COS
Institutional Effectiveness Assessment
2020-21 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:
• 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

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 to new stricter review standards, a lot of changes, and other circumstances. We are still doing a great job!

SACSCOC Reaffirmation: “UCF is a model institution.”

Thank you! Keep up the good work!

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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.

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.

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

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

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.

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

- 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.”
## Walkthrough – Results

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**

### Success Story

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

- **A closed loop**
  - 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.

- **A closed loop with evidence of improvement**
  - Defined: 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.

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<th>Describe the outcome and measure(s) that led to either a closed loop or closed loop with improvement(s).</th>
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| Present the longitudinal results data (at least 2-3 years of data). |
| Please include counts (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. |
Walkthrough – Results

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

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.

**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.

**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.
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…”

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.
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

- 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.
Walkthrough – Plans

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

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

Check the applicable ALCs

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

Enter/Edit Outcome Statement Here

Enter/Edit Measure Statement Here
Walkthrough – Plans

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

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 or your screen.

- Describe the strategy (What, Why, When, How)
- Check the button for “Type of Strategy”
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• Simply explain why you are not considering any new strategies at this time.
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Repeat the previous steps for each of the measures throughout the plan.

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Walkthrough – Plans

After the Attachments section is the Relationship to Strategic Plan Section

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.

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
Walkthrough – Results

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

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.