

# COS Institutional Effectiveness Assessment 2022-23 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
- Closing the Loop Examples
- Good Outcomes and Measures Examples
- ... and more!

## Deadlines:

- **2021-22 RESULTS: October 3 , 2022**
- **2022-23 PLANS: October 31, 2022**

# 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 49 programs; 2 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 accreditation criteria and state requirements.
  - Everything that the assessment system asks for is related to what SACS or other entities need to see from us.

# How We Have Been Doing

<b>RESULTS Ratings</b>	<b>2013 -14</b>	<b>2014 -15</b>	<b>2015 -16</b>	<b>2016 -17</b>	<b>2017-18</b>	<b>2018 -19</b>	<b>2019 -20</b>	<b>2020 -21</b>
Exemplary	5	10	17	15	16	7	7	11
Accomplished	9	4	2	5	15	6	6	6
Maturing	11	23	16	18	5	6	13	12
Emerging	12	3	5	3	2	12	15	14
Beginning	4	1	1	0	1	10	7	5

<b>PLANS Ratings</b>	<b>2014 -15</b>	<b>2015 -16</b>	<b>2016 -17</b>	<b>2017 -18</b>	<b>2018-19</b>	<b>2019 -20</b>	<b>2020 -21</b>	<b>2021 -22</b>
Exemplary	5	6	23	16	12	9	7	5
Accomplished	16	26	15	21	28	16	6	28
Maturing	7	4	0	0	0	6	6	2
Emerging	12	5	3	2	1	11	12	12
Beginning	1	0	0	0	0	0	10	2

We have greatly improved our assessment reporting since 2013-14 Results / 2014-15 Plans cycle.

Ratings dipped in 2018-19 Results / 2019-20 Plans cycle. Due to new stricter review standards, a lot of changes, and other factors, but we are climbing back up.

We are still doing a great job!

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:
  - Kerstin Hamann – 1<sup>st</sup> year as DRC Assessment Chair
  - Treen Huo - 2<sup>nd</sup> year as a Faculty Fellow / Co-Chair
  - Zack Knauer - continuing as College Coordinator / Co-Chair
- Recent terms
  - Closing the Loop: With improvement and without improvement
  - Changes: Strategy/Action vs. Revision/Edit
- 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/documenting 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. Pre and Post strategy/action data (2+ years) shows that an **improvement occurred** due to the strategy/action.
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- Recent change:
    - Complete/document steps 1-3 for “closed loop **without** improvement”.
    - Complete steps 1-4 for “closed loop **with** improvement”.



# Key Assessment Terms

## 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 per outcome 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, document
- 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 10/3 – Plans Deadline 10/31**

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

# **Workshop Part 2**

## **COS Improvement**

# **COS Improvement - RESULTS**

## **Sample Size Information:**

- **Must include the sample size information in the results for each measure.**
- **X students were enrolled in the course, Y took the exam, Z met the target.**
- **This is of particular importance for surveys so that we can see response rates, but it is also important for all measures.**
- **Provide the actual numbers not only the percentages.**

**Example: Biology MS, Among the MS students enrolled in our program (n=15) during this reporting period, 53.3% published at least one ISI-indexed paper (8/15). 5 of 15 of our MS students graduated this year. Among our five graduating MS students, 80% (4/5) had published at least one ISI-indexed paper by graduation.**

# **COS Improvement - RESULTS**

## **Granular/Disaggregate Data:**

- **Must include some subscale data beyond the base information.**
- **Make comparisons between components of the assignment, rubric, etc.**

**Example: Lou Frey Institute, Measure 4.1: An average of 10,000 Florida users per month will access the Institute's online curricular materials.**

- **Results: In total 238,000 users accessed the Institute's online materials during the 2019-20 academic year.**
- **On average, per month 19,833 users accessed the materials. This far exceeds the target of 10,000 users per month**
- **Disaggregate data: (session data not user data)**
  - **Teachers accessed materials nearly 5,000 times per month.**
    - **~ 59,000 total teacher online sessions. Over 5,000 hours of support to teachers.**
  - **Students accessed materials in over 41,000 sessions per month. (200,000 unique users)**
    - **~ 500,000 total student online sessions. Over 50,000 hours of student instruction.**

# **COS Improvement - RESULTS**

## **Reflection/Analysis:**

- **Must reflect on the results.**
- **What do the results mean? What does this tell you about what the program is doing? What might have caused the results to be what they are? What are strengths and weaknesses? What is working or isn't working? Etc.**

**Example: Lou Frey Institute, Measure 4.1.**

- **The success of this measure can be attributed to several things.**
  - **The launch of the new Civics in Real Life resource. New additional resource increasing users.**
  - **A trend for several years has been growing demand for accessible/useful online civic education resources for school districts due to budgets, time, and other constraints.**
  - **The covid-19 pandemic likely also added users as teachers needed to transition to distance learning and had the need for more online resources.**
  - **Marketing also likely plays a role in these results. Social Media advertising, improvements to the Civics360 platform, and long time users sharing the resources with their colleagues.**
  - **While the measure is highly successful there was decline, this is attributed to closing the Escambia Civics Review site.**



# COS Improvement - RESULTS

## Comparisons to Previous Data:

- **Must make comparisons to data from previous years.**
- **Must include the actual data, not just a statement of comparison.**
- **In order to close the loop, must provide data both pre-strategy and post-strategy.**

### **Example: Lou Frey Institute Measure 4.1.**

- **Comparison to Previous data:**
- **There was a decrease in total users. 238,000 in 2019-20 and 330,000 in 2018-19. 19,833 per month vs. 27,500 per month respectively.**
- **This had a lot to do with removing one of the older resource sites. LFI closed down the Escambia Civics Review Site. Approximately 80,000 users had been using that site.**
- **Access of the Florida Citizen website increased from 20,000 users in 2018-19 to 22,000 in 2019-20. This 2,000-user increase is likely due to the launch of the Civics in Real Life resource.**

Year	2019-20	2018-19	2017-18	2016-17*
Total Users	238,000	330,000	302,000	24,000
Monthly Users	19,833	27,500	25,167	2,000

\*in 2016-17 and prior only teachers could access materials. In 2017-18 students were granted access too.

# **COS Improvement – RESULTS/PLANS**

## **Documenting a Closed Loop:**

- **Must clearly document the closed loop process.**
- **Be sure to state:**
  - **What strategy/action was or is being implemented to try to improve results.**
  - **Why the strategy/action was or is being implemented.**
  - **When the strategy/action was or is being implemented.**
  - **How the strategy did or was/is expected to improve results.**

**This applies to the Plans as well. Include these things whenever talking about implementing strategies.**

**Repeat in future Results/Plans documents until you “close the loop”**

# **COS Improvement – PLANS/RESULTS**

## **Attachments / Instruments:**

- **Must attach all assessment instruments.**
  - **Every measure should have an instrument and every instrument should be attached.**
- **Whatever tool is used to collect the data for a measure must be attached. (Rubric, evaluation form, survey, copy assignment, printout of report where data is collated, etc.)**
  - **If the instrument is proprietary and cannot be attached.**
    - **Ideally, include examples of types of questions.**
    - **Minimally, provide explanation for why not attached.**
- **This starts with the Plans but applies to the Results rubric too.**

# **COS Improvement - PLANS**

## **Relationship to Strategic Plan:**

- **Must connect to more specific metrics/promises/benchmarks in the UCF Collective Impact Strategic Plan document.**
  - **No longer good enough to connect just to the old 5 goals.**
  - **Connect specific outcomes/measures to specific metrics, and explain how they are connected.**

## **Example: Industrial and Organizational Psychology MS**

- **Measures 1.1, 1.2, 2.3, and 3.1 track our students' experiences and skills with research methods and analysis, resulting in outcomes that support UCF strategic initiatives of increasing graduate research, enhancing mathematical fluency, and increasing scientific literacy.**

# Outcome Requirements – PLANS

Outcome Requirement for Undergraduate Programs (new as of 2020-21 plans)

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

Suggestions for Revising Plans

- Simplify. Quality over quantity.
  - Focus on the main things you want students to do, know, or value and where/when in the program you best can capture data on those.
- 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.
  - 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 allow for greater and easier opportunities to think about ways to “close the loop”

# General Improvement Tips

- **Preempt Revisions:**
  - Follow the prompts – include what is asked for each section.
  - Read last cycle’s reviewer comments – there are often suggestions for the next time noted.
  - Check the rubric rating from last cycle – See what was missed and address it.
- **Strategies Section:** (below each measure in the plan)
  - Where it asks, “Have you conceptualized a strategy(ies) for improvement for this plan?”
    - If yes, state the specific strategy, when it was/is being implemented, why it is being implemented, and how it is expected to affect the results.
  - Where it asks, “Are you collecting data that would help with formulating a strategy?”
    - The answer should always be “yes”. Any assessment data should be able to be used to help you identify an area that could be improved. If the answer truly is “no” then the measure is likely not helpful, and you should consider adopting another.
- **Making the Effort to Create Improvement:**
  - It is okay if there is no improvement in results. It is okay if you don’t meet the target.
  - The important part is making the effort to create improvement (closing the loop).
  - Implement a strategy to try to improve results for just 1 measure each year.

# General Improvement Tips (continued)

- **Organization:**

- Utilize tables (results). Presenting aggregate data, presenting disaggregate data, comparisons to previous years data.
- Utilize bullets / break results out into sections (results): Primary data (sample size, aggregate data), granular data, comparisons to previous years, reflection analysis. (results)
- Utilize bullets (plans):
  - In the Assessment Process section, use bullets to address each of the prompt questions.
  - In the Relationship to Strategic Plan section, use bullets to separate out the various metrics and/or outcomes/measures that you are connecting to.
- Revisions (plans)
  - If you change number of measures or outcomes, change the content of measures/outcomes, change an instrument, etc. make sure you revise the other parts of the plan that this affects. (Mission, Assessment Process, Attachments, Relationship to Strategic Plan, etc.)

