COS Program Assessment Workshop

2014-15

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

9-15-14

DRC Review Team

New review process – Review/Mentor Team

- From 15 to 5 reviewers
    - Consistency (all reviewers on the same page)
    - Accessibility (visible team of knowledgeable mentors)
    - Direction (contribution to improving the process)

- Review Team Functions
    - Review the program/unit reports
    - Provide assistance to assessment coordinators in the writing plans/results reports
    - Work with Dr. Young and Zack to improve the assessment process

Why We Should Care About Assessment

It is useful to us:

- Improvement in Student Learning (should be everyone's goal)

- Structure
  - Documentation of our efforts to improve
  - Evidence that what we are doing is working
  - Granular Data, finding the source / New perspectives

Do you believe in this?

Why we should care about doing it well:

SACSCOC - Accreditation

SACSCOC has criterion related to institutional effectiveness and continuous improvement.

- 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…

Rating Expectations

- More stringent rating process
  - All relevant criteria met for rubric items
    - Number of attachments
    - Links to strategic plan (UCF Strategic Plan)
    - Appropriate measures

  - Revisions (optional or mandatory?)
    - We plan to address revisions now rather than make suggestions for next cycle
    - We plan to address all necessary areas
    - Communication/Explanation/Documentation

Key Assessment Terms

"Closing the Loop"

Steps

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

- 2. **Make a change**, in an effort to create an improvement. (and document it in the plan/results)

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

- 4. Data shows that an **improvement** occurred due to the change that was made. (dependent on data. May not always "close the loop" but what is important is that changes are being made in an attempt to create improvement.)

Key Assessment Terms (pg2)

- Direct vs. Indirect measures
  - Direct (performance based measures)
    - exam scores, assignment scores, lists, counts.
  - Indirect (perception based measures)
    - surveys, interviews, observations.
- Stretch Targets (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.

Key Assessment Terms (pg 3)

- **Outcome:**
  - A big picture goal. What do we want our students to **DO**, **KNOW**, and **VALUE**.

- **Measures:**
  - How we determine if the outcome/goal was met.
    - The course (timeframe), The assignment, The instrument (may be the same as the assignment), The target.

Top Tips & Reminders

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

- Student Learning – Do, Know, Value.

- Closing the loop – creating improvement

- Include specific targets in measures

- Stretch Targets – often overlooked

- Address the prompt questions – assessment process

- Attachments – include all appropriate

- Report Appropriate Data – include all necessary pieces & report what you said you would

- Use your resources – rubrics, checklists, reviewers, Zack

*Invite reviewer to faculty meeting