

# Assessment in Higher Education: Enhancing Institutional Excellence

2020 Assessment Conference



J. Wayne Reitz Union & Hotel  
Thursday, March 12, 2020

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Institutional Assessment

Office of the Provost

# Welcome

On behalf of the Academic Assessment Committee, I welcome you to UF's fourth assessment conference, *Assessment in Higher Education: Enhancing Institutional Excellence*. Our presenters come from UF, Florida SUS member institutions, across the United States, and abroad. Each will share ways that data and information collected through the assessment process can be used to enhance the excellence of our programs and institutions.

The Academic Assessment Committee is the joint Senate committee that oversees academic assessment processes at the University of Florida. This committee not only reviews and approves Academic Assessment Plans (including Academic Learning Compacts, Student Learning Outcomes and Program Goals), but takes a leading role in developing and improving academic assessment processes at the institutional level.

Thank you for joining us today. Here is what we hope you will take away from this event:

- at least one good idea about assessment that you did not have before
- at least one question or matter you would like to learn more about
- at least one next step that you intend to take
- the contact information for at least one colleague with whom you may be able to collaborate about assessment

Sincerely,  
Timothy S. Brophy,  
Professor and Director of Institutional  
Assessment  
Chair, Academic Assessment Committee



Timothy S. Brophy

The Journal of Assessment in Higher Education, a collaborative publication of the George A. Smathers Libraries and the University of Florida Office of Institutional Assessment, presents its inaugural publication at <https://journals.flvc.org/assessment>

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We hope you will enjoy our first issue and submit your work for our next issue!



*The* Journal of Assessment  
*in* Higher Education

# Conference Program

## Breakfast & Conversation

8-8:45am

### Welcome

Rion Ballroom

Dr. Timothy S. Brophy, Professor & Director, Institutional Assessment

Dr. Erik Black, College of Medicine

Dr. Joseph Glover, Provost and Senior Vice President for Academic Affairs

### Keynote: Will Miller

8:45-9:30am

*Fostering Systemic Assessment and Data Capacity by Managing Process and Personalities*

Rion Ballroom

## Break: Visit Our Vendors

9:30-10am

### Concurrent Session 1 10:00-10:45am

Room 3315

Azizah Alogali,  
Nurah Alsaikhan

Leveraging the Power of Big Data and Analytics to Enhance the Assessment Process in Higher Education Institutions in Saudi Arabia

Room 3320

Shaun Boren, Sam  
Kennedy, Ja'Net  
Glover, Julia Vollrath

Using the UF Graduation Survey to Improve Student Success

Room 2360

Ellen Boylan

Tame the Beast: How a Simplified System of Annual Assessment Reporting Can Conquer the Complex Task of Academic Program Review

Room 2355

Paloma Rodriguez,  
Mary Kay Carodine,  
Timothy S. Brophy

Global Learning Gaps: The Impact of Ethnicity and Gender

Room 2365

Allison Laske

Focus on Progress and Not the Process: Create Connections Across Annual Assessments, Program Reports, and Strategic Planning to Decrease Duplication and Increase Impact.

Rion Ballroom

Frederick Burrack

Integrated Assessment: Programmatic Processes and Institutional Outcomes

**CONCURRENT SESSION 2 11:00-11:45am**

Rion Ballroom	Frederick Burrack	Improving Effectiveness of Assessment: Automated Data Collection and Reporting through Visualizations
Room 3315	Stephanie Calo	Improving the Pronunciation of English Language Learners
Room 3320	Kate Colello	Providing Catalytic Data Resources: Deciding what to Keep, Cut, and Tweak for Program Review
Room 2355	Jason Fromm, Petar Breitingner	Entrustable Professional Activities: Developing Tools to Foster Student Competency
Room 2365	Amanda Kulp, Chadwick Lockley, Matt Grandstaff	First-Generation Students' Expectations for College: A Culturally Responsive Assessment Project

**LUNCH 12 noon -1:00pm RION BALLROOM****CONCURRENT SESSION 3 1:00-1:45pm**

Rion Ballroom	Kelli Rainey	Enhancing the Data Environment on Campus
Room 3315	Laura Spears	The Role of the Library in the Academy: Results of the 2018 University of Florida Faculty Survey
Room 2355	Aaron Thomas	Identifying the Overconfident yet Incompetent in Medical Education through Measures of Metacognitive Accuracy
Room 2365	Melanie Wicinski	Assessing Assessment: Utilizing a Quality Enhancement Rubric to Improve Communication

**2:00-3:00 PM - DIALOGUE WITH THE PRESENTERS & VENDORS  
RION BALLROOM****CONFERENCE ENDS – 3:00 PM**



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# The Academic Assessment Committee

Melissa L. Johnson, Co-Chair, Honors Program

Erik Black, College Medicine

Laura Spears, George A. Smathers Libraries

Margaret Fields, College of Liberal Arts and Sciences

Teresa Mutahi, College of Liberal Arts and Sciences

Christine Voigt, English Language Institute

Avner Sidi, College of Medicine

Jinying Zhao, College of Public Health and Health Professions and College of Medicine

*Many of today's sessions are being recorded.  
The videos and presenter materials will be posted on  
the Institutional Assessment Faculty Resources Page  
as soon as they are available.  
<https://assessment.aa.ufl.edu> > Faculty Resources*

## With gratitude for their support:

Dr. Kent Fuchs, President

Dr. Joseph Glover, Provost

The Academic Assessment Committee

Faculty, College, Student, and Guest Presenters

Ann Greene, Executive Secretary, Office of the Provost

Dr. Lily R. Lewis, Director of Postdoctoral Affairs and Academic Affairs Communications

Our vendors – Watermark and Campus Labs

# Keynote Speaker 8:45am-9:30am

**Title:** *Fostering Systemic Assessment and Data Capacity by Managing Process and Personalities*

**Speaker:** Will Miller

**Location:** Rion Ballroom



**William Miller**

## **Abstract:**

In a recently published joint statement, AIR, NACUBO, and EDUCAUSE noted that “Analytics can save higher education. Really.” While the potential power of data and analytics has been largely known across higher education, we still lack a sophisticated history of harnessing these tools in the way other industries have. For analytics to truly live up to its proclaimed potential, we need to build and maintain a cross-campus capacity for assessing and understanding data. If our self-identified success measures include things like graduation rates, career placements, and licensure passage, we need to be able to assess what students learn and where they learn it. Likewise, we need to know the value of data and be willing to engage meaningfully with our findings. How do we create processes that allow individuals with different personalities and skills to feel the true value of engaging with assessment and data for more than merely satisfying a regional accrediting body? In this address, I will offer some suggestions in response to these questions.

## **Biography:**

**Dr. Will Miller** is Executive Director of Institutional Analytics, Effectiveness, and Strategic Planning at Jacksonville University. At JU, he serves as SACSCOC Liaison and oversees all aspects of institutional assessment, research and strategy. Prior to Jacksonville, Dr. Miller served as Assistant Vice President of Campus Adoption at Campus Labs, a higher education technology and consulting firm. During his time at Campus Labs, Dr. Miller leveraged data best practices to help campuses across the globe make strategic, data-informed decisions. He previously held faculty positions in political science at Notre Dame, Ohio University, Southeast Missouri State, and Flagler College.

# Concurrent Session 1: 10:00am-10:45am

**Title:** Leveraging the Power of Big Data and Analytics to Enhance the Assessment Process in Higher Education Institutions in Saudi Arabia

**Presenters:** Azizah Alogali, Nurah Alsaikhan

**Location:** Room 3315

## **Abstract:**

The purpose of this session will be to inform educators on how they can make use of data analytics to enhance both academic and assessment excellence amongst learners. The engagement aspect will be through a research presentation whereby the research questions, methodology, results, and the impact of the results on enhancing excellence will be fully presented to the audience. The contents of this presentation will be fit for any type of audience within the realms of higher education regardless of their level of experience. Generally, the session will be challenging the current status quo in educational assessment whereby educators are solely making use of the outcomes of an assessment to determine the extent with which students have been learning. However, this outcome assessment does not tell us why students are not learning or how they can be assisted. Therefore, with the use of data analytics, it is possible to go beyond the quantitative aspects of what students have been learning and understand other contributing factors towards their assessment outcomes. This is important as educators will be able to realize the root cause of problems and address them in an effective and efficient manner. This topic is timely since the Higher education graduation rates have significantly decreased over the last decade with the performance of students also relatively declining despite multiple interventions to bolster them.

## **Biography:**

**Azizah Alogali**, Ph.D, Educational Leadership and Masters Education Policy, Higher Education Administration, and Program Evaluation . I have worked as a professor in Saudi university and also as a Saudi government consultant in quality assurance and development of college systems. Currently, I am working in the quality assurance department whereby, in collaboration with other members, we assess and recommend the most appropriate teaching materials and approaches in both vocational colleges and universities.

**Nurah Alsaikhan**, Ph.D and Master in Higher Education Administration. This has qualified me in leading roles at King Saud University. I have been appointed as head of student counseling unit previously. Currently, I am working in the quality assurance unit at research center at King Saud University. I have attained to student welfare and different needs. I also have been a member with several committees that mainly focus in enhancing research in university. I'm interested in assessment, evaluation quality assurance and development of different college systems.

# Concurrent Session 1: 10:00am-10:45am

**Title:** *Using the UF Graduation Survey to Improve Student Success*

**Presenter:** Shaun Boren, Sam Kennedy, Ja'Net Glover, Julia Vollrath

**Location:** Room 3320

## **Abstract:**

During this interactive presentation, participants will learn about the University of Florida's Graduation Survey and what our graduating students are really telling us from their survey submissions. Learn how one office uses the survey results to support student success. Additionally, participants will learn how to utilize the interactive Tableau dashboard to answer such questions as: where are they going? What industries are they working in? Does their internship experience really make a difference? Finally, participants will leave with ways they can utilize the survey results in their own assessment work.

## **Biography:**

**Shaun Boren** directs Student Affairs Assessment and Research in its mission to champion a culture of evidence-based decision making for the Division of Student Affairs. **Sam Kennedy** is an Assistant Director with Student Affairs Assessment and Research, having begun working within UF's Division of Student Affairs in 2015 as a full-time assessment practitioner in the Career Connections Center. **Ja'Net Glover** is the Senior Director for Career Services, overseeing 33 full-time professionals and providing oversight for a centralized center serving more than 52,000 students. **Julia Vollrath** is the Career Connections Center Associate Director for Operations and Engagement, supervising staff members who provide customized career development opportunities and industry connections for UF students through partnerships with our colleges.

# Concurrent Session 1: 10:00am-10:45am

**Title:** *Global Learning Gaps: The Impact of Ethnicity and Gender*

**Presenters:** Paloma Rodriguez, Mary Kay Carodine, Timothy S. Brophy

**Location:** Room 2355

**Abstract:**

This session discusses the advantages of approaching global learning programs with a nuanced understanding of how gender and ethnicity may impact students' attitudes, beliefs, and behaviors. As part of the assessment plan of the QEP, the University of Florida developed an instrument to measure student attitudes, beliefs, and behaviors in regard to global awareness and intercultural communication. Since 2014, the survey has been administered every year to a representative sample of undergraduate students. Our analysis of the compiled data for the period of 2014-2019 has produced significant findings, and presenters will introduce the instrument that the University of Florida developed to conduct this analysis and inform participants on how they can use it free of charge as a campus climate or study abroad survey.

**Biographies:**

**Paloma Rodriguez** is the Director of Global Learning at the University of Florida International Center, where she leads faculty development, curriculum internationalization, and integrative global learning initiatives, including career integration and ePortfolio support programming. Rodriguez holds an M.A. in Classical Studies from the Universidad Complutense of Madrid, an M.A. in Applied Linguistics from the University of South Florida, and she is a Ph.D. candidate in Classical Civilization at the University of Florida.

**Mary Kay Schneider Carodine**, Ph.D. is the Assistant Vice President for Student Affairs at the University of Florida. She works with student success initiatives including the career center, first-generation/low income student success, and the disability resource center. She leads the diversity, equity, and inclusion efforts for student affairs. She has prior experience with student involvement, multicultural affairs, leadership, community service, orientation, and dean of students office. Her student affairs-related publications are in the domains of supporting students of color and other marginalized identities as well as leadership and service learning. She earned her Ph.D. from the University of Maryland, masters' degrees from Bowling Green State University and bachelors' degrees from The Pennsylvania State University.

**Timothy S. Brophy** is Director of Institutional Assessment and professor of music education at the University of Florida. Dr. Brophy joined the UF faculty in 2000 and has served as UF's Director of Institutional Assessment and SACSCOC liaison since 2011.

# Concurrent Session 1: 10:00am-10:45am

Title: *Tame the Beast: How a Simplified System of Annual Assessment Reporting Can Conquer the Complex Task of Academic Program Review*

**Presenter:** Ellen Boylan

**Room:** 2360

**Abstract:**

Producing an Academic Program Review can be as daunting as writing a dissertation. The burden can be eased, this presenter proposes, by breaking up the major components of an academic program review into individual blocks of annual reporting that come together after a period of years in a comprehensive, dynamic report that conveys currency, foresight, and agility at the core. This approach and rapid response to conditions uncovered by yearly dives into program outcomes and operations improves prospects for student learning and continuous improvement, especially from the perspective of accreditation bodies. Preserving faculty time and interest matters, too, since their commitment is key. The model for reporting described here is simple and uses low-cost technology readily available to any institution. The session covers: creating the model, involving faculty in crafting templates, conducting pilots, and making the system operational. Participants will practice applying this approach to their home assessment operations.

**Biography:**

**Ellen Boylan** is Director of Academic Assessment at Saint Leo University and member of a top-notch team of assessment and institutional research professionals in higher education. Prior to obtaining her Ph.D. from Marywood University, Dr. Boylan received her Master's Degree in Communication from Cornell University and Bachelor's Degree in Marketing from Boston College. Her enduring research interest is assessment of institutional mission as it is manifest in the learning environment. Currently, at Saint Leo University, Dr. Boylan's primary professional motivation is to make assessment easier and more purposeful for faculty, and in turn, promote student success.

# Concurrent Session 1: 10:00am-10:45am

*Title: Focus on Progress and Not the Process: Create Connections Across Annual Assessments, Program Reports, and Strategic Planning to Decrease Duplication and Increase Impact.*

**Presenters:** Allison Laske, Justin Rose

**Room:** 2365

## **Abstract:**

Strategic planning, annual assessment reports, and outcome achievements can seem like isolated, disconnected processes where much of the campus is consumed by due dates and report deadlines. In this session participants will learn how to change the narrative on campus by embedding connections across each Plan to facilitate a streamlined assessment process, thus allowing for more time spent on Closing the Loop and the analysis of data to truly drive change and impact across campus. We will explore how Southeastern University worked to focus institutional strategic planning on student success, including strategies that generated buy-in, visibility, and engagement from all university departments and how they leveraged the Campus Labs Planning platform to streamline, document, and report on progress and achievements.

## **Biographies:**

**Allison Laske** provides consultation for campuses aiming to streamline continuous improvement processes connected to strategic planning, student learning outcome assessment and accreditation at Campus Labs. Within her role, her work is focused within the SACSCOC region, where she supports member campuses through their current partnership with Campus Labs. With over a decade of higher education experience, she has a background working with various at-risk students through advisement, early-alert detection and learning support. Through her on campus work, she was closely tied to student success and retention initiatives, student development and institutional effectiveness. Allison has her Masters degree in Post-secondary Higher Education from Syracuse University and a Bachelor of Science in Business Administration from the University at Buffalo.

**Justin Rose** is Director of Institutional Effectiveness at Southeastern University in Lakeland, FL. Justin leads academic and administrative assessment and strategic planning at the University. This includes working with leadership to develop learning outcomes associated with planning, implementing, and analyzing assessment measures. Justin's team develops business intelligence dashboards from key assessment data to inform decision-making, and conducts institutional research and reporting. The Office of Institutional Effectiveness also directs the Academic Program Review and 5-year Academic Plan cycle and delivers educational curricula and opportunities to academic and administrative stakeholders on subjects ranging from student success to regional accreditation to ensure continuous institutional improvement.

# Concurrent Session 1: 10:00am-10:45am

**Title:** Integrated Assessment: Programmatic Processes and Institutional Outcomes

**Presenter:** Frederick Burrack

**Location:** Rion Ballroom

## **Abstract:**

This session focuses on managing the interplay of programmatic and institutional assessments in ways that promote disciplinary autonomy and authenticity of learning outcomes. The presenters will demonstrate processes through which course-based assessments are used to document student learning for programmatic learning outcomes while also aligning to institutional data needs and the interaction of student learning data with Institutional Effectiveness (IR) data. Examples of processes and technologies will be shared that effectively and efficiently integrate data from a variety of sources for seamless use in a large research institution. These initiatives were fully implemented in 2015 with enhancements documented in the years since. Authentic examples of learning outcomes, measures, results, and program improvements produced within this paradigm will be included. This session is intended for assessment coordinators and program leaders. It provides a contextual example of how course-base assessment data connects to institutional outcomes and how an institutional assessment office can support authentic program assessment processes. Participants will learn about specific strategies that effectively foster a culture of assessment at their institutions.

## **Biography:**

**Frederick Burrack**, Ph.D. is the Director, Office of Assessment, Distinguished Graduate Faculty at Kansas State University. He joined the Kansas State music faculty as a music education specialist in Fall 2005 and became Director of Assessment in 2008. Dr. Burrack's research interests include student learning processes and assessment of learning, cross-disciplinary instruction, and instructional thought development. He guides professional development seminars across the United States and internationally, has numerous publications in education and assessment journals, and is currently working on a three-year project to assist universities in Taiwan in improving assessment practices.

# Concurrent Session 2: 11:00am-11:45am

**Title:** Improving Effectiveness of Assessment: Automated Data Collection and Reporting through Visualizations

**Presenter:** Frederick Burrack

**Location:** Rion Ballroom

**Abstract:**

This session will describe results from interviews conducted with faculty on technologically enhanced assessment processes, observations of assessment practice revisions, and use of data for program improvement. Technology enhancements included collecting course-based student learning assessment data through an LMS and creating reports using data visualizations. Resulting impacts on programmatic assessment processes, enhancements of analysis and attitudes toward assessment, and consequential improvements in assessment processes, instructional strategies, and student learning will be shared. This study provides a framework for understanding the development, integration, administration, and impact of automating assessment data collection and reporting through visualizations. Content is intended for assessment coordinators and those advanced in understanding of assessment processes. The focus area is Data Analysis and Use to provide ways that assessment data can enhance analysis to yield meaningful information and the ways are higher education professionals effectively use this information to improve teaching, learning and the student experience. With constant technological change, results from an effective integration of automation and visualization provides useful guidance allowing transfer to a variety of settings and instructional contexts.

**Biography:**

**Frederick Burrack**, Ph.D. is the Director, Office of Assessment, Distinguished Graduate Faculty at Kansas State University. He joined the Kansas State music faculty as a music education specialist in Fall 2005 and became Director of Assessment in 2008. Dr. Burrack's research interests include student learning processes and assessment of learning, cross-disciplinary instruction, and instructional thought development. He guides professional development seminars across the United States and internationally, has numerous publications in education and assessment journals, and is currently working on a three-year project to assist universities in Taiwan in improving assessment practices.

# Concurrent Session 2: 11:00am-11:45am

**Title:** Improving the Pronunciation of English Language Learners

**Presenter:** Stephanie Calo

**Location:** Room 3315

**Abstract:**

Improving the Pronunciation of English Language Learners discusses the effectiveness of perceptual training with English for Speakers of Other Languages (ESOL), for both the perception and production of specific problematic vowels. It primarily compared students who received both explicit pronunciation instruction and perception training with a second group that only received explicit pronunciation instruction. There will be two main forms of assessment distributed throughout the study: identification tasks and recordings. The identification tasks will assess students' ability to perceive different vowel sounds. The recordings will be used to assess students' gains in production. The researcher will use Praat, a free computer software package for speech analysis, to obtain the formant measures of the pre- and post-test production data. By measuring the formants, the researcher will determine if the participants approximate more native like vowels. The assessments will determine which 6-week pronunciation curriculum is more effective. Furthermore, it will decide what modifications if any, need to be made. Depending on the results, it will suggest how materials and training can be made more readily available to ESOL instructors.

**Biography:**

**Stephanie M. Calo** is a PhD candidate in the Department of Linguistics at the University of Florida. Her research focuses on second language acquisition of English, with a particular interest in curriculum design and phonetics/phonology.

# Concurrent Session 2: 11:00am-11:45am

**Title:** Providing Catalytic Data Resources: Deciding what to Keep, Cut, and Tweak for Program Review

**Presenter:** Kate Colello

**Location:** Room 3320

## **Abstract:**

In Assessment offices, we guide others through a critical look at their programs, but how often do we turn the magnifying glass onto our program? This session shows how an Academic Program Review process was improved using quantitative research techniques. A great deal of time and energy are expended to generate relevant data for programs' use in program improvement. We have found that provided data goes unused. How can you decide which sources to continue providing, tweak, or cut entirely? Participants will make a plan for evaluating the data they provide. We'll address questions like: Which data act as the biggest catalysts for programmatic change? Discover which data should be inciting action, but generally doesn't inspire much change. This process of inquiry results in more efficient and purposeful support for programs. This session can help anyone that is involved in the Program Review process at an institution, but is more suited for those involved behind the scenes in producing data for or organizing the process for others.

## **Biography:**

**Kate Colello's** core belief is that a positive learning environment for students and teachers is critical to academic success in higher education. As the Assessment Analyst at Saint Leo University, she is committed to supporting the development of actionable evidence to improve teaching and program design. Kate's assessment practice is enhanced by her masters degree in Curriculum & Instruction and solid background and experience in pedagogical best practices gained in the classroom. She has a passion for working with data and solving problems.

# Concurrent Session 2: 11:00am-11:45am

**Title:** Entrustable Professional Activities: Developing Tools to Foster Student Competency

**Presenters:** Jason Fromm, Petar Breitinger

**Location:** Room 2355

## **Abstract:**

Entrustable Professional Activities (EPAs) are becoming a paradigm in competency-based education. EPAs are defined as, "tasks or responsibilities that can be entrusted to a trainee once sufficient, specific competence is reached, (ten Cate, 2013, J Grad Med Educ, p. 6). EPAs are not replacements or revisions of existing competencies that are essential elements of evaluation and accreditation. Instead, they translate a learners discrete skills into practical tasks that are the foundation for clinical readiness. EPAs bridge the gap between faculty's perception of student competency and the applied skills necessary to enter the work force. At the University of Florida, School of Physician Assistant Studies. We have incorporated EPAs throughout our didactic and clinical curricula, promote student competence by:

- Confirming readiness to begin clinical practice;
- Utilizing EPAs in student self-evaluation, reinforcing life-long learning skills; and,
- Associating EPAs with measurable outcomes to meet program defined expectations.

EPAs are increasingly used in medical fields, however, the presenters feel this concept can be adapted to measure competency in any profession. The focus of this workshop is to guide participants in curricular integration of EPAs. Participants will explore EPA integration through interactive scenarios, student mentoring activities and discussion.

## **Biographies:**

**Jason Fromm, MD.**, is a physician and educator working with Physician Assistant students for 15 years. His clinical work is as an Academic Hospitalist. He has spoken nationally on Entrustable Professional Activities (EPAs) at educational and assessment conferences. He is a multiple winner of the College of Medicine's Exemplary Teacher Award, and has clinical interests in palliative care and medical professionalism.

**Petar Breitinger, MPAS, PA-C** is the Director of Clinical Education at the University of Florida School of Physician Assistant Studies. He is a multiple winner of the school's Academic Instructor of the Year Award. He has delivered numerous presentations at the national level. He is a member of the Interdisciplinary Education Committee, and an item writer for PAEA Exams in Family and Internal Medicine.

# Concurrent Session 2: 11:00am-11:45am

**Title:** *First-Generation Students' Expectations for College: A Culturally Responsive Assessment Project*

**Presenter:** Amanda Culp, Chadwick Lockley, Matt Grandstaff

**Location:** Room 2365

## **Abstract:**

This session will share how the University of North Florida engaged in a culturally responsive assessment project in an effort to understand the needs and expectations of first-generation students. At UNF, first-generation students have parents or guardians who did not graduate with a four-year degree, and many are the first in their families to attend college. The project was focused on incoming first-year students' responses to the Beginning College Survey of Student Engagement. We will share the strategies we used to design and carry out the project, which has had a phenomenal response from the campus community. Strategies include:

- 1 )collecting individuals across the institution, horizontally and vertically
- 2 )developing a shared conceptual framework to hold analyses accountable
- 3 )framing efforts as inquiry to position participants as explorers
- 4 )creating opportunities for iterative, frequent dialogue
- 5 )sharing findings broadly, clearly, and visually

This session responds to recent national imperatives from the American Association of Colleges and Universities (AAC&U) and the National Institute of Learning Outcomes Assessment (NILOA) on incorporating equity into assessment practice. It provides faculty and staff with practical strategies for approaching an inquiry-based assessment project focused on first-generation students, a population which campus stakeholders and the research literature have a tendency to view from a deficits-based, deterministic lens.

## **Biographies:**

**Amanda M. Kulp, Ph.D.**, Director, Office of Assessment, University of North Florida. Amanda Kulp has been at UNF since 2017. She leads student learning outcomes assessment and oversees institutional surveys. Dr. Kulp has worked in assessment, accreditation, and institutional research for the past 13 years at various types of higher education institutions.

**Chadwick Lockley, M.S.**, Assistant Director for Academic Programs, University of North Florida. Mr. Lockley has been at UNF since 2016, and works with faculty and staff to develop new degree proposals, provides program review guidance, and reviews faculty credentialing files.

**Matt Grandstaff, M.S.**, Institutional Effectiveness Specialist, Office of Institutional Research. Mr. Grandstaff has been at UNF since 2017. He serves a dual role between the Office of Assessment and the Office of Institutional Research, working on survey administration, data requests, and assisting with ad hoc projects.

Lunch is served!

Rion Ballroom

12pm to 1pm

# Concurrent Session 3: 1:00 pm-1:45 pm

**Title:** *Enhancing the Data Environment on Campus*

**Presenter:** Kelli Rainey

**Location:** Rion Ballroom

**Abstract:**

Successfully using data for informed decision making requires a deep understanding of the data environment on campus. In this session, we discuss how to map data to processes and documents on campus, such as strategic planning, program review, curriculum design, retention initiatives, performance management, and resource allocation. We'll explore how those connections can nurture a true sense of campus community, assist with prioritization on campus, and prepare for using leading and lagging indicators to measure future success.

**Biography:**

**Kelli S. Rainey**, Ed.D., provides specialized consultation for campuses eager to implement organizational strategies that ensure institutional vitality and works with campuses on strategic planning, accreditation preparation and assessment planning. With two decades of higher education experience, she has an extensive background in enrollment management, student development, and institutional effectiveness. Previous to joining Campus Labs in 2019, she provided strategic leadership in a dual role as vice president for academic and student support services and chief operating officer for institutional effectiveness at Johnson C. Smith University, where she formerly served as dean of academic support services, institutional accreditation liaison, and director of the office of institutional planning, assessment, effectiveness and research. She holds a doctorate in higher education and organizational change from Benedictine University and a graduate certificate in institutional research from The Pennsylvania State University. She earned a masters degree in applied psychology with a concentration in industrial and organizational development from Fairfield University and a bachelors degree from Lynchburg College.

# Concurrent Session 3: 1:00 pm-1:45 pm

**Title:** *The Role of the Library in the Academy: Results of the 2018 University of Florida Faculty Survey*

**Presenter:** Laura I. Spears

**Location:** Room 3315

## **Abstract:**

The George A. Smathers Libraries (Libraries) participated in the 2018 cycle of Ithaka S+R (Ithaka) Faculty Survey. Ithaka is a national academic library research consultant. The survey launched on October 22, 2018 and concluded on November 30, 2018, running for five weeks and collected faculty feedback on searching for information, scholarship and publishing, instruction practices and values and the primary role of the Libraries. Of over 5700 potential respondents from 18 different faculty groups, the 56-question survey yielded a total of 777 responses for a participation rate of 13.5%.

Results of faculty perceptions include a focus on research dissemination; the need for data management support; continued reliance on the Libraries for quality resources and information literacy and research instruction; and a greater awareness and concern for students' affordable education options. The Libraries have opportunities to increase awareness of services and resources, and focus interaction with faculty in areas of scholarship dissemination and collaborative affordability initiatives. The Libraries continue to be the starting point for information discovery and the designated unit that procures resources. This presentation will focus on the details of the key findings, areas of opportunity for the Libraries and comparisons to the Carnegie Doctoral University peer group.

## **Biography:**

**Laura I. Spears**, PhD. ([laura.spears@ufl.edu](mailto:laura.spears@ufl.edu)) is the Director of the Assessment Program and Associate University Librarian with the University of Florida Libraries. Her job responsibilities include examining a variety of library data to examine library impact on the life of all types of library users. Her research examines library value in funding advocacy and values assessment in academic libraries. Recent publications focused on usability studies of unique library partnerships, overnight library use perceptions, academic research ethics and use of Appreciative Inquiry in CoLAB Workshops. Laura works closely with the Academic Assessment Committee to establish and expand the Smathers Libraries' impact.

# Concurrent Session 3: 1:00 pm-1:45 pm

**Title:** *Identifying the Overconfident yet Incompetent in Medical Education through Measures of Metacognitive Accuracy*

**Presenter:** Aaron Thomas

**Location:** Room 2355

## **Abstract:**

In practice, learning analytics as a descriptive tool often focus upon academic performance metrics such as test scores, grades, and trace data. The data and reporting of learning analytics is immediate and supports just-in-time interventions. While these metrics can be extremely powerful for student support and course design, metacognitive measures that assess the accuracy of student predictions of learning are also important measures to introduce into the learning analytics ecosystem since cognizance of deficits in specific competencies supports self-regulatory learning processes whereby learners employ specific learning strategies to address identified deficits. In unstructured learning contexts commonly found in medical and health professions education during rotations, metacognitive monitoring accuracy is essential where learners bear the burden of meeting competencies for rotations that vary significantly in difficulty and complexity. Identifying health professions students who are both overconfident and incompetent supports program quality but can also act as a tool to protect the general public from students who may need immediate coaching or removal from rotations.

The following presentation describes efforts at the University of Florida's College of Pharmacy to deploy both academic performance and metacognitive monitoring metrics in a medical and health professions context.

## **Biography:**

Aaron O. Thomas, Ph.D., is Analytics and Evaluation Principal at the University of Florida's College of Pharmacy. He provides consulting in the area of educational research methods and design, learning and program analytics, and quantitative methods.

# Concurrent Session 3: 1:00 pm-1:45 pm

**Title:** *Assessing Assessment: Utilizing a Quality Enhancement Rubric to Improve Communication*

**Presenter:** Melanie Wicinski, Kiwanis Burr

**Location:** Room 2365

## **Abstract:**

While Florida A&M University has a strong history of assessment compliance, which includes the development of detailed assessment plans; linkages to all University, College/School, and Department strategic plans, as well as specialized accreditation standards; and the collection of data to support assessment activities. Despite this strong foundation, the Office of University Assessment (OUA) recognized the need to shift focus to the quality of assessment, while maintaining a strong compliance framework. This session will describe the development, validation, and implementation of the STARS Assessment Rubric; how it replaced a Met/Not Met compliance framework and less comprehensive rubric; and how it was used to improve communication between the Office of University Assessment and assessment stakeholders. The rubric, which was piloted in 2018-19 academic year, will be used annually to rate all plans and reports and provide feedback to each reporting unit (Academic and Educational Support Units, Instructional Programs, and Deans Assessments). Participants will be given the opportunity to rate plans and reports using the rubric and provide feedback about its ease of use.

## **Biographies:**

**Melanie Wicinski** is the Director of the Florida A&M University Office of University Assessment. She has worked in the assessment field for five years -- first with the University of South Florida before she transitioned to FAMU in 2018. She earned her PhD in Curriculum and Instruction, Adult Education from University of South Florida; Masters in Education from University of Florida; and a Bachelor of Science from Florida State University. She is an Assistant Editor with the Journal of Global Education and Research. In her free time, she volunteers as a Guardian Ad Litem and spends time with her husband and son watching college sports.

## **Kiwanis Burr**

Kiwanis Burr is the Assistant Director of the Office of University Assessment (OUA) at Florida A&M University. Kiwanis graduated from FAMU in Spring 2005 and attended the University of Florida to pursue a PhD in Higher Education Administration with a concentration in Research Methodology. Ms. Burr provides assistance to the FAMU community regarding assessment, in addition to collaborating with the Director of University Assessment to strategically enhance the culture of assessment at FAMU.

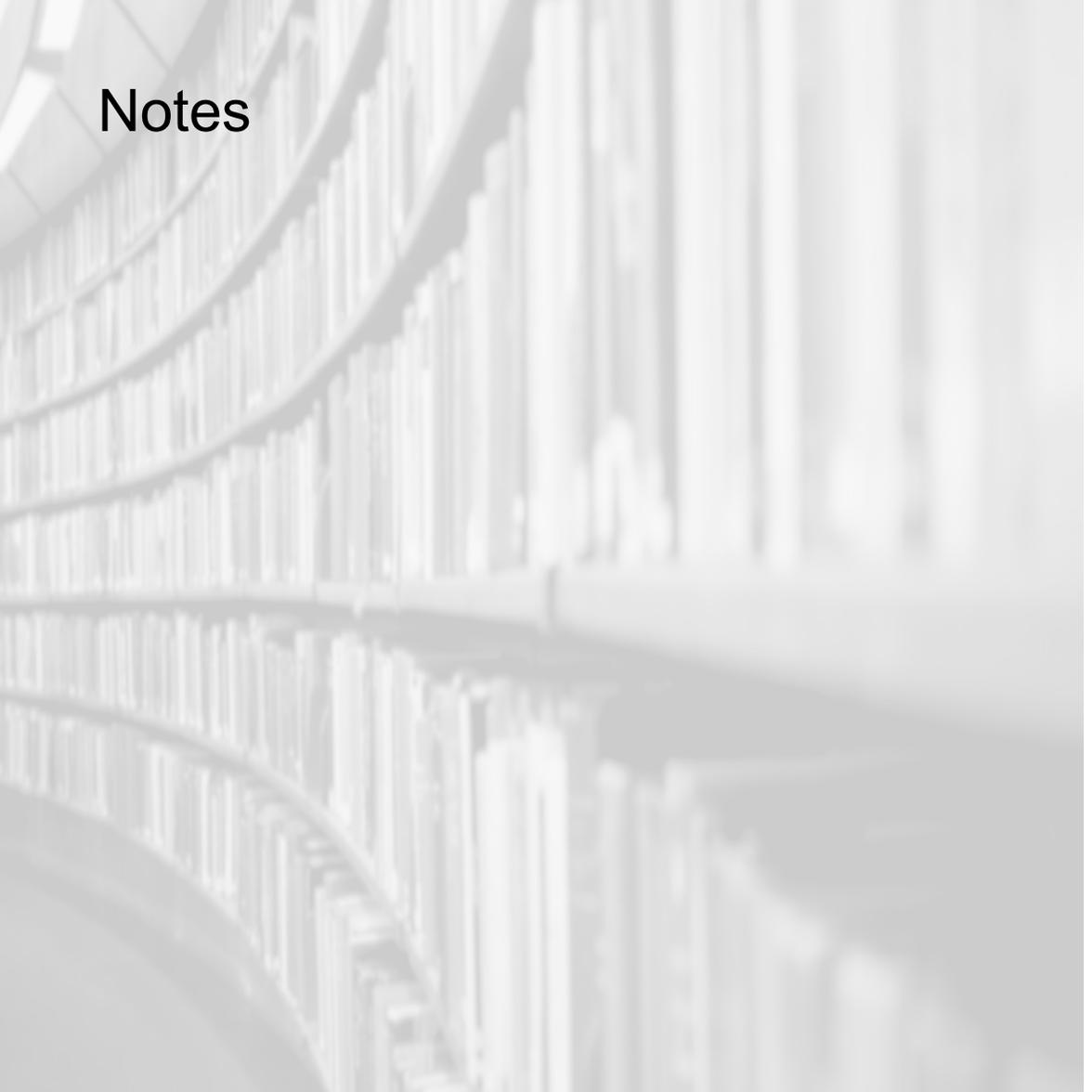
# Notes



# Notes

The background of the page is a grayscale photograph of a library. It features multiple rows of curved bookshelves that recede into the distance. The shelves are densely packed with books, their spines creating a rhythmic pattern of vertical lines. The lighting is soft, highlighting the texture of the book covers and the depth of the aisles.

# Notes



# Schedule at a Glance

*University of Florida 4<sup>th</sup> Assessment Conference*

*March 12, 2020*

8:00am	BREAKFAST - RION BALLROOM
8:45am	Keynote Address, Dr. William Miller
9:30am -10:00am	Visit our Vendors
10:00-10:45am	Concurrent Session 1
11:00-11:45am	Concurrent Session 2
12-1pm	LUNCH - RION BALLROOM
1:00pm-1:45pm	Concurrent Session 3
2:00-3:00pm	DIALOGUE WITH THE PRESENTERS AND VENDORS - RION BALLROOM
3:00pm	CONFERENCE ENDS