

COS Institutional Effectiveness Assessment 2020-21 Workshop

Zack Knauer – COS Coordinator of Assessment
Rufus Barfield – COS Faculty Fellow for Assessment
Laurie von Kalm – COS Assessment DRC Chair



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:

- **2019-20 RESULTS: October 9 , 2020**
- **2020-21 PLANS: November 2, 2020**

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 45 programs; 3 units)
- **Purpose:**
 - 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

- Plans/Results ratings are evaluations of the document. We are simply checking to make sure all necessary information is included in the reports.
 - Not a reflection/evaluation of faculty member teaching or performance.
 - Not a reflection/evaluation of student performance.
- 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	2018-19
Exemplary	5	10	17	15	16	7
Accomplished	9	4	2	5	15	6
Maturing	11	23	16	18	5	6
Emerging	12	3	5	3	2	12
Beginning	4	1	1	0	1	10

Across the past 6 assessment cycles we have drastically improved our assessment reporting.

We had a dip in ratings this past year, but I credit that too new stricter review standards, a lot of changes, and other circumstances. We are still doing a great job!

PLANS Ratings	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Exemplary	5	6	23	16	12	9
Accomplished	16	26	15	21	28	16
Maturing	7	4	0	0	0	6
Emerging	12	5	3	2	1	11
Beginning	1	0	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:
 - Laurie von Kalm in 1st full year as DRC Assessment Chair
 - Rufus Barfield in 2nd year as a Faculty Fellow / Co-Chair
 - Zack continuing in College Coordinator / Co-Chair role
- Year 3 of new Assessment system interface
 - NID Log in, fewer clicks, auto-save, spell check, color coded by roles, chat feature, HTML text editor, navigation assistance, sort headers, copy and paste from Word.
- New terms
 - Changes: Strategy/Action vs. Revision/Edit
 - Closing the Loop: With improvement and without improvement
- ***Undergraduate Programs – Outcome requirement change!
 - Minimum number of required outcomes reduced from 8 to 3.
 - Plan must include at least 3 student learning outcomes.

Key Assessment Terms

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
- Example: Program graduates will demonstrate knowledge of International Political Theory.

Measure: How we determine if the outcome objective was met.

- Course/time frame + Assignment and/or instrument + Target + additional info
- Example: Students in INR4603 (International Relations Theory) will be given an exam and 75% or more of students who take the exam will answer correctly 3 out of 4 multiple choice questions that test students' understanding of concepts in theories of international relations

Granular or Disaggregate Data: 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

“Closing the Loop”: The process of creating improvement.

- 1. **Use Assessment** to recognize an area that needs improvement.
- 2. **Implement a strategy/action** (curriculum, pedagogy, etc.), in an effort to create improved results. (and document it in the plan)
- 3. **Record results** measuring the effectiveness of the strategy/action.
- 4. Data (2+ years) shows that an **improvement occurred** due to the strategy/action.
- New: Complete/document steps 1-3 for “closed loop **without** improvement”. Complete steps 1-4 for “closed loop **with** improvement”.

Changes: Strategy/Action vs. Revision/Edit

- The word “change” has caused a lot of confusion in assessment, so now we are trying to use more specific terms.
- **Strategy or Action**: Refers to implementing a change in the program (i.e. curriculum, pedagogy, etc.) to help improve student learning/performance on measures.
- **Revision or Edit**: Refers to changing the plan document itself. (i.e. adding/deleting measures, changing targets or data collection methods, rewording outcomes, etc.)

Key Assessment Terms

- **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:** (often overlooked and an easy way to demonstrate conducting formative assessment)
 - If continually performing well on a measure, consider raising the bar
 - Document it
 - Use previous data to justify raising the target
 - Consider using it as an opportunity to try to close the loop
 - Implement a strategy/action to help reach the new target

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)
- Consider Stretch Targets – Easy and often overlooked – Document it
- 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 10/9 – Plans Deadline 11/2**

Assessment = Scientific Method

Assessment is really just a version of simple scientific method.
COS should be the best at Assessment.



- 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
- Strategies/Actions (Changes) = Variables
 - If the experiment doesn't yield expected results see if changing a factor improves results. (Closing the Loop)

Workshop Part 2

Walkthroughs

Walkthrough – Home Page

- When you log in to assessment ucf.edu it takes you to the home page, which will look something like this.
- Results and Plans for all of your programs will be listed.

- Home
- Plans & Results
- Reports
- Previous Plans & Results
- Previous DRC Reports

Institutional Effectiveness Assessment
Home

Color coded by who needs to take action.

My Programs/Units The following items have been added to your profile for the current IE Assessment cycle.

Rows with background colors highlight the programs/units IE Assessment plans/results whose status requires the user to complete a task. The colors represent the following roles:

Coordinator Reviewer DRC Chair

Role: Will also tell you who needs to take action.

Status: Indicates what stage of the process the report is in.

Year & Phase:
Indicate which report.
Previous year = Results.
Current year = Plan
Under Phase the results report will be labeled "plan" until you start the results.

Year	Phase	Program/Unit	Status	Role	Last Updated
2019	Plan	College of Sciences, Dean's Office	Plan Approved for DRC Report	Coordinator	4/26/2020 10:08:38 PM
2020	Plan	College of Sciences, Dean's Office	Plan Not Created	Coordinator	
2019	Results	COS Consolidated Research Centers and Institutes	Results in Progress	Coordinator	9/16/2020 3:41:17 PM
2020	Plan	COS Consolidated Research Centers and Institutes	Plan Not Created	Coordinator	

Walkthrough – Results

- From the Home Page click on the Results report that you want to work on.
 - Last year’s plan will populate
 - Click the yellow “Click here to enter Results Report” Button
 - Screen will refresh populating results template and you can begin entering results.

Institutional Effectiveness Assessment
Home / Plans and Results

Select Assessment Plan

Plan Year
2019-2020

Program/Unit
College of Sciences, Dean's Office

Last Updated 4/26/2020 10:08:38 PM

Plan Due Date 11/15/2019

Results Due Date 11/15/2019

[Previous Plan Reviews](#)
[Previous Results Reviews](#)
[UCF IE Assessment Rubrics](#)
[UCF Collective Impact Strategic Plan](#)
[Print Instructions](#)

Plan Approved for DRC Report

2019-2020 Plan Phase	2019-2020 Results Phase
Coordinator(s) Zachary Knauer, Tasha Dupras, Rufus Barfield	Coordinator(s) Zachary Knauer, Tasha Dupras, Rufus Barfield
DRC Reviewer(s) Winston Schoenfeld	DRC Reviewer(s) Winston Schoenfeld
DRC Chair Nancy Stanlick	DRC Chair Nancy Stanlick
Rubric Level Exemplary	Rubric Level
Click here to enter Results Report	

Walkthrough – Results

- For the Results you can scroll past the Mission, Assessment Process, and Relationship to Strategic Plan sections.
- Scroll to the Outcomes/Measures section. Where you will find:
 - Outcome 1 statement
 - The attachments associated with that outcome
 - Measure 1.1 statement
 - Any strategies for that measure that you indicated when writing the plan.
- You don't need to do anything in these section but you should of course reference them.

IEA

Outcome and Measures

Outcome 1

Student Learning Outcomes (SLO) describe specific student behaviors exemplifying program quality. SLO statements focus on the expected knowledge, abilities and values or attitudes that a student should demonstrate. Operational outcome statements define quality performance of key administrative functions and services (e.g., timeliness, accuracy, responsiveness, etc.).

Transfer students from the Florida College System who completed an AA degree will be successful in College of Sciences' majors.

- (This was a new outcome as of 2017-18. This outcome previously assessed COS IT efficiency and satisfaction. COS IT has now moved to UCF IT and the services are now overseen by the university rather than the college, so it was necessary that we replace the IT outcome.)

Attachment List: [2018-19 Results Request Transfer Student Assessment.docx](#) [COS_UGStudentSuccessEfforts_10-5-19.pdf](#) [COSPerformanceTargets-TsfrRet_10-18-19.pdf](#)

Measure 1.1

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

The COS Dean's Office will examine institutional data regarding first year retention rates. It is expected that the retention rate of transfer students in COS after their first year at UCF will be 85% or higher.

Strategies articulated in the plan for Measure 1.1

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for this plan?

Yes No

Describe the strategy(ies) for this plan, include any committee recommendations, and choose type.
Provide rationale for the type of strategy(ies) selected. Why do you think the strategy will be effective (e.g., recommendation from faculty or the assessment committee, rooted in best practice, evidence in literature, industry standard, etc.)?

As noted above, in addition to a focus on efforts that will improve retention of all students (e.g.,

Type of Strategy

Walkthrough – Results

When you come to the Results and Reflective Statement section for the measure, you will enter the results.

- Check the “Target Met” or “Target Not Met” button.
- Enter Results and Analysis (Include all the bulleted items)
 - The expected data related to the measure
 - **Granular/Disaggregate Data**
 - Comparisons to previous years
 - Sample sizes
 - Data from all students or representative samples
 - Response rates
 - **Reflection/Analysis of the results**
- Check “Yes” or “No” regarding whether or not the results showed improvement compared to previous years.

The screenshot shows a web interface for entering results. A sidebar on the left contains navigation icons: a home icon, a pencil icon, a list icon, and a document icon. The main content area is titled 'Results and Reflective Statement for Measure 1.1'. It contains the following sections:

- Provide accurate and thorough data reporting plus a reflective statement as defined in the UCE IF Assessment Rubrics.**
 - Report data from:**
 - Granular and aggregate results (e.g., subscale and total scores from a rubric or exam);
 - Requirements established by a measure (i.e., your assessment must measure what you set out to measure);
 - Previous year(s), all students or other constituents.
 - Include:**
 - The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included;
 - Representative samples should include data from students at a distance (regional campuses, mixed or online) if courses are offered at these locations/through these modalities;
 - Response rates for survey data (include “n” and “%”).
 - Reflect on, analyze, and discuss your results compared to previous years (two to three years, if possible):**
 - What do they mean?
 - Why do you think you observed these results?
- Target met** **Target not met**
- Report and reflect on this year’s results and compare them to previous year(s) results.**
- Did your results show an improvement compared to previous year(s) results?**
 Yes No
- What strategy(ies) did you use for this year’s results? How long have you been using this/these strategy(ies)?**
Strategy is an intentional action or initiative that attempts to bring about an improvement. If you have not been using any strategies, please explain.

Red arrows from the text on the left point to the 'Target met/not met' radio buttons, the 'Report and reflect...' text area, the 'Did your results show...' radio buttons, and the 'What strategy...' text area.

Walkthrough – Results

After entering the results data you will be asked about Strategies.

In the first box you will be asked about previously implemented strategies that affected the current results.

- Discuss any past strategies or actions that were put in place that had an affect on the results that you are currently reporting
- We want to know
 - What strategy/action was implemented?
 - When was it implemented?
 - Why was it implemented?
 - How did it affect the results?

In the second box you will be asked about strategies/actions that you have already or may implement to affect future results.

- Check “Yes” or “No” indicating if you have considered any such strategies/actions.

The screenshot shows a web interface for the IEA. On the left is a dark sidebar with icons for home, edit, calendar, document, and a menu. The main content area has a light blue header with the question: "Did your results show an improvement compared to previous year(s) results?" with radio buttons for "Yes" and "No". Below this is a red-bordered box containing the question: "What strategy(ies) did you use for this year's results? How long have you been using this/these strategy(ies)?" followed by a text input field and a light blue placeholder box. Below that is another red-bordered box containing the question: "Have you conceptualized a strategy(ies) for improvement for the next plan?" with radio buttons for "Yes" and "No". A blue header for "Strategies for Measure 1.1" with an "Examples" link is visible above the second question. Red arrows point from the text on the left to the corresponding sections of the form.

Walkthrough – Results

If you select “Yes” regarding new strategies.

You will then be asked to describe the new strategies.

Click the “Add Strategy” button to insert a strategy.

After clicking the “Add Strategy” button a new box will pop up in the center of your screen.

- Describe the strategy (What, Why, When, How)
- Check the button for “Type of Strategy”
 - New Strategy
 - Modify a previous strategy
 - Continue to monitor a previous strategy
 - Discontinue a strategy
- Click “Save” button when done
 - You can still edit the strategy after saving
- You can click “Add Strategy” again to add as many strategies as needed.

Strategies for Measure 1.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for the next plan?

Yes No

Describe the strategy(ies) for the next plan, include any committee recommendations, and choose type.
Provide rationale for the type of strategy(ies) selected. Why do you think the strategy will be effective (e.g., recommendation from faculty or the assessment committee, rooted in best practice, evidence in literature, industry standard, etc.)?

Add Strategy Click "Add Strategy" for as many strategies as you would like to add for this measure.

Strategy for Measure 1.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Describe the strategy(ies) for the next plan, include any committee recommendations, and choose type.
Provide rationale for the type of strategy(ies) selected. Why do you think the strategy will be effective (e.g., recommendation from faculty or the assessment committee, rooted in best practice, evidence in literature, industry standard, etc.)?

Type of Strategy

New Strategy

Modify a strategy that was in place in previous year(s)

Continue to monitor and assess a strategy that was in place in previous year(s)

Discontinue a strategy

Click "Add Strategy" on the main page if you have multiple **Save**

Walkthrough – Results

If you select “No” regarding new strategies.

You will then be asked “Are you collecting data that would help with formulating a strategy?”

- **The answer to this should always be “Yes”**
 - A primary goal of assessment is to find ways to create improvement. If the data being collected does not facilitate that then it is not a good measure.

Strategies for Measure 1.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for the next plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

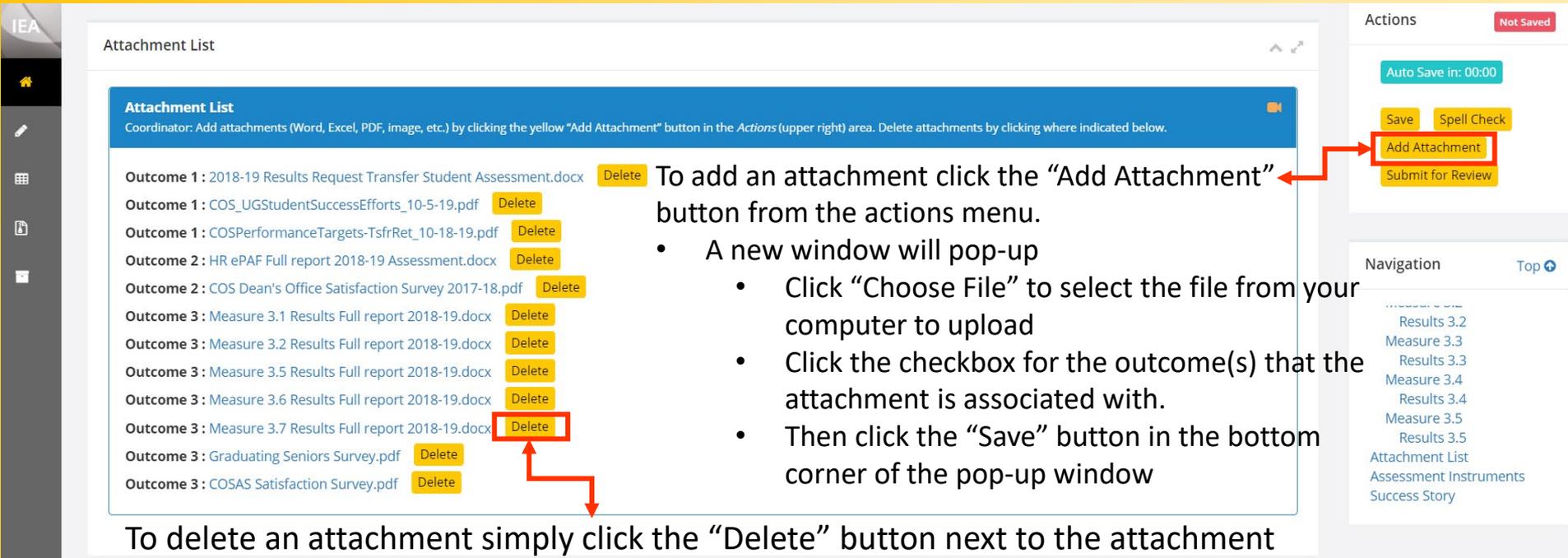
You will then be asked to explain.

- Simply explain why you are not considering any new strategies at this time.
 - Often the answer will be that you are collecting baseline data or that you are waiting to see how strategies related to other measures pan out before focusing on new strategies.

Walkthrough – Results

Repeat the previous steps for each of the measures throughout the plan.

After entering all of the data for the measures you will reach the attachments list.



The screenshot shows the 'Attachment List' interface. At the top, a blue header bar contains the text: 'Attachment List' and 'Coordinator: Add attachments (Word, Excel, PDF, image, etc.) by clicking the yellow "Add Attachment" button in the Actions (upper right) area. Delete attachments by clicking where indicated below.' To the right of the header is an 'Actions' panel with buttons for 'Save', 'Spell Check', 'Add Attachment', and 'Submit for Review'. The 'Add Attachment' button is highlighted with a red box and a red arrow pointing to it from the text 'To add an attachment click the "Add Attachment" button from the actions menu.' Below the header is a list of attachments, each with a 'Delete' button. The 'Delete' button for the attachment 'Outcome 3: Measure 3.7 Results Full report 2018-19.docx' is highlighted with a red box and a red arrow pointing to it from the text 'To delete an attachment simply click the "Delete" button next to the attachment'. On the right side of the interface, there is a 'Navigation' panel with a list of items: 'Results 3.2', 'Measure 3.3', 'Results 3.3', 'Measure 3.4', 'Results 3.4', 'Measure 3.5', 'Results 3.5', 'Attachment List', 'Assessment Instruments', and 'Success Story'.

Attachment List
Coordinator: Add attachments (Word, Excel, PDF, image, etc.) by clicking the yellow "Add Attachment" button in the Actions (upper right) area. Delete attachments by clicking where indicated below.

Attachment Name	Action
Outcome 1 : 2018-19 Results Request Transfer Student Assessment.docx	Delete
Outcome 1 : COS_UGStudentSuccessEfforts_10-5-19.pdf	Delete
Outcome 1 : COSPerformanceTargets-TsfrRet_10-18-19.pdf	Delete
Outcome 2 : HR ePAF Full report 2018-19 Assessment.docx	Delete
Outcome 2 : COS Dean's Office Satisfaction Survey 2017-18.pdf	Delete
Outcome 3 : Measure 3.1 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.2 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.5 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.6 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.7 Results Full report 2018-19.docx	Delete
Outcome 3 : Graduating Seniors Survey.pdf	Delete
Outcome 3 : COSAS Satisfaction Survey.pdf	Delete

Actions Not Saved

Auto Save in: 00:00

Save Spell Check

Add Attachment

Submit for Review

Navigation Top

- Results 3.2
- Measure 3.3
- Results 3.3
- Measure 3.4
- Results 3.4
- Measure 3.5
- Results 3.5
- Attachment List
- Assessment Instruments
- Success Story

To add an attachment click the "Add Attachment" button from the actions menu.

- A new window will pop-up
 - Click "Choose File" to select the file from your computer to upload
 - Click the checkbox for the outcome(s) that the attachment is associated with.
 - Then click the "Save" button in the bottom corner of the pop-up window

To delete an attachment simply click the "Delete" button next to the attachment

*Every measure should have an instrument that is used to collect the data for that measure, and every instrument should be attached to your plan (or why it cannot be attached should be explained)

Walkthrough – Results

After the Attachments section comes the Assessment Instruments Section

Assessment Instruments

Surveys/Interviews

For all outcomes in the assessment results for this year, categorize all assessment instruments used.

Institution (UCF)

- UCF Graduating Student Survey (Seniors or Graduate student)
- Alumni Survey
- Student Satisfaction Survey
- UCF First Destination Survey
- Employer Survey
- UCF Entering Student Survey

Local

- Alumni Survey (Department or Program; not UCF)
- Customer Satisfaction Survey
- Exit and other interviews

Other Survey(s)

- National Survey
- State Survey
- Other Survey

Explain EACH item checked above

Explain EACH item checked above

- There are 3 sub-sections with various types of instruments in each
 - Surveys/Interviews
 - Test/Rubrics
 - Miscellaneous
- For every instrument used to collect data in your plan, check the corresponding box.
- In each section you are also asked to explain each checked item. Explain:
 - What the instrument(s) is
 - Which measure(s) it is associate with
 - What data it is used to collect
- Example: “We use a nationally-normed exam in measures 1.1, 2.1, and 3.1, to measure student knowledge in X, Y, and Z respectively.”

Tests/Rubrics

For all outcomes in the assessment results for this year, categorize all assessment instruments used.

Examinations/Tests/Performance Evaluations

- Nationally-normed Exam
- State-normed Exam

Explain EACH item checked above

Walkthrough – Results

Success Story

Success Story

Think about the last few years and describe evidence-based strategies/initiatives that have taken place because of assessment that led to either a closed loop or closed loop with improvement.

- A closed loop
 - Definition: Based on assessment results, the program or unit implemented strategies that attempted to bring about improvement and subsequently collected data (should have at least two years of data) to measure the impact of the implemented strategies/initiatives on student learning or operations.
- or
- A closed loop with evidence of improvement
 - Definition: Based on assessment results, the program or unit implemented strategies that attempted to bring about improvement and subsequently collected data (should have at least two years of data) to measure the impact of the implemented strategies/initiatives which yielded evidence of improvement in student learning or operations.

Describe the outcome and measure(s) that led to either a closed loop or closed loop with improvement(s).

If multiple, separate into paragraphs.

Present the longitudinal results data (at least 2-3 years of data).

Please include count (n) and percentages (%).

Describe the strategies/initiatives that the program or unit attempted to bring about improvement.

You may also address other factors that have caused strategies/initiatives to be made (e.g., state mandate, accreditation review recommendations).

If applicable, describe how the improvement increased program quality or unit effectiveness based on committee recommendations.

Discuss recommendations based on results and strategies above:

- For academic programs, discuss recommendations from faculty committees, program meetings or department meetings.
- For administrative units, discuss recommendations from staff committees, unit meetings or division meetings.

The final section is the Success Story section
In this section you demonstrate how you have “closed the loop”

- 1st Box = Describe the Outcome and measures
 - Simply copy and paste the Outcome and Measures statement for the measure that you have closed the loop on.
- 2nd Box = Present longitudinal results data
 - Provide the data for the past few years
 - Include data from before and since the strategy was implemented
- 3rd Box = Describe the strategies implemented in attempt to create improvement
 - What was the strategy?
 - Why was it implemented?
 - When was it implemented?
 - How did it or how did you expect it to improve results?
- 4th Box = Describe how the improvement increased program quality/effectiveness based on committee recommendations

Walkthrough – Results

When finished with the results report, click the “Submit for Review” button

The screenshot displays the 'Institutional Effectiveness Assessment' interface. On the left is a dark sidebar with navigation options: Home, Plans & Results, Reports, Previous Plans & Results, and Previous DRC Reports. The main content area is titled 'Institutional Effectiveness Assessment' and includes a breadcrumb 'Home / Plans and Results'. Below this is a 'Select Assessment Plan' section with a warning message: 'If you try to navigate away from this page and there is unsaved work, always pick Cancel or Stay on Page on the provided prompt and then click Save.' There are two dropdown menus: 'Plan Year' (set to 2019-2020) and 'Program/Unit'. A blue button labeled 'Results in Progress' is visible. At the bottom, there are two tabs: '2019-2020 Plan Phase' and '2019-2020 Results Phase'. On the right side, an 'Actions' panel is shown with a 'Saved' status. It contains several buttons: 'Auto Save in: 13:57', 'Save', 'Spell Check', 'Add Attachment', and 'Submit for Review'. The 'Submit for Review' button is highlighted with a red box, and a red arrow points from the text above to it.

If you have missed anything in the results template you will receive an error message and won't be able to submit until the missing info is added.

Walkthrough – Plans

New Outcome Requirement for Undergraduate Programs

- Must include at least 3 Student Learning Outcomes that incorporate Academic Learning Compacts (ALCs) (Previous requirement was 8 outcomes.)

You can have more than 3 outcomes, so if you like what you have, you can keep it.

Suggestions for Revising Plans

- Consider combining existing outcomes/measures that can go together. This will...
 - Allow you to continue to collect useful data that you are already collecting while streamlining.
 - Help you to more easily meet the requirement of including disaggregate/granular for measures.
 - Allow for more robust data for each measure and more thorough reflection/analysis of results
- Consider excluding “filler” outcomes/measures
 - Outcomes/measures for things that you already know that your program does very well.
 - Outcomes/measures that don’t really provide you with very useful data and exist to meet the old requirement.
 - This will allow you to put greater focus on the outcomes/measures that are most important and will provide you with the most useful data.
- Overall this should really allow for more and easier opportunities to think about ways to “close the loop”

Walkthrough – Home Page

- When you log in to assessment ucf.edu it takes you to the home page, which will look something like this.
- Results and Plans for all of your programs will be listed.

The screenshot shows the 'Institutional Effectiveness Assessment' Home page. A sidebar on the left contains navigation links: Home, Plans & Results, Reports, Previous Plans & Results, and Previous DRC Reports. The main content area is titled 'My Programs/Units' and includes a legend for roles: Coordinator (blue), Reviewer (green), and DRC Chair (red). Below the legend is a table with columns for Year, Phase, Program/Unit, Status, Role, and Last Updated. Annotations with red boxes and arrows explain the table's structure and the meaning of the highlighted elements.

Color coded by who needs to take action.

Role: Will also tell you who needs to take action.

Status: Indicates what stage of the process the report is in.

Year & Phase: Indicate which report. Previous year = Results. Current year = Plan Under Phase the results report will be labeled "plan" until you start the results.

Year	Phase	Program/Unit	Status	Role	Last Updated
2019	Plan	College of Sciences, Dean's Office	Plan Approved for DRC Report	Coordinator	4/26/2020 10:08:38 PM
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2020	Plan	COS Consolidated Research Centers and Institutes	Plan Not Created	Coordinator	

Walkthrough – Plans

- From the Home Page click on the Plan document that you want to work on.
 - You will see the screen below and have two options
 - “Create a new plan by copying items from the previous plan...”
 - “Create a new plan without copying any items from the previous plan...”

Select Assessment Plan

Plan Year: 2020-2021

Program/Unit: College of Sciences, Dean's Office

Last Updated

Plan Due Date

Results Due Date

[Previous Plan Reviews](#)

[Previous Results Reviews](#)

[UCF IE Assessment Rubrics](#) << New Rubric

[UCF Collective Impact Strategic Plan](#)

[Print Instructions](#)

Plan Not Created

2020-2021 Plan Phase	2020-2021 Results Phase
Coordinator(s) Zachary Knauer, Tosha Dupras, Rufus Barfield	Coordinator(s) Zachary Knauer, Tosha Dupras, Rufus Barfield
DRC Reviewer(s) Winston Schoenfeld	DRC Reviewer(s) Winston Schoenfeld
DRC Chair Nancy Stanlick	DRC Chair Nancy Stanlick
Rubric Level	Rubric Level

Create a new plan by copying items from the previous plan and strategies from the previous results

Create a new plan without copying any items from the previous plan and strategies from the previous results

I recommend always copying over the previous plan. Unless truly want to start from scratch. In my opinion it is easier to edit than to start from nothing.

Walkthrough – Plans

- If you choose to copy the plan over from the previous plan the system will generate the screen below.
- You can choose to select all items and copy over everything
- Or you can scroll through the plan and check only certain items that you want to copy over

Again, in most cases I think it is easiest to copy everything over and then just edit.

With the change of number of outcomes for UG programs this year. If you are removing some outcomes/measures, it might be easy to choose not to carry those over here at the beginning.

Either way I think you will have to manually re-number the outcomes and measures accordingly.

Click “Next” when ready

New Assessment Plan

College of Sciences, Dean's Office

Select All Items Unselect All Items Next Cancel

Mission

The assessment mission for the College of Sciences Dean`s Office is to provide quality service to the faculty of the college is to offer high-quality undergraduate and graduate education, student development, and continuous sciences; and to provide services that enhance and support the needs of our faculty, staff, and students.

The stakeholders and constituents include: department chairs, faculty, college and department administrators, and their effect on the University as a whole, residents, businesses, and other entities in the surrounding community.

Assessment Process

The assessment process is conducted by college faculty and staff. In particular Dean`s Office operations as

Walkthrough – Plans

After clicking “next” the plan template will populate, with all the copied information already in place.

The first sections of the plan that you need to compose or edit are the Mission and Assessment Process sections.

For the Mission you need to explain the Purpose, Function, and Stakeholders.

For the Assessment Process there are 7 bulleted questions.

- Distinctly address each question
- Organize it so that it is easy to identify each item

Mission and Assessment Process

Mission

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

- **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

Identify the assessment process followed.

- Who is conducting the assessment?
 - What are they doing?
 - What do you want to assess (what are your outcomes)?
 - How do you plan to assess them (tools, measures)?
 - How will you review and analyze the data?
 - How are you going to use the assessment results to improve your program/unit?
 - How will you communicate the results to other faculty or staff members? Will the results be presented at an assessment committee meeting, faculty or staff meeting, curriculum committee meeting or in some other forum?
- The assessment is conducted by...
 - They are...
 - The outcomes being assessed are...

Walkthrough – Plans

Outcome and Measures

Outcome 1

Student learning outcomes (SLO) describe specific behaviors that a student of a program should demonstrate after having completed the program. SLO statements should focus on the expected knowledge, abilities, values and attitudes of a student. Operational outcomes are statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the administrative unit. Operational outcomes define exactly what the services should promote (understanding, knowledge, awareness, recognition, etc.).

Enter/Edit Outcome Statement Here

Please select the Academic Learning Compact (ALC) categories that apply to the above outcome.
Select all that apply.

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

Attachment List: edu-exam-p-sample-quest.pdf

Outcome =
Broad goal statement
30,000 feet view
Do, Know, or Value

Check the applicable
ALCs

Measure 1.1

Identify an appropriate measure containing performance targets for this outcome. For each outcome, frame a minimum of two appropriate quantitative measures, at least one of which is a direct measure. Attach or provide a web URL to the instrument used. If the instrument is proprietary, please include an example question. A draft instrument is also acceptable – the revised document can be attached to your results.

Enter/Edit Measure Statement Here

Measures =
How we determine if the
outcome objective was met.
Course/time frame +
Assignment/Instrument +
Target + additional info

Actions

Auto Save in: 05:10

Save Spell Check

Add Outcome

Add Measure

Add Attachment

Renumber

Submit for Review

Navigation Top

Mission

Assessment Process

Outcome 1

Measure 1.1

Measure 1.2

Outcome 2

Measure 2.1

Measure 2.2

Outcome 3

Measure 3.1

Next is the Outcomes and Measures section

- Can Add or Renumber Outcomes/Measures via the Actions Menu
- Must have at least 3 student learning Outcomes that incorporate Academic Learning Compacts
- Must have 2 quantitative measures for each outcome. 1 of which must be a direct measure

Walkthrough – Plans

Just like with the results, after each measure in the plan you will be asked about Strategies.

Strategies for Measure 1.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for the next plan?

Yes No

Describe the strategy(ies) for the next plan, include any committee recommendations, and choose type.
Provide rationale for the type of strategy(ies) selected. Why do you think the strategy will be effective (e.g., recommendation from faculty or the assessment committee, rooted in best practice, evidence in literature, industry standard, etc.)?

Add Strategy Click "Add Strategy" for as many strategies as you would like to add for this measure.

If you select “Yes”, you will then be asked to describe the strategies.

Click the “Add Strategy” button to insert a strategy.

After clicking the “Add Strategy” button a new box will pop up in the center of your screen.

Strategy for Measure 1.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Describe the strategy(ies) for the next plan, include any committee recommendations, and choose type.
Provide rationale for the type of strategy(ies) selected. Why do you think the strategy will be effective (e.g., recommendation from faculty or the assessment committee, rooted in best practice, evidence in literature, industry standard, etc.)?

Type of Strategy

New Strategy

Modify a strategy that was in place in previous year(s)

Continue to monitor and assess a strategy that was in place in previous year(s)

Discontinue a strategy

Click "Add Strategy" on the main page if you have multiple **Save**

- Describe the strategy (What, Why, When, How)

- Check the button for “Type of Strategy”

- New Strategy

- Modify a previous strategy

- Continue to monitor a previous strategy

- Discontinue a strategy

- Click “Save” button when done

- You can still edit the strategy after saving

- You can click “Add Strategy” again to add as many strategies as needed.

Walkthrough – Plans

If you select “No”, you will then be asked “Are you collecting data that would help with formulating a strategy?”

- **The answer to this should always be “Yes”**
 - A primary goal of assessment is to find ways to create improvement. If the data being collected does not facilitate that then it is not a good measure.

Strategies for Measure 1.1 Examples

Strategy is an intentional action or initiative that attempts to bring about an improvement.

Have you conceptualized a strategy(ies) for improvement for the next plan?

Yes No

Are you collecting data that would help with formulating a strategy?

Yes No

Please explain

You will then be asked to explain.

- Simply explain why you are not considering any new strategies at this time.
 - Often the answer will be that you are collecting baseline data or that you are waiting to see how strategies related to other measures pan out before focusing on strategies for this measure.

Walkthrough – Plans

Repeat the previous steps for each of the measures throughout the plan.

After entering all of the data for the measures you will reach the attachments list.

The screenshot shows the 'Attachment List' interface. At the top, a blue header bar contains the text: 'Attachment List' and 'Coordinator: Add attachments (Word, Excel, PDF, image, etc.) by clicking the yellow "Add Attachment" button in the Actions (upper right) area. Delete attachments by clicking where indicated below.' To the right of the header is an 'Actions' panel with buttons for 'Auto Save in: 00:00', 'Save', 'Spell Check', 'Add Attachment', and 'Submit for Review'. The 'Add Attachment' button is highlighted with a red box and a red arrow pointing to it from the text 'To add an attachment click the "Add Attachment" button from the actions menu.' Below the header is a list of attachments, each with a 'Delete' button. The 'Delete' button for the attachment 'Outcome 3: Measure 3.7 Results Full report 2018-19.docx' is highlighted with a red box and a red arrow pointing to it from the text 'To delete an attachment simply click the "Delete" button next to the attachment'. To the right of the attachment list is a list of instructions: 'To add an attachment click the "Add Attachment" button from the actions menu.' followed by a bulleted list: '• A new window will pop-up', '• Click "Choose File" to select the file from your computer to upload', '• Click the checkbox for the outcome(s) that the attachment is associated with.', and '• Then click the "Save" button in the bottom corner of the pop-up window'. At the bottom right is a 'Navigation' panel with a list of items: 'Results 3.2', 'Measure 3.3', 'Results 3.3', 'Measure 3.4', 'Results 3.4', 'Measure 3.5', 'Results 3.5', 'Attachment List', 'Assessment Instruments', and 'Success Story'.

Attachment List
Coordinator: Add attachments (Word, Excel, PDF, image, etc.) by clicking the yellow "Add Attachment" button in the Actions (upper right) area. Delete attachments by clicking where indicated below.

Attachment Name	Action
Outcome 1 : 2018-19 Results Request Transfer Student Assessment.docx	Delete
Outcome 1 : COS_UGStudentSuccessEfforts_10-5-19.pdf	Delete
Outcome 1 : COSPerformanceTargets-TsfrRet_10-18-19.pdf	Delete
Outcome 2 : HR ePAF Full report 2018-19 Assessment.docx	Delete
Outcome 2 : COS Dean's Office Satisfaction Survey 2017-18.pdf	Delete
Outcome 3 : Measure 3.1 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.2 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.5 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.6 Results Full report 2018-19.docx	Delete
Outcome 3 : Measure 3.7 Results Full report 2018-19.docx	Delete
Outcome 3 : Graduating Seniors Survey.pdf	Delete
Outcome 3 : COSAS Satisfaction Survey.pdf	Delete

Actions Not Saved

Auto Save in: 00:00

Save Spell Check

Add Attachment

Submit for Review

Navigation Top

- Results 3.2
- Measure 3.3
- Results 3.3
- Measure 3.4
- Results 3.4
- Measure 3.5
- Results 3.5
- Attachment List
- Assessment Instruments
- Success Story

To add an attachment click the "Add Attachment" button from the actions menu.

- A new window will pop-up
 - Click "Choose File" to select the file from your computer to upload
 - Click the checkbox for the outcome(s) that the attachment is associated with.
 - Then click the "Save" button in the bottom corner of the pop-up window

To delete an attachment simply click the "Delete" button next to the attachment

*Every measure should have an instrument that is used to collect the data for that measure, and every instrument should be attached to your plan (or why it cannot be attached should be explained)

Walkthrough – Plans

After the Attachments section is the Relationship to Strategic Plan Section

Relationship to Strategic Plan

Relationship to Strategic Plan Examples

Explicitly describe how one or more of the outcomes or measures are linked to the metrics or promises of the **UCF Collective Impact Strategic Plan**. In addition, you may link to supporting strategic plans at any subordinate level.

Enter Relationship to Strategic Plan Information Here

UCF Collective Impact Document

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

Example – Anthropology BA:

Our BA program supports the University's Strategic Plan in several ways:

- **Goal 1: Harness the power of scale to transform lives and livelihoods.** Our BA program is the 9th largest in the United States and the second-largest in Florida. We are committed to providing our students with high-impact experiences during their degree, in keeping with the university's goal that **100% of undergraduates participate in positive, high impact experiences on or off campus.** **Outcomes 5, 6, and 8 support this goal.**

Walkthrough – Results

Just as with the results When finished with the Plan, click the “Submit for Review” button

The screenshot displays the 'Institutional Effectiveness Assessment' interface. On the left is a dark sidebar with navigation options: Home, Plans & Results, Reports, Previous Plans & Results, and Previous DRC Reports. The main content area is titled 'Institutional Effectiveness Assessment' and shows a breadcrumb 'Home / Plans and Results'. Below this is a 'Select Assessment Plan' section with a warning message: 'If you try to navigate away from this page and there is unsaved work, always pick Cancel or Stay on Page on the provided prompt and then click Save.' There are two tabs: '2019-2020 Plan Phase' and '2019-2020 Results Phase'. The 'Plan Year' dropdown is set to '2019-2020'. On the right, an 'Actions' panel is visible, containing buttons for 'Auto Save in: 13:57', 'Save', 'Spell Check', 'Add Attachment', and 'Submit for Review'. The 'Submit for Review' button is highlighted with a red box, and a red arrow points from the text above to it.

If you have missed anything in the Plan template you will receive an error message and won't be able to submit until the missing info is added.



UCF