriculum might benefit from some updates as well.

Measures (2nd component)

- **2nd measure component = Assignment/Instrument/Tool**
  - **What assessment method/tool can we use to see if our students have acquired the skills/knowledge/understanding described in the outcome?**
    - If you've already composed your list of where/when in the program the concept is covered, you can then ask yourself, what are we already doing in this course/project to evaluate this area?
    - Example: Previously we said Ethics was introduced in the intro course, and we give a final exam in that course that contains a series of questions on ethics. Ethics is covered thoroughly in the research methods course, and we give students a unit test, and a take home assignment that cover only Ethics. Ethics is practiced in the program research project, in which students must put to use what we taught them. Ethics is reviewed in the capstone course, and the exit exam contains an Ethics section.

Measures (3rd component)

- **3rd measure component = Target**
  - **What is a reasonable expectation for our students to meet in relation to the assessment instrument?**
    - Once you have your list of concepts, when/where each is covered, and what instrument/assignment best evaluates student understanding, then just set a specific target accordingly.
    - Example: Ethics is covered most thoroughly in the research methods course, students are given a unit test exclusively on Ethics. We expect that the average score on the Ethics unit test will be 75% or higher.

Measures (4th component)

- **4th measure component = Additional Information**
  - **Is there anything else someone reading this plan should know that may help them better understand our process?**
    - Once you have your outcome item, timeframe, instrument, and target ask yourself the above question.
    - Some typical examples of good additional information are:
      - If an assignment is scored by someone other than the course instructor. Such as, a faculty panel, an internship supervisor, industry professional.
      - How many people serve on a scoring panel, how the panel scores are combined into a single score, etc.
      - If a rubric or survey is the assessment instrument, the parameters for assessment should be included. What the scoring scale is for the rubric, what the survey response options are, etc.

Components Map

Outcomes	Timeframe	Instrument	Target	Additional Info
Value Ethics	Intro Course	Final Exam Section	80% of students get 7 of 10 questions	
		Assignment	Average score of 90% or better	
	Methods Course	Survey	90% of students will feel confident	Survey details, etc.
		Paper	Average score of 20 points on rubric	Rubric details, etc.
Be able to Conduct Research	Methods Course	Final Exam Section	75% of students score 80% on section	
		Paper	80% of students score 4 of 5 on rubric	Rubric details, etc.
	3rd Year Project	Poster Presentation	Average score of 10 on rubric	3 person panel, etc.
		Paper	Average score of 15 on rubric	Rubric details, etc.
Know Discipline History	Intro Course	Unit Test	80% of students score 75% or better	
		Final Exam Section	Average score of 70% on section	
	Capstone Course	Exit Exam Section	80% of students score 80% on section	No grade for Exit Exam
		Unit Test Section	Average score of 75% on section	

Translating Map into Outcome/Measures

Outcomes	Timeframe	Instrument	Target	Additional Info
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		Paper	Average score of 20 points on rubric	Rubric details, etc.

- **Outcome 1:** Students in the Science B.S. Program will value Ethics.
  - **Measure 1.1**: At the end of the Research Methods course students will be given a survey. One of the survey questions will ask students how confident they are that they have the necessary knowledge and skills to ethically conduct research. 90% of students will indicate that they are confident on this matter. Confidence will be indicated as a rating of 4 or higher on a 5 point scale.

Additional Reminders for Plans

- For each measure the template asks “Does this measure assess changes…?”
  - What is meant is: Has this measure been changed? Is this a new measure? Has something in the program (curriculum/pedagogy) been changed that will affect the results of this measure?
  - If yes, indicate 1) What change was made? 2) Why was the change made? 3) When was the change implemented? 4) How is the change expected to affect measure results?
  - If no, tell us why there have been no changes made to affect this measure.
- There should be an attachment included for EVERY measure.
  - Every measure should have an assessment instrument, and every instrument should be attached. (i.e. rubrics, surveys, tracking forms, exams, assignments, etc.)
  - In the case of exams or other assignments the instrument may be proprietary and either can’t be attached or you do not want it shared. In these cases consider attaching example questions instead. At minimum, state that the instrument is not attached because it is proprietary.
  - Attachments are not shared with the public.

Assessment = Scientific Method

COS should be the best at Assessment. The process is essentially a simplified version of basic scientific method.

- Outcome = Hypothesis
  - What we expect will happen / What we expect our students to do, know, value.
- Measures = Experiment
  - Give students a test and see if they perform as expected.
- Results Report = Communicate Results
  - Analyze the data and draw conclusions
- Changes = Variables
  - If the experiment doesn't yield expected results see if changing a factor changes results.