



COS Institutional Effectiveness Assessment 2019-20 Workshop

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Resources

<https://assessment.ucf.edu> – University Assessment Log in and Resources

<https://sciences.ucf.edu/facultyaffairs/assessment/> - COS Assessment Resources Page

- UCF Strategic Plan
- Past Workshops
- Review Rubrics
- Rubric Standards Documents
- Checklists
- Closing the Loop Examples
- Good Outcomes and Measures Examples
- ... and more!

Deadlines:

- **2018-19 RESULTS: September 6, 2019**
- **2019-20 PLANS: October 15, 2019**

What Assessment Is

Institutional Effectiveness Program/Unit Assessment

- **Overseen by:** Office of Operational Excellence and Assessment Support (OEAS).
- **Process:** Plan and Results reports submitted each year by all academic programs and administrative units. (COS 39 programs; 3 units)
- **Purpose:**
 - Purpose is to document efforts to continually improve.
 - **Accreditation & Compliance:** SACSCOC has criteria directly 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...
- **Benefits:** Program improvement, reflection, analysis, documentation.

What Assessment Is Not

- Not an evaluation of faculty member teaching or performance.
- Not an evaluation of student performance.
- Plans/Results ratings are evaluations of the document. We are simply checking to make sure all necessary information is included in the reports.
- Not arbitrary hoops to jump through.
 - SACS has a set of criteria for accreditation and we also have state requirements to meet. Everything that the assessment system asks for is related to what SACS or others entities need to see from us.

How Far We Have Come

RESULTS Ratings	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary	5	10	17	15	16
Accomplished	9	4	2	5	15
Maturing	11	23	16	18	5
Emerging	12	3	5	3	2
Beginning	4	1	1	0	1

Across the past 5 assessment cycles we have drastically increased the number of programs with Exemplary and Accomplished ratings, and decreased the number of Emerging and Beginning ratings for both Plans and Results!

PLANS Ratings	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary	5	6	23	16	12
Accomplished	16	26	15	21	28
Maturing	7	4	0	0	0
Emerging	12	5	3	2	1
Beginning	1	0	0	0	0

SACSCOC Reaffirmation:

“UCF is a model institution.”

Thank you!

Keep up the good work!

What's New?

- New Coordinators:
 - Please reach out to us if you have any questions.
- Assessment Administrative Team:
 - Tosha Dupras in 2nd year as DRC Assessment Chair
 - Rufus Barfield joining team as a Faculty Fellow / Co-Chair
 - Zack continuing in Co-Chair role
- Year 2 of new Assessment SYSTEM INTERFACE!!!
 - Use NID credentials to log in
 - Fewer clicks, auto-save, spell check, color coded by role, chat feature, HTML text editor, navigation assistance, sort headers.
 - Microsoft Integration (can now copy and paste from Word!)
- “New” – Old Review Process
 - Returning to pre-assigned reviewer model. Should help with efficiency and organization. Gives coordinators another resource.
- Closing the Loop – 2 or more years of data before drawing conclusions.

Key Assessment Terms Refresher

“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

Key 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 = Self Perception Based
 - Surveys, Interviews, Observations.
- **Stretch Targets:** (an often overlooked easy way to demonstrate making changes)
 - If continually performing well in an area consider raising 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.

Other Things to Remember

- Focus is student learning – Do, Know, Value (academic programs)
- Work toward Closing the Loop – Creating improvement - 2+ yrs of data
- Include Specific targets in measures (not in outcome statement)
- Stretch targets – Often overlooked
- Address the prompt questions/info – In each section of the system template
- Attachments – Include all appropriate instruments (one for every measure)
- Report appropriate data – Include necessary info and analysis, and report what the measure says will be reported
- Use your resources [COS website assessment page](#) , COS Assessment team
- Calendar year data reporting is an option, if preferred
- Incorporate more specific metrics of [UCF Strategic plan](#) into assessment plan
- **Results Deadline 9/6 – Plans Deadline 10/15**

Additional Reminders for Plans

- **For each measure the template asks “Does this measure assess change(s)...?”**
 - 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.

Additional Reminders for Results

- **For each measure the template asks “Did your results show an improvement compared to previous year(s) results?”**
 - Give the data, analyze and make comparisons/observations. Don’t just say yes or no.
- **For each measure the template asks “What strategy(ies) did you use for this year’s results? How long have you been using this/these strategy(ies)?”**
 - Where applicable indicate the strategies. (i.e. the changes you said you had made in the plan.)
 - Hint: anything you said you would do in the plan is listed above, just below the measure statement.
 - 1) What change was made? 2) Why was the change made? 3) When was the change implemented? 4) How has the change affected measure results?
- **For each measure the template asks “Have you conceptualized a strategy(ies) for improvement for the next plan?”**
 - Explain what you might/could do to improve this measure for the next plan.
 - Doesn’t have to be finalized, ideas and potential efforts are okay.
 - Again document what, why, and how in relation to the potential changes.

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. (Closing the Loop)

Workshop Part 2

Taking Assessment to the Next Level Best Practices

The Journey So Far

- **As a college we have come a long way**
 - **Great job of tightening up assessment**
 - **We are in great standing from a technical perspective (nuts and bolts)**
- **Now how can we go to the next level?**
 - **Really conduct some good worthwhile assessment**
 - **Make assessment benefit your program**

Mission, Process, Strategic Plan

Mission:

- **Purpose:** Why does the program exist? What is the ultimate goal of the program?
- **Function:** How does the program meet its purpose? What occurs to meet the purpose?
- **Stakeholders:** Who does the program benefit or affect?
- Distinctly discuss each component. Organize so that it is easy to identify each component.

Assessment Process:

- Answer the list of 7 questions which includes things like, “Who is conducting assessment?”, “How will you communicate the results to other faculty/staff?”
- Organize the answers so that it is easy to identify which question is being answered.
- Be mindful of what your answers are and follow through on the process.

Relationship to Strategic Plan: ([UCF Collective Impact Document](#))

- Directly connect specific outcomes/measures to specific metrics in the document.
- Go deeper than the 5 goals. Connect to higher level / more specific metrics.

Getting the Most Out of Measures

Often when writing measures, we attempt to diversify, composing measures to capture different data, in different ways, and from different sources.

Example:

- Outcome 1 = Students in the program will be able to safely and effectively use the lab equipment common to the discipline.
 - Measure 1.1 = Students in the intro course will take a test regarding equipment safety. The average test score will be 80% or higher.
 - Measure 1.2 = Students in the methods course will conduct an experiment and submit a lab report. The instructor will use the lab report to evaluate the accuracy with which students used laboratory equipment. All students will score a 3 or better on a 5 point rubric related to equipment use.

We have two different courses, using two different assessment instruments, assessing two different cohorts, and assessing two different components of the same outcome.

This approach is good, but it may not always best help us identify areas for improvement.

Multiple Instruments Same Question

One way to help us possibly get more out of our measures is to use multiple instruments to try to assess the same question.

Example:

- Outcome 1 = Students in the program will be able to safely and effectively use the equipment common to the discipline.
 - Measure 1.1 = Students in the methods course will take a test regarding equipment safety and functionality. The average test score will be 80% or higher.
 - Measure 1.2 = Students in the methods course will conduct an in lab experiment. The instructor will observe their use of the lab equipment and will evaluate regarding safety and accuracy. All students will score a 3 or better on an equipment use rubric.
 - Measure 1.3 = Students in the methods course will take a survey asking them to rate their confidence with and understanding of lab equipment safety and functionality. 75% of students will indicate that they agree or strongly agree with each question.

We are now measuring everything in the same course, with the same cohort, and assessing both components of the outcome in each measure. Mitigating some variables. This may help us better assess exactly where issues may be occurring and assist us in deciding what changes to implement to try to create improvement.

Multiple Points in Time Same Question

Another way to help us possibly get more out of our measures is to track the same knowledge or skills over time.

Example:

- Outcome 1 = Students in the program will be able to safely and effectively use the equipment common to the discipline.
 - Measure 1.1 = The intro course final exam will contain a section regarding equipment safety and functionality. The average score on this section will be 80% or higher.
 - Measure 1.2 = The methods course final exam will contain a section regarding equipment safety and functionality. All students will get 5 out of 8 questions correct on this portion of the exam.
 - Measure 1.3 = The capstone course final exam will contain a section regarding equipment safety and functionality. 75% of students will score 85% or higher on this section of the exam.

We are now measuring the same thing, using similar instruments, but across the entire program. Again mitigating some variables. This may help us better assess whether students are having difficulty learning the core concepts or the higher level concepts of the topic. It may also help us identify if students are having difficulty learning the material or retaining it. These things could help us decide what changes to implement to try to create improvement.

Results Analysis

Thorough Data Reporting and Analysis:

- We are good at providing the requirements. i.e. sample sizes, whether targets were met, essential aggregate data, etc.
- What we can improve upon:
 - Digging deeper into the results data.
 - Reporting the disaggregate data.
 - Exploring the disaggregate data to discover what lies further beneath the surface results. (there are usually several ways data can be separated out)
 - Providing analysis and drawing conclusions
 - What do the results indicate? What are the implications?
 - Identifying areas in which we can attempt to create improvement.
 - Documenting changes
 - When talking about future plans it is okay to include potential changes that are not yet definite.
 - Clearly identify – What change? Why? When? How it will/has affect(ed) results?
 - Once change is made, track results related to the change over several years.

