

# IS IT WORKING?

## *Assessing an Institution's Program Assessment Process*

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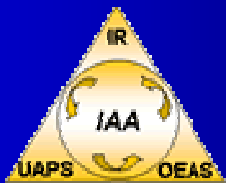
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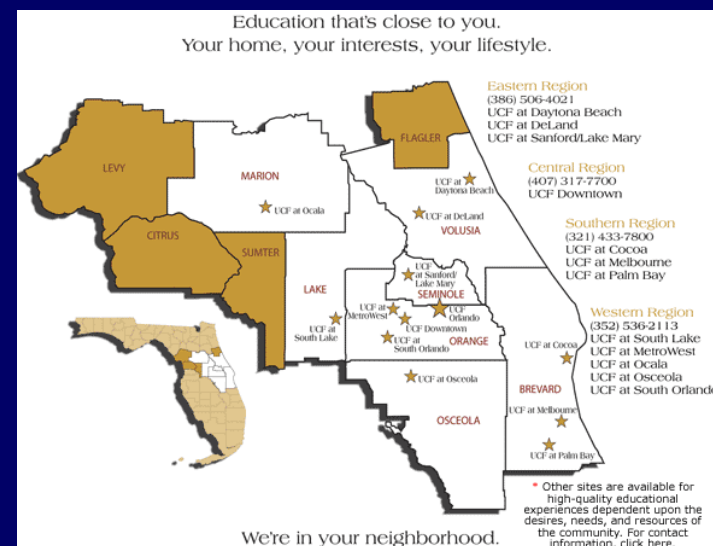
# Overview

- What is program assessment?
- How do you assess student learning outcomes?
- What is the purpose of an assessment system?
- How do you know whether the assessment system is working?
  - assessment plans
  - system structure
  - assessment culture

# The University of Central Florida

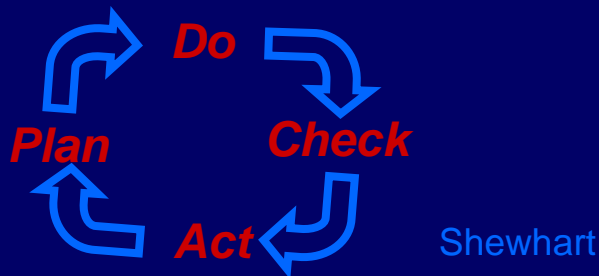
*From Promise to Prominence: Celebrating 40 Years*

- established in 1963 in Orlando Florida (first classes in 1968), Metropolitan Research University
- grown from 1,948 to 43,000 students in 36 years
  - 35,300 undergraduates and 7,700 graduates
  - 12 instructional sites in regional campus system
  - 10<sup>th</sup> largest public university
- doctoral intensive
  - 84 Bachelors, 64 Masters, 3 Specialist, and 26 PhD programs
- second largest undergraduate enrollment in state
  - projected largest undergraduate enrollment in 2005
- approximately 1,200+ faculty and 3,100 staff
- nine colleges
  - Arts and Sciences, Biomedical Sciences, Business Administration, Education, Engineering and Computer Science, Health and Public Affairs, Honors, Optics and Photonics, and Hospitality Management



# What Is Program Assessment?

- formative evaluation process designed to support program improvement
- continuous



- focused on improvement
  - student learning
  - student development
  - the institution and its people

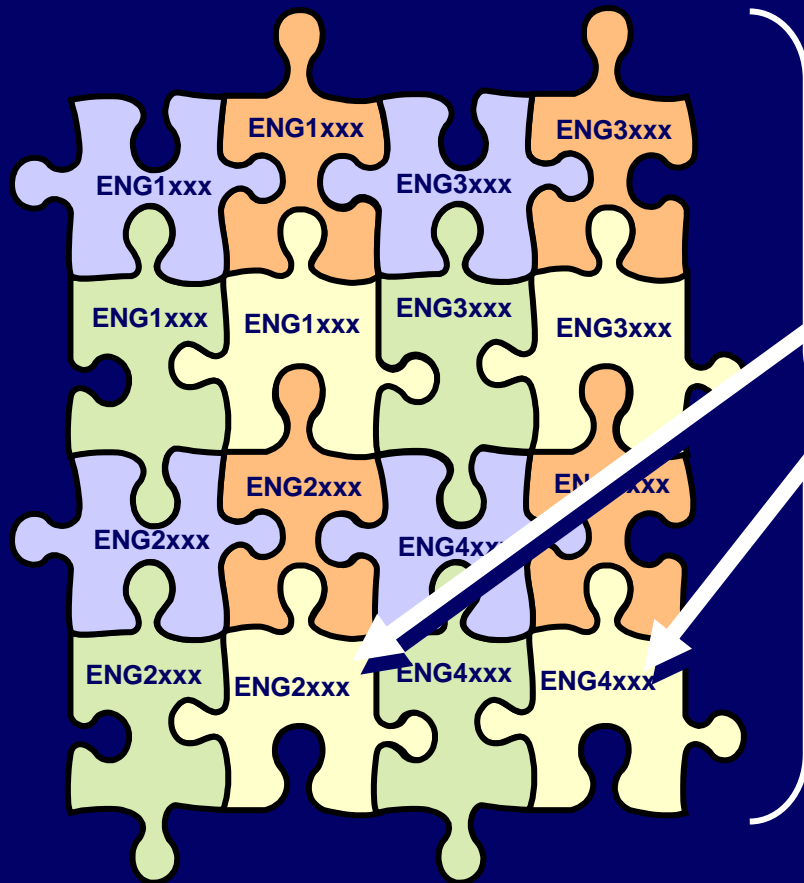
# Student Learning Outcomes for Programs

- specific statements that describe required learning achievement that must be met on the way to attaining the degree and meeting the goals of the program
- three questions
  - What does the student know? (**cognitive**)
  - What can the student do? (**psychomotor**)
  - What does the student care about? (**affective**)



# Program Outcomes Assessment

## Courses in the Curriculum

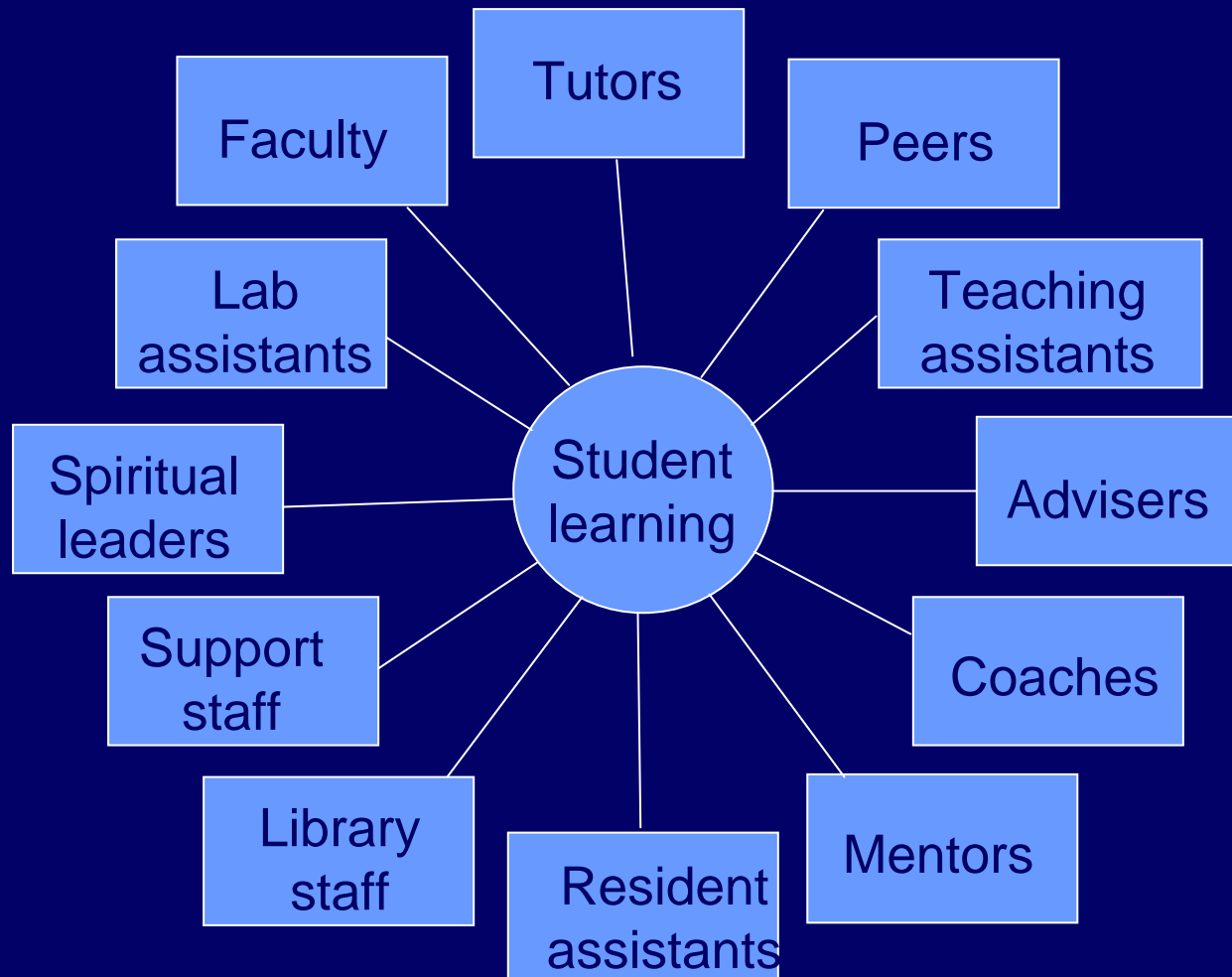


**PROGRAM ASSESSMENT**

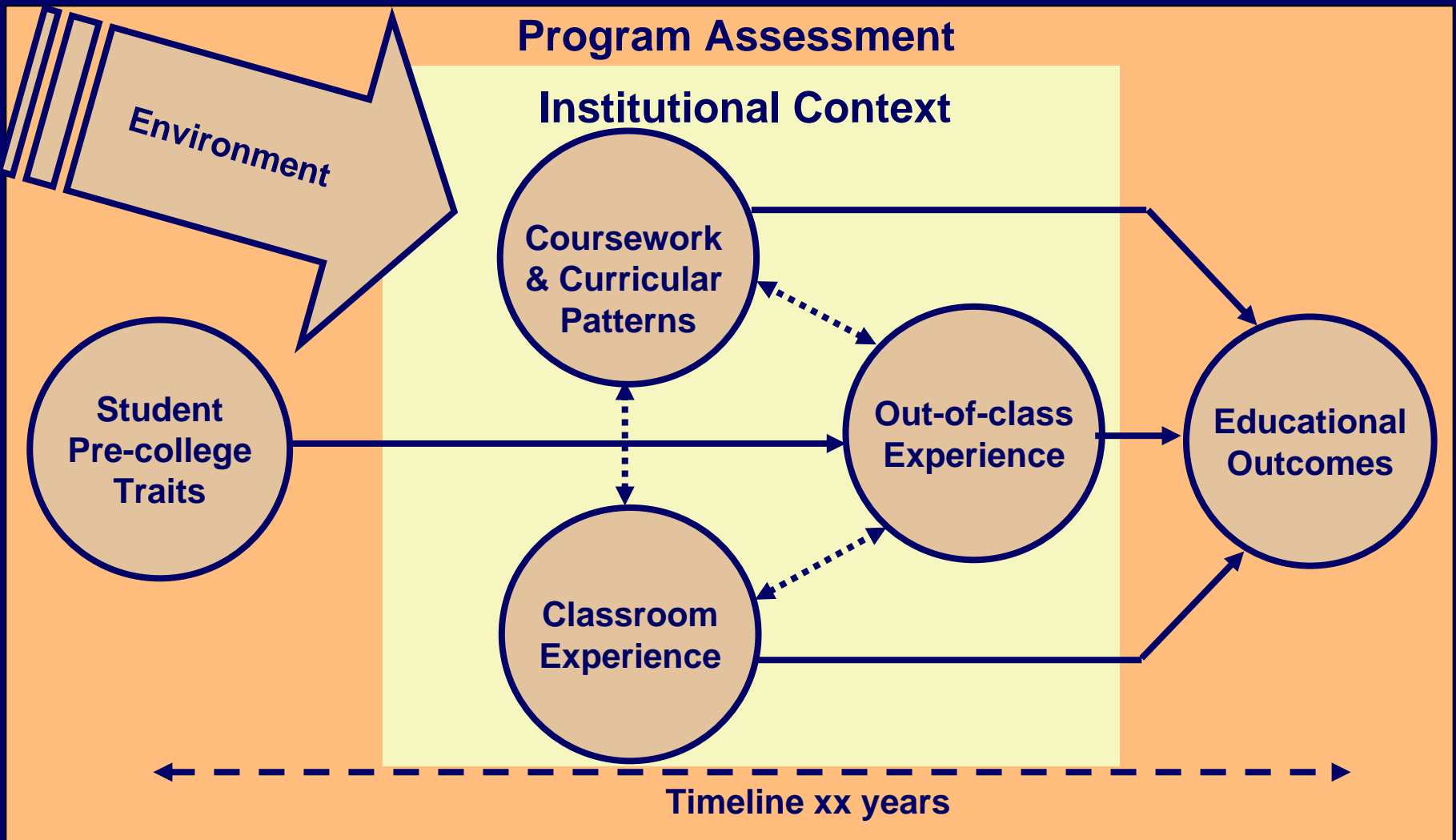
## Learning Outcomes

- oral communication
- written communication
- teamwork skills
- quantitative skills
- ethics
- discipline knowledge
- professional skills
- performance skills

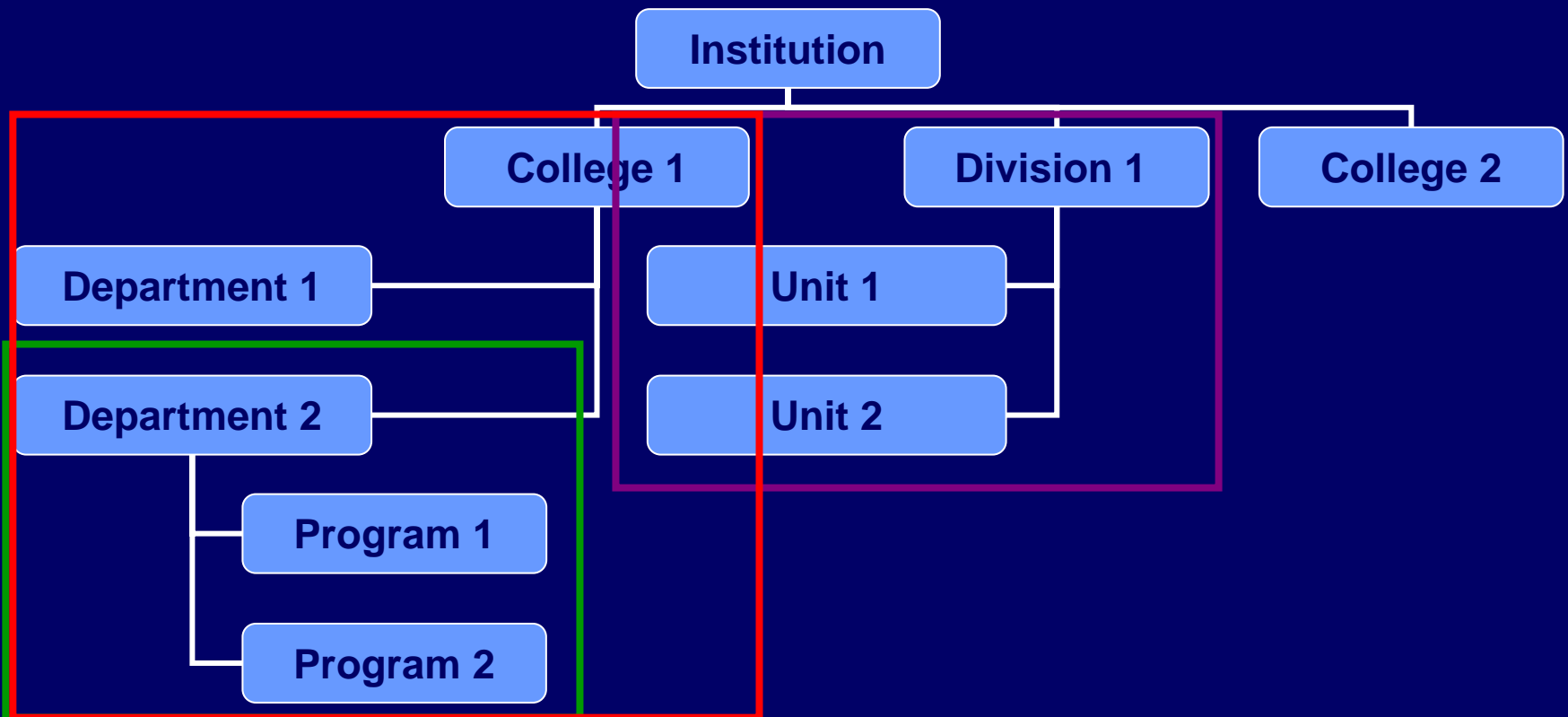
# Student Learning Is Complex



# Educational Outcomes

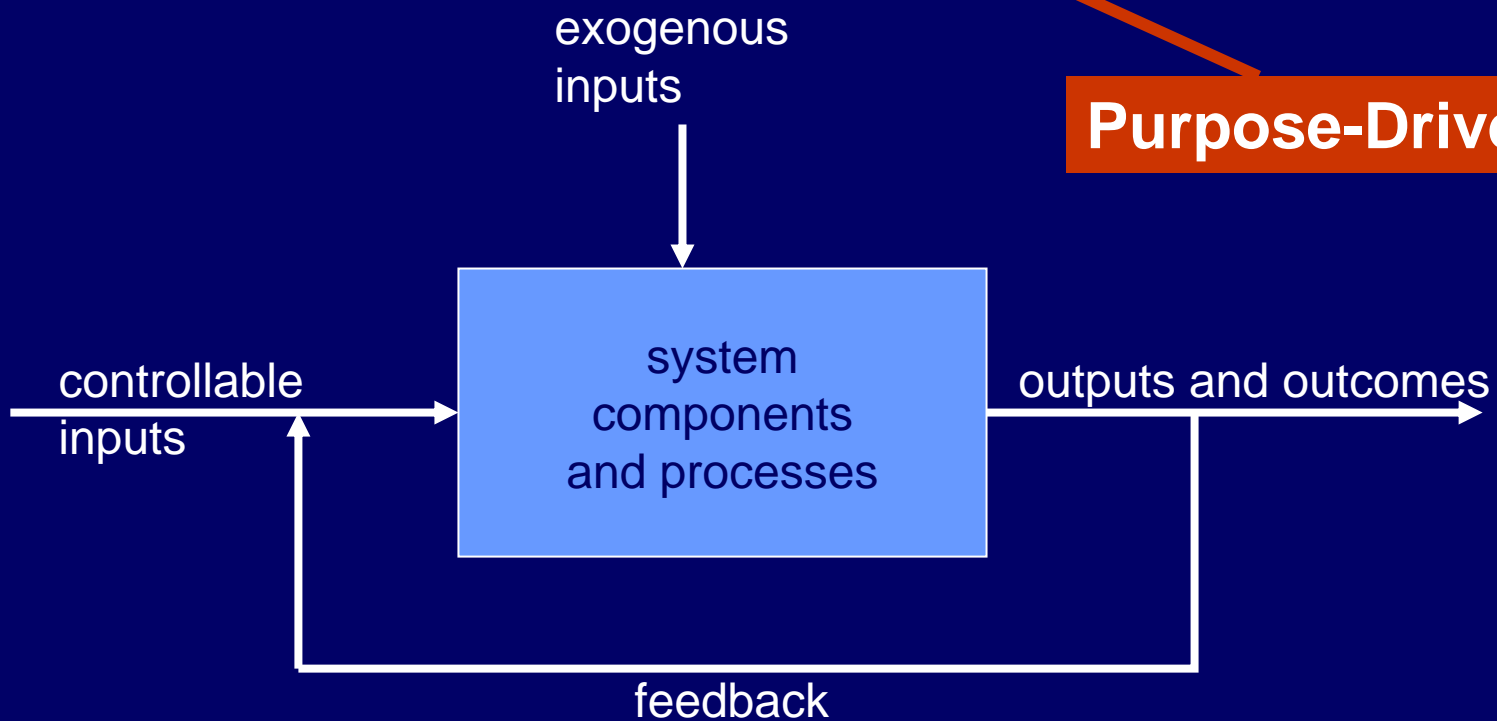


# Multi-level View of Systems



# What Is a System?

- organized set of interacting components working together to achieve a set of goals



# Purposes of Program Assessment System?



- helps programs and operations to improve
  - quality of assessment plans
  - assessment culture
- supports reaffirmation of accreditation
  - documentation
  - use of results
- informs the budget and planning processes
  - system structure



# How Do We Know the System Is Working?

- assess the assessment plans
  - basic content
  - quality of outcomes
  - quality of measures
- assess the system structure
- assess the assessment culture



# Assessing Assessment Plans: *Content*

- includes mission or purpose of program
  - states primary functions and activities
  - states why these are done (program purpose)
  - states stakeholders
- includes a sufficient number of outcomes
  - student learning outcomes (think, know, do)
  - program outcomes
- includes multiple measures for each outcome
  - direct measures
    - measurement using an exam of knowledge gained
  - indirect measures
    - student's perception of knowledge gain



# Assessing Assessment Plans: *Content*

## Individual assessment plan

<b>Content of Plan</b>	<b>Yes</b>	<b>No</b>
Describes purpose or mission of program		
Includes student learning outcomes		
Includes other program outcomes		
Includes 2 or more measures per outcome		

## Institution

<b>Content of Plans</b>	<b>Percent of Programs</b>
Describes purpose or mission of program	
Includes student learning outcomes	
Includes other program outcomes	
Includes 2 or more measures per outcome	



# Assessing Assessment Plans:

## *Quality of the Outcomes: SMART*

- **Specific**
  - clearly states the expected abilities, knowledge, values and attitudes
  - distinctive and specific to program
- **Measurable**
  - feasible to collect accurate and reliable data
- **Aggressive but Attainable**
  - reasonable stretch targets
- **Results-oriented**
  - focused on expected performance of students, not on teaching or academic processes
- **Time-bound**
  - indicates when the student should achieve the outcome



# Assessing Assessment Plans:

## *Quality of the Outcomes: SMART*

Quality of the Outcomes	Excellent 100%	Very good	Good 75%	Average	Poor 0%
Specific					
Measurable					
Attainable					
Results-oriented					
Time-bound					

# Program Assessment Measures

- written surveys and questionnaires
- exit and other interviews
- standardized exams
- locally developed exams
- student records
- focus groups
- portfolios
- simulations
- performance appraisals
- external examiner
- oral exams
- behavioral observations
- project evaluations

**direct measures:** direct examination or observation of student knowledge, skills, or attitudes against measurable learning outcomes

**indirect measures:** perceived extent or value of learning experiences



# Assessing Assessment Plans:

## *Quality of the Measures: MATURE*

- **M**atches
  - directly related to the outcome it is trying to measure
- **A**ppropriate methods
  - uses appropriate direct and indirect measures
- **T**argets
  - indicates desired level of performance
- **U**seful
  - measures help identify what to improve
- **R**eliable
  - based on tested known methods
- **E**ffective and **E**fficient
  - parsimoniously characterize the outcome



# Assessing Assessment Plans:

## *Quality of the Measures: MATURE*

Quality of the Measurement Methods	Excellent 100%	Very good	Good 75%	Average	Poor 0%
Matches the outcome					
Uses appropriate (direct and indirect) Approaches					
Includes <b>T</b> argets for achievement					
Produces <b>U</b> seful results					
Produces <b>R</b> eliable results					
<b>E</b> ffective and <b>E</b> fficient					

# Assessing the System Structure

- defined assessment model
  - mission, objectives, measures, results, use of results
- quality assurance process
  - continuous improvement of assessment process
  - feedback mechanism
- schedules and timelines for program assessment
  - frequency of submissions and reviews
- support for assessment
  - training, surveys, instructions, and consultations
- documentation system
  - paper-based or electronic
- appropriate linkages to budget and planning
  - loose or tight linkages, depending on institutional needs



# Assessing the System Structure

<b>Components of Assessment System</b>	<b>Complete</b>				<b>Non-existent</b>
Defined Assessment Model					
Provide Quality Assurance of the Process					
Schedules and Timelines					
Support for Assessment					
Documentation System					
Linkages to Budget and Planning					



# The Assessment Culture

- organizational culture
  - shared basic assumptions that have worked well enough to be considered valid and are seen as the “correct way”
- culture determines the “way we do business”



# Assessing the Assessment Culture: *SUCCESS*

- **S**incerity means people trust the process
- **U**sefulness means the process helps people
- **C**larity means people understand the process
- **C**ommitment means that leaders are supporters and people believe the process works to their advantage
- **E**nthusiasm means the people want to do it
- **S**ystemic and **S**ustainable means everyone is continuing to use it throughout the institution
- **S**upport means people are not on their own—help is available



# Assessing the Assessment Culture: *SUCCESS*

Assessing the Assessment Culture	Excellent	Very good	Good	Average	Poor
Sincerity and Integrity					
Usefulness					
Clarity of purpose					
Commitment and Leadership					
Enthusiasm					
Systematic and Sustainable					
Supported					



# Summary of “Is It Working?”

- assess the assessment plans
  - clearly defined content
  - **SMART** outcomes
  - **MATURE** measures
- assess the assessment structure
  - process, QA, timeline, support, documentation, link to budget
- assess the assessment culture
  - assessment **SUCCESS**



# Questions



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