



**Assessment in Higher Education:
Enhancing Institutional
Excellence**

UF | UNIVERSITY *of*
FLORIDA

March 26th, 2021

Welcome

Welcome

On behalf of the Academic Assessment Committee, I welcome you to UF's 5th annual assessment conference, *Assessment in Higher Education: Enhancing Institutional Excellence*. Our presenters come from UF, Florida SUS member institutions, and from across the United States.

Our keynote today presents an overview of the work we are doing at UF to address fairness and equity in assessment. UF's Fairness and Equity in Assessment Task Force, led by Dr. David Miller, Dr. Teresa Mutahi, and Dr. Corinne Huggins-Manley, has been working since early February. We are pleased that Dr. Miller and Dr. Huggins-Manley are able to share the good work of this committed group with all of us today. Following the keynote, you will choose from the excellent presentations offered in four concurrent sessions in the revolutionary Remo platform.

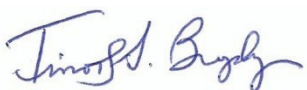
The Academic Assessment Committee is the joint Senate committee that oversees academic assessment processes at the University of Florida (members listed below). This committee not only reviews and approves Academic Assessment Plans (including Academic Learning Compacts, Student Learning Outcomes and 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

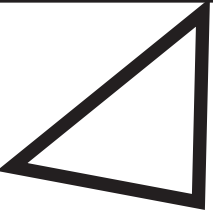
Enjoy your day with us!

Sincerely,



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





The Journal of Assessment in Higher Education is an open-access, semi-annual publication that presents articles on current philosophy, research, teaching, learning and scholarship in higher education assessment. Articles represent multiple institutional contexts, perspectives, and issues that enable a dynamic and iterative exchange about the practice, successes and concerns that assessment in higher education reveal.

JAHE | *The Journal of Assessment
in Higher Education*

Journal Editors:

Laura I. Spears, George A. Smathers Libraries
Timothy S. Brophy, Office of the Provost

Conference Program

8:45am – 9:00am	Welcome from President Kent Fuchs, University of Florida Dr. Timothy S. Brophy, Director, Institutional Assessment	
9:00am – 9:45am	Keynote Address: Fairness and Equity in Assessment at the University of Florida David Miller and Corinne Huggins-Manley, University of Florida	
9:45am – 10:00am	Break	
10:00am – 10:45am	Concurrent Sessions- Session 1	
	Enhancing Student Metacognitive Strategies for Assessment and Learning Success Divya Bheda	Breakout Room 1
	Equity and Ethical Imperatives: Assessment and Unintended Consequences Natasha Jankowski	Breakout Room 2
	Engaging Undergraduate Students In Program Assessment Christina Wan, Casey Chaviano, Amara Anderson	Breakout Room 3
	Lessons Learned: Curriculum Map as an Assessment Tool Paul J. Antonellis, Jr.	Breakout Room 4
	Using Regression to Evidence Contributions to Academic Success Shaun Boren, Marty Dempsey, Ellu Li	Breakout Room 5
10:45am – 11:00am	Break	
11:00am- 11:45am	Concurrent Sessions - Session 2	
	Aligning and Reframing Assessment across Academic Levels Sarah G. Buxbaum, Torhonda C. Lee, Rima Tawk, Kellie O’Dare Wilson	Breakout Room 1
	Fairness and Equity in Higher Education Assessment Jerri-ann Berry Danso, Corinne Huggins-Manley	Breakout Room 2
	A Better Way to Assess High Impact Practices Rajeeb Das	Breakout Room 3
	Divergent Writer Development in College David Eubanks	Breakout Room 4
	Assessing Student Learning in the Era of COVID-19: How Faculty Assessors, Student Assessors, and Zoom Helped FGCU Respond Pro-Actively to the Pandemic Charles (Billy) Gunnels, Brenda Thomas, Emily Vallier, Melodie Eichbauer, & Tunde Szecsi	Breakout Room 5
11:45am – 1:00pm	Lunch Break	
1:00pm – 1:45pm	Concurrent Sessions -Session 3	
	Strategic Directions -> Data -> Analysis -> Action on DEIJ Brian Keith, Jason Heckathron, Twanna Hodge, Valrie Minson, Bonnie Smith and Laura Spears	Breakout Room 1

Conference Program

	Earning Faculty Buy In with SAM (Simplify, Automate and Motivate) Michael LaBossiere	Breakout Room 2
	Authentic Assessment in Language Learning Gillian Lord	Breakout Room 3
	Cathartic Assessment: Discussion-Based Planning and Reporting during a Pandemic Will Miller	Breakout Room 4
	AEFIS. Weird name. Easy Assessment Evaluation. Tom Dvorske and Jake Morrow	Breakout Room 5
1:45pm - 2:00pm	Break	
2:00pm-2:45pm	Concurrent Sessions - Session 4	
	Faculty-Driven General Education Program Assessment: Strategies for Effective Development and Implementation Melody Bowdon, Rose Beiler, Lindsay Neuberger	Breakout Room 1
	What do Employers Want? How to Infuse Essential Skills into your Curriculum and Make Your Graduates POP! Dr. Andrea Barra and Dr. Cara Smith	Breakout Room 2
	"Abandon hope all ye who enter here?" Equitable Assessment in Dante Studies Mary Watt	Breakout Room 3
	Assessing Assessment: Utilizing a Rubric to Improve Assessment and Communication Melanie Wicinski and Kiwanis Burr	Breakout Room 4
	Improving Student Success in Chemistry Melanie Veige and Tim Young	Breakout Room 5
2:45pm - 3:00pm	Concluding Remarks Timothy S. Brophy, Director, Institutional Assessment	

Committee and Support

2020-21 Academic Assessment Committee

Erik Black, College of Medicine and College of Public Health and Health Professions

Melissa Johnson, University Honors Program

Moon J. Lee, College of Journalism and Communications

Roger Maioli, College of Liberal Arts and Sciences

Chelsea Smartt, College of Agricultural and Life Sciences

Laura Spears, George A. Smathers Libraries

Christine Voigt, English Language Institute

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

Brianna Adan, Student member

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

Thank you for your support

Dr. Kent Fuchs, President

Dr. Joseph Glover, Provost

The Academic Assessment Committee

Faculty, College, Guest Presenters

Ann Greene, Executive Secretary, Office of the Provost

Keynote

Title: Fairness and Equity in Assessment at the University of Florida

Presenters: David Miller and Corinne Huggins-Manley

Abstract: The Standards for Educational and Psychological Testing (2014) establish three foundational elements for testing: validity, reliability and fairness. In fairness, we are addressing the fundamental concern that we are protecting all test takers and test users in all aspects testing regardless of race, gender, or any other characteristic (e.g., first generation, disabilities). The intent of UF's Task Force on Fairness and Equity is to provide guidelines for fair and equitable testing throughout all stages of test development, use and interpretation. Combined with validity and reliability, these are the most important considerations is assessment and accountability.

Biography:



M. David Miller is a Professor of Research and Evaluation Methods in the College of Education and the Director of the School of Human Development and Organizational Studies in Education. His research interests are in assessment and evaluation focusing on issues of validity, reliability and fairness. At UF, he has served as the Director of the UF Quality Enhancement Plan, a member of the Academic Assessment Committee, a member of the Quest Task Force, and currently chairs the General Education Assessment Subcommittee. He has published broadly on applied and theoretical issues in assessment and psychometrics, and authored two books on assessment. He is the Director of the Collaborative Assessment and Program Evaluation Services where he has been active in grants (PI, co-PI or Evaluator) through NSF, NIH, IES and other federal agencies and private foundations.



Dr. Corinne Huggins-Manley is an Associate Professor in the Research and Evaluation Methodology program in the College of Education. Her research is focused on educational measurement, concerning issues of test fairness, validity, and statistical modeling. Dr. Huggins-Manley teaches multiple graduate level courses that include Theory of Measurement, Item Response Theory, and Rating Scale Design and Analysis. In addition, she provides methodological consultation on various research grants and projects.

Concurrent Session 1

Breakout Room 1

Title: Enhancing Student Metacognitive Strategies for Assessment and Learning Success

Presenters: Divya Bheda

Abstract: The assessment and equity literature builds a strong case for mitigating assessment format bias when assessing student learning (Montenegro & Jankowski, 2017, 2020). A student not adept at PowerPoint presentations and/or oral communication skills may get a poor grade on a knowledge demonstration assignment that uses that assessment format. Similarly, a student with poor writing skills may obtain a lower grade because they are not good at writing essays or APA style papers. Students who must demonstrate their learning through high-stakes exams and tests may not be strong test-takers. Thus, student performance on various assignments, quizzes, tests, and exams may be more reflective of student preparation in those formats than actual student learning. This prior preparation results in inequitable student learning, performance, and outcomes. It privileges some students over others and impacts student academic self-efficacy and various aspects of student success including student performance and student retention. One suggestion option for ameliorate this equity issue is to offer students the option to choose their assessment format for demonstration of learning. Faculty, informally, have balked at this idea believing that it requires more work on their part, and could possibly result in additional unexpected and unforeseen biases in terms of grading. This session offers an alternative approach. Arming students with knowledge and tools needed for their own learning and success. Participants will learn key strategies faculty can employ to mitigate the privileging of formats over the assessment of true student learning in the classroom while still retaining their current assessment formats in their courses. This session offers tools and strategies that students can be armed with that will cultivate habits for success among them—both in their learning and their assessment performance. Drawing from industry and institutional case-study examples, participants will learn how to offer diverse and comprehensive data to students to help them utilize metacognitive tools and strategies for learning efficacy and for assessment performance success on assignments, tests, and exams.

Biography:



Dr. Divya Bheda, She/Her(s) the Director of Education and Assessment at ExamSoft Worldwide LLC and a higher education consultant. She has over a decade of experience in leading program evaluations, assessments, and social justice training. She has experience championing curricular innovation and learning outcomes assessment that enables authentic engagement and deep learning. Her curricular-assessment-evaluation work has spanned general education, higher education administrative units, academic programs and certificates, and student support services. She has experience in online, and brick and mortar educational contexts and her expertise spans building organizational responsiveness, catalyzing andragogical/pedagogical excellence, advocating for equity and social justice issues, and enhancing student success. She approaches data, strategic-planning, and decision-making using a formative, utilization-focused, equity-building lens.

Dr. Bheda holds a PhD in Critical and Socio-Cultural Studies in Education from the University of Oregon, an M.S. Educational Leadership from the University of Oregon, an M.A. in Mass Communication / Media Studies from the University of Madras, and an undergraduate degree in Psychology, English Literature, and Communication from Mount Carmel College, Bangalore.

Concurrent Session 1

Breakout Room 2

Title: Equity and Ethical Imperatives: Assessment and Unintended Consequences

Presenters: Natasha Jankowski

Abstract: The National Institute for Learning Outcomes Assessment (NILOA) launched a conversation on the relationship between equity and assessment in 2017 and since that time, work around culturally responsive assessment, equity and assessment, and socially just assessment has rippled through the assessment community and in assessment processes and practices. In the shift to remote instruction in 2020, issues of equity in ensuring student learning experienced an increased prominence in the discussions on pandemic learning and how best institutions could support students and their learning. For all this attention, an underexplored area in equity and culturally responsive assessment are the ethical obligations of assessing student learning along with unintended consequences – beyond those raised historically in measurement and item development. This presentation provides an opportunity to explore the ethical obligations of faculty, staff, and students in laying bare student learning to be judged along with the unintended consequences of assessment if it were to unfold without attention to ethics and equity.

In 2017, NILOA released a paper exploring the relationship between equity and assessment. The dialogue space fostered by the paper was on culturally responsive assessment which called for assessment processes and practices to be mindful of student populations served and involve students in the process of assessing learning. This entailed using appropriate student-focused and culturally specific and appropriate language in learning outcomes and assignments, developing assessment tools and multiple sources of evidence that are culturally responsive to current students, and disaggregating data with discussions that examine structures which may privilege some students' learning while marginalizing others (Montenegro & Jankowski, 2017).

As the conversation continued, the focus on equity and assessment discussions broadened to include regular checking of biases and addressing assumptions and positions of privilege in assessment, using multiple sources of evidence appropriate to students, including students' perspectives, increasing transparency, interrogating data, and making evidence-based changes that addressed issues of equity that are context-specific (Montenegro & Jankowski, 2020). In part, the shift in focus came from an exploration of unintended consequences of changes that were being made in good faith on the part of faculty and staff on behalf of students. In essence the assumptions held about learners and their needs, at times, led to less than desirable results for students and in some instances perpetuated misperceptions causing harm to students.

While the focus of assessment has long been upon issues of measurement and accountability, what ethical considerations were not examined and what unintended consequences came from a focus that did not include teaching and learning or students? It is this question the presentation addresses.

Biography: Dr. Natasha Jankowski is the Director of Assessment Success for AEFIS. Previously she served as the Executive Director of the National Institute for Learning Outcomes Assessment (NILOA) and research associate professor with the University of Illinois Urbana-Champaign. She is co-author of the book *Using Evidence of Student Learning to Improve Higher Education*, as well as co-author of *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm*, and co-editor of *Student-Focused Learning and Assessment: Involving Students in the Learning Process in Higher Education*. A forthcoming book focuses on equity and assessment. Her areas of focus include assignment design, transparency, evidence-based storytelling, equity, mapping and alignment of learning, and all things assessment. Natasha is the recipient of the Academic Professional Excellence Award from the University of Illinois, Kent State University's Alumni Award, and the Young Alumni Award from the College of Education at UIUC. She holds a PhD in Higher Education from the University of Illinois, an M.A. in Higher Education Administration from Kent State University, and a B.A. in philosophy from Illinois State University.



Concurrent Session 1

Breakout Room 3

Title: Engaging Undergraduate Students In Program Assessment

Presenters: Christina Wan, Casey Chaviano, Amara Anderson

Abstract: Creating a culture of continuous improvement surrounding first year programs is vital to creating positive campus culture, improving retention efforts, and connecting students to the campus experience. At Georgia Institute of Technology, Living Learning Communities (which the iGniTe First Year Program is part of) are an academic strategy that links academics to on-campus living. Each Georgia Tech community is an integrated experience that promotes interactions between faculty and students, fosters collaboration among students, improves student GPA, enhances campus and civic engagement, increases retention, and eases both the academic and social transition to college.

Communities offer thoughtful and intentional academic, experiential, and co-curricular activities engaging undergraduates in a variety of courses and programs designed to promote high impact opportunities. This presentation will explore how Georgia Institute of Technology created a student-centered process for assessing its Ignite Summer Living Learning Community and engaged students as both stakeholders and collaborators.

Presenters will discuss their successes and 'lessons learned' in getting students involved with the assessment process, the importance of creating and engaging a student advisory board, and explore how engaging students in the program assessment process benefits both the students and the program itself. Presenters will also review principles of Community Based Participatory Research and explore how these principles may guide assessment and continuous improvement efforts with students. Participants will engage in discussion on creating a collaborative assessment community, tips for engaging students in data collection and analysis, and how a student advisory board can create and promote continuous improvement in student services.

Biography:



Dr. Casey Chaviano is the Assistant Director for Assessment & Planning for the Office of Undergraduate Education (OUE) at Georgia Institute of Technology. In her role, Dr. Chaviano oversees the outcomes and assessment reporting processes for OUE student service units and links this work to strategic planning and other projects. She also chairs OUE's assessment committee; represents OUE on the Institute-level assessment council and survey committee; and serves as a liaison between OUE and other units on campus.

Concurrent Session 1



Christina Wan is the Assistant Director for Summer Session Initiatives in the Office of Undergraduate Education (OUE) at Georgia Institute of Technology. In her role, she works with summer initiatives including the iGniTe Summer Launch Program, for which the assessment for this proposal will discuss. She supervises undergraduate students who are involved with the assessment process each year.



Amara Anderson is an administrative professional for the Office of Undergraduate Education. She earned her B.S. in Literature, Media, and Communication from Georgia Tech in 2019. As an undergraduate student, she assisted the iGniTe Summer Launch Program with event planning and assessment. Within her current role she is responsible for supporting OUE administrative staff with communications, data management, and reporting.

Concurrent Session 1

Breakout Room 4

Title: Lessons Learned: Curriculum Map as an Assessment Tool

Presenters: Paul J. Antonellis, Jr.

Abstract: During this session, participants will learn about the steps taken to use curriculum mapping as an assessment tool, what worked well, challenges encountered, and recommendations going forward at the graduate and undergraduate level. The program will demonstrate how the program curriculum map can be linked to the general educational outcomes and aligned with intuitional outcomes (Banta, 2014; Hundley & Kahn, 2019). Curriculum mapping allows the Department to identify the courses and the assignments that will ensure that the students are receiving the content that meet the identified outcome. Completed curriculum maps should be shared with faculty who teach in the program so they can see how the program learning outcomes are aligned with courses. The information should be shared with all part-time (adjunct faculty) members. Once the curriculum mapping for the program has been completed, the next logical step will be to design an assessment method to test whether students in a given course have achieved the outcome. The curriculum mapping process creates a matrix/table of the required assignments and the program learning outcomes. The matrix/table will provide a visual as to gaps, redundancies, and inconsistencies between the program course and the program learning outcomes. Curriculum mapping will reveal program strengths and weaknesses before beginning the assessment process, avoiding costly mistakes in the assessment process. The mapping process will assist in determining which outcomes are assessed, when the outcome is assessed, and in which course the outcome will be assessed creating a comprehensive assessment cycle for assessment.

Biography:



Dr. Paul J. Antonellis is the Director of Assessment at Endicott College (Beverly, MA). Paul serves as an Affiliated Board Member for the New England Educational Assessment Network (NEean). His higher educational experience spans ten years in higher education as a fulltime professor in the Business School at several New England Colleges. Dr. Antonellis holds a Doctoral of Education degree specializing in Leadership and Management. His research area is employment phone interview screening procedures, labor relations, and human resource management. He has been teaching online for 10 years and more than 15 years in the traditional classroom. Dr. Antonellis has taught more

than 100 graduate and undergraduate courses over the past 10 years. He has lectured to emergency service providers nationally and internationally. He has authored and published more than 35 articles and three books. Dr. Antonellis authored a text book with PennWell Publishing, "Labor Relations for the Fire Service". He authored Chapter 23: Labor Relations in the "Company Officer Handbook" set to be released in late Spring 2022. He also co-authored a book, "Post Traumatic Stress Disorder in Firefighters. The calls that stick with you."

Concurrent Session 1

Breakout Room 5

Title: Using Regression to Evidence Contributions to Academic Success

Presenters: Shaun Boren, Marty Dempsey, Ellu Li

Abstract: The presenters recently published their research exploring grade point average among UF students with varied usage level of RecSports facilities. A review of this research will serve as an example of how to use regression to investigate a relationship between tenets of applicable theory, while controlling for extraneous variables. Participants will explore their own research ideas using this methodology.

Biography:



Shaun Boren came to UF in 2017 to direct the new Office of Assessment and Research in its mission to champion a culture of evidence-based decision making for Student Affairs. Prior to this role Shaun served the University of West Florida for 12 years in a progression of experience including creating the Outdoor Adventures program, supervising all Recreational Sports programming, instructing undergraduate and graduate courses, and managing assessment initiatives for Student Affairs. His leadership style and strategies for building assessment capacity draw from his bachelors in animal behavior, masters in experiential education, and doctorate in physical education and health.



Marty Dempsey is Associate Director of Facility Operations with RecSports, a department committed to advancing student success, developing leaders, and encouraging lifelong wellness.



Qichen (Ellu) Li, joined the Student Affairs Assessment and Research office as a Data Management Analyst with a Master of Science degree in Information System & Operations Management from University of Florida. She is responsible for maintaining databases, conducting data analyses, and generating dashboards. She is passionate about performing deep-dive analyses to support clients making data-informed decisions. In her spare time, she enjoys traveling, playing video games and cooking.

Concurrent Session 2

Breakout Room 1

Title: Aligning and Reframing Assessment across Academic Levels

Presenters: Sarah G. Buxbaum, Torhonda C. Lee, Rima Tawk, Kellie O'Dare Wilson

Abstract: In many accredited professional programs, competency-based models are used. Competencies shape the expectations for student learning and the requirements for a given program. As we strive for program and student excellence, university assessment and evaluation teams should aim for the alignment of assessment outcomes across multiple levels – student, course, program, college/school, and university.

The process of developing this alignment is an important role of assessment faculty because it places the consideration of student learning outcomes within the larger institutional context. One current tension that exists in establishing these linkages is the customer satisfaction-oriented nature of higher education evaluation. That is, at the learner level, some aspects of the university experience may often be evaluated in terms of 'satisfaction' rather than particular aspects of the courses or curriculum or program/college culture that have influenced that satisfaction.

Here, we examine an example that highlights the opportunity to reframe questions from a university exit survey in a manner that allows for articulation with SLOs and competencies. We provide this as an example of the potential alignment of University strategic goal and sub-objective, a program goal, and a program competency. Then, we demonstrate how a University exit survey question might be reframed in a way that reflects the curricular experience of the student in a manner that connects these levels.

University Strategic Priority: High impact research, commercialization, outreach, and Extension services

University Goal: Provide outstanding outreach and extension services in the tradition of a land grant institution

Program Goal: To encourage effective health promotion and disease prevention measures through proactive community outreach efforts statewide.

Competency/SLO: Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners

In this example, it becomes clear that the university outcome of outstanding outreach can be achieved in this program through health promotion efforts that involve organizing and engaging partners. In addition, institutional efforts to support the documentation of this evidence can be accomplished through an exit survey. An example of a current exit survey question and a possible alternate framing of that question is presented below:

Original Exit Question	Reframed Question
DrPH how satisfied were you with the advising that you received?	How much guidance did your academic advisor provide in helping you develop leadership/out-reach skills?

Concurrent Session 2

Biography: Sarah G. Buxbaum is an Associate Professor of Biostatistics in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health at Florida A&M University, and chair of the IPH Assessment committee. Torhonda Lee is an Associate Professor, Behavioral Science and Health Education, in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health at Florida A&M University. Rima Tawk is an Associate Professor, Health Policy and Management, in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health at Florida A&M University. Kellie O'Dare Wilson is an Assistant Professor of Health Policy and Management, in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health at Florida A&M University.

Breakout Room 2

Title: Fairness and Equity in Higher Education Assessment

Presenters: Jerri-ann Berry Danso and Corinne Huggins-Manley

Abstract: This session serves as an introduction to the concept of fairness and its application within the context of higher education assessment. The presenters will provide an overview of its importance and identify ways in which participants can evaluate whether their assessment practices are fair and equitable. Attendees will have an opportunity to discuss tangible ways to promote fairness and equity within their own assessment practices.



Biography:

Jerri-ann Berry Danso is a student affairs practitioner who draws from over six years of higher education assessment experience, particularly through her work in career services, academic affairs, and now, Student Affairs Assessment and Research (SAAR). She earned a bachelor's degree in Business Administration (major in Management), master's in Student Personnel in Higher Education, and is currently in pursuit of a second master's degree in Research and Evaluation Methodology. Over the years, she has worked on career outcomes data through UF's centralized career center, and on pharmacy education data through UF's College of Pharmacy. In her current role, Jerri incorporates into her everyday work her enthusiasm for assessment, passion for learning, and commitment to building assessment capacity within the Division of Student Affairs.



Dr. Corinne Huggins-Manley is an Associate Professor in the Research and Evaluation Methodology program in the College of Education. Her research is focused on educational measurement, concerning issues of test fairness, validity, and statistical modeling. Dr. Huggins-Manley teaches multiple graduate level courses that include Theory of Measurement, Item Response Theory, and Rating Scale Design and Analysis. In addition, she provides methodological consultation on various research grants and projects.

Concurrent Session 2

Breakout Room 3

Title: A Better Way to Assess High Impact Practices

Presenters: Rajeeb Das

Abstract: The Association of American Colleges & Universities (AAC&U) has adopted 11 so-called High Impact Practices (Kuh, 2008), but are they really high impact? High Impact Practice (HIP) offerings continue to expand on college campuses, but there is insufficient analyses assessing their value. The literature and professional conference sessions focus on landscapes of practice, methods of implementation, and successful target sample outcomes (i.e., course grades). I contend, however, that experimental and quasi-experimental design is a rigorous way to understand whether these practices are high impact.

This session outlines the state of current practice, offers examples where (quasi) experimental design illuminates new findings, and advocates for experimental design to ensure assessment efforts go beyond the superficial. Participants take away practical tools: DOI links to quality studies that used experimental design, a methodological framework to analyze data, and community of practice resources.

Labeling educational practices as high impact requires evidence to support such claims. The resources offered in this session are meant to lower barriers for audience members to conduct rigorous analyses. In addition, this session's content is accessible for all audiences, but will dive into details about specific studies conducted by the author to illustrate practical and methodological considerations.

Biography:



Rajeeb Das grew up in Gainesville, Florida. He received his Bachelor of Science degree from the University of Michigan, Master of Science in public health degree from the University of South Florida, and Doctor of Philosophy in research and evaluation methodology from the College of Education at the University of Florida. Rajeeb Das is the Senior Data Scientist in the Office of the Vice Provost for Academic Affairs and Strategic Initiatives at Texas A&M University.

Concurrent Session 2

Breakout Room 4

Title: Divergent Writer Development in College

Presenters: David Eubanks

Abstract: A study of 18,000 ratings of college students over five years shows that grade averages predict how students develop over time on average. This research is illustrated within a validity framework. The main finding links learning to general academic performance, revealing stark differences in outcomes over four years of college. Lower-GPA student finish college on average where the higher-GPA students begin, with respect to assessed writing skills. Follow-up work investigates possible ways to mitigate the disparity in outcomes. In addition to these findings, a novel data-gathering method is described, enabling the collection of much larger data samples than is customary.

Biography:



David Eubanks holds a doctorate in applied mathematics and has served at four colleges and universities over a 29-year career in teaching and administration. Since 2015 he has served at Furman University as Assistant Vice President for Institutional Assessment and Effectiveness. His work in learning assessment dates from 2000, in developing novel data-gathering approaches and creating open-source software to archive learning outcomes goals and data. He served on the board of a national assessment organization (AALHE) and edited its quarterly periodical for several years. He co-founded the Journal of Writing Analytics and publishes in that area, most recently a validity study of nearly 20,000 ratings of undergraduate writers that shows the relationship between grades and learning and reveals how learning gaps can grow over time. His 2016 article “A Guide for the Perplexed” challenged the practical usefulness of standard assessment practices for accreditation reporting and led to an ongoing conversation within the higher education community, including coverage in the Chronicle of Higher Education and The New York Times. His current research proposes a unifying theory of reliability for categorical classifications, extending work that won a 2016 Charles F. Elton Best Paper award from the Association of Institutional Research.

Concurrent Session 2

Breakout Room 5

Title: Assessing Student Learning in the Era of COVID-19: How Faculty Assessors, Student Assessors, and Zoom Helped FGCU Respond Pro-Actively to the Pandemic

Presenters: Charles (Billy) Gunnels, Brenda Thomas, Emily Vallier, Melodie Eichbauer, & Tunde Szecsi

Abstract: The COVID-19 pandemic placed significant burdens on every aspect of higher education as universities transitioned suddenly from an educational model that put a premium on in-person experiences to a new virtual reality. In many cases, instructional approaches shifted from the brick-and-mortar classroom to Zoom, Teams, or other conferencing apps within 3 – 5 days, providing few professional development and training opportunities. This radical shift had the potential to destabilize every aspect of the university, including its most important charge – students' educational development. At the beginning of the lockdown, there were reasonable assumptions that student learning would suffer as a result of the transition to online instructions. Assessments were going to be critically important to understand how the pandemic affected students and where universities needed to invest time, energy, and resources to ensure their success. Yet, it was assumed initially that the ability to run high-quality assessments during the era of COVID-19 would suffer from the same limitations as the classroom experience; assessments were meant to be run in person.

In May and then again in December, Florida Gulf Coast University ran a series of university-wide assessments virtually that measured the critical thinking, information literacy, and written communication skills as represented in student artifacts. In May, learning gains were compared to different high-impact practices students completed as part of their capstone experience. In addition, we examined how research experiences affected learning gains among teacher candidates in the College of Education. In December, critical thinking was assessed relative to teaching modality (i.e., synchronous, asynchronous, and face-to-face sections) in a first-year writing course. We also examined how faculty experience with online teaching affected student learning in a required common course on sustainability.

All assessments were run virtually. Student artifacts were evaluated with modified AACU VALUE rubrics. Each assessment started with a norming session run synchronously through Zoom, where assessors became familiar with the artifacts, discussed the rubric, and attempted to normalize their scores relative to sample artifacts. During most sessions, students participated in the assessment and scored the same artifacts as the faculty assessors in a paired design. The assessment then ran asynchronously over three days. All artifacts were read by 2-4 assessors, depending on the degree of similarity among assessors.

These virtual assessments were highly successful. Results of the assessments have been shared widely with administrators, faculty, and students. Findings are now being used to inform course revisions and instructional priorities. Student assessors provided significant value to the process. Student assessors made important contributions during the norming session. In addition, student and faculty assessor results were compared for consistency, thereby providing further validation to the assessment findings.

Concurrent Session 2

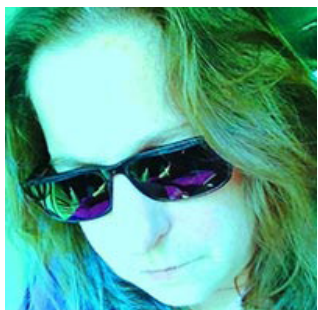
Biography:



Charles Gunnels is the Director of Undergraduate Scholarship at FGCU, which supports the research, creative, and scholarly activities of students and their faculty mentors. Dr. Gunnels also leads the campus-wide educational initiative to improve student learning and performance. He also chairs the Division of Undergraduate Research Programs for the Council on Undergraduate Research, where he created programming to support new directors of undergraduate research offices, expanded student leadership opportunities in the national organization, and delivered an online series to help administrators and faculty support research students during the COVID-19 pandemic. As an Associate Professor in Biology, his research focuses on human-animal interactions, where he uses a variety of techniques including scientific and historical methodologies, to understand how human and non-human animals co-exists and perceives each other.



Brenda Thomas is the Director of FGCU's University Colloquium program and an Instructor in the Department of Integrated Studies. As Director, Brenda oversees the University Colloquium course, a required introduction to sustainability, and the associated Campus Naturalist program. As an instructor, her teaching includes the Colloquium course as well as classes within the Department of Ecology and Environmental Studies. Brenda's previous research has focused on the response of plant communities in the southeastern United States to natural and anthropogenic disturbance. More recently, her research has focused on sustainability education, relational pedagogy, and student engagement. Brenda works extensively with the Herbarium of Southwestern Florida and serves on the Board of Trustees for CREW Land & Water Trust.



In the tradition of her composition and literacy mentors, Emily Woolf Vallier has been assessing written competencies in higher education for the better part of 30 years. Embracing and celebrating the change in composition brought by widespread access to the Internet, her work has concentrated on cross-cultural content for international scholars. After developing programs in Europe and southern Africa, Emily has been a compositionist at FGCU since 2008.



Melodie Eichbauer is the Coordinator for History B.A. and member of the Leadership Team in the Office of Undergraduate Scholarship. In those roles she has coordinated and conducted biennial program assessments, the 7-year BOG Self-Study, and participated in the university-wide QEP assessment. As an Associate Professor of History, she specializes in medieval legal and ecclesiastical history from c.1000 to c.1500. Her research interests focus on legal pluralism and the evolution of legal principles with a particular interest in the dissemination of legal knowledge; interpretation of law; and how social, political, and intellectual developments and trends shaped both during the height of the medieval period.

Concurrent Session 2



Tunde Szecsi is a professor of early childhood education, and elementary education program coordinator at Florida Gulf Coast University (FGCU). She earned her Master's degrees in Hungarian, Russian and English language and literature in Hungary. In 2003 she obtained her Ph.D. in early childhood education at University at Buffalo. Since then, she has taught courses on elementary and early childhood education, teaching English as a second language, humane education and education research. She also taught Honors courses in humane education and educational research. Her research interest is culturally responsive education teacher preparation, heritage language maintenance, humane education and undergraduate research pedagogy. She served as coeditor for the 2007 and 2012 international theme issue of the Childhood Education journal. Between 2004 and

2013, she was the coeditor of the Teaching Strategies column of the Childhood Education journal. Over the past 20 years, she has made numerous presentations throughout the world, and has contributed over 70 articles and 15 book chapters in child development, multicultural education, culturally responsive teacher preparation, and humane education.

Concurrent Session 3

Breakout Room 1

Title: Strategic Directions -> Data -> Analysis -> Action on DEI/J

Presenters: Brian Keith, Jason Heckathorn, Twanna Hodge, Valrie Minson, Bonnie Smith and Laura Spears

Abstract: In 2018, the UF Smathers Libraries' faculty and staff developed new Strategic Directions, including a commitment to "foster and maintain a culture that supports diversity, equity and inclusion, as values which are foundational and permeate all aspects of our organization..." and an acknowledgement that "a respectful and caring community for all requires cultural awareness, literacy and humility." Assessment was to be at the heart of achieving this.

In 2019, the Libraries implemented ClimateQUAL, an organizational climate and diversity assessment, to explore employee perceptions concerning:

- their library's commitment to diversity,
- organizational policies and procedures, and
- staff attitudes, generally.

Respondents were asked to self-identify by race, gender, religion, sexual orientation, disability, rank, and age, in an effort to assess whether different groups have different experiences in the workplace.

To encourage participation in this anonymous survey, a library employee advisory group (AG) was created and delivered multiple successful information sessions.

The resulting report was 200+ pages including hundreds of tables and charts, and 64 open text comments. Its length and format meant it was uninterpretable/inaccessible to many. To address this, 19 breakout guides with innovative visualizations were produced and distributed, and the comments were coded and organized. The AG's role expanded as they led Idea Forums, interactive sessions with small groups of employees, presenting the analysis and soliciting action-oriented comments focused on distributive justice, informational justice, transformational leadership, psychological safety and psychological empowerment. These generated 400+ suggestions which were organized and coded. The themes were translated into "Areas for Review and Development":

- Communication and Information Sharing
- Leadership Norms
- Employment Practices
- Training and Development

For each of these, diversity, equity, inclusion and justice (DEIJ)-focused action plans were established, involving vast numbers of library personnel and undertaken with broad participation and transparency.

Additionally, the Libraries' DEI Librarian facilitated a series of breakout sessions, to present the demographically stratified data from the survey. The insightful results are prompting immediate actions and informing the development of a Strategic Plan for DEI.

This long process began with a set of Strategic Directions, and through structured engagement with library personnel, data generation and analysis has led to actions aimed at organizational transformation.

Concurrent Session 3

Biography:



Brian W. Keith is Associate Dean for Administration and Faculty Affairs at the George A. Smathers Libraries, University of Florida. Keith is the senior administrator for the areas of Human Resources, Staff Development, Grants Management, Facilities and Security, and Finance and Accounting with comprehensive responsibilities in each of these support functions. Keith's work enables the Libraries to meet challenges while fostering transparency, fairness and inclusion, workplace and workforce development, and collaboration and partnerships. Keith has notable service and research accomplishments and was honored with the SirsiDynix-ALA-APA Award for Outstanding Achievement in Promoting Salaries and Status for Library Workers.



Jason Heckathorn is the Collections Support Unit Manager for the Acquisitions and Collections Services Department at the University of Florida Libraries. Areas of responsibility include the acquisitions process of one-time print, e-book, and streaming video purchases, patron-driven acquisitions, metadata, and collections analysis/assessment. He also co-founded the Smathers Libraries' Library Middle Management and Leadership Team and continues to co-lead this community of practice that facilitates the inclusion of voices typically overlooked.



Twanna Hodge is the Diversity, Equity, and Inclusion Librarian with the University of Florida Libraries. Her job responsibilities include providing consultation to support administrators and library staff to increase DEI in their effort, scholarship, and services, serves as a Campus Diversity Liaison, contributes to training and organizational development, and more. Her research explores diversity, equity, inclusion, and accessibility issues and efforts in the LIS curriculum and workplace, especially the retention of underrepresented and BIPOC library staff. Twanna is currently the National Conference of African American Librarians 11th Conference Program Committee co-chair, an Association of College and Research Libraries EDI Committee member, an advisory member for Breaking Barriers: The Future of Black librarianship" National Forum, and more.



Valrie Minson serves as Assistant Dean of Assessment and Student Engagement and Chair of the Marston Science Library at the George A. Smathers Libraries at the University of Florida. As Chair of Marston Science Library, she provides leadership for the only non-medical science library on campus, with 1.4 million visitors per year, supporting 42 departments across three colleges. Minson's scholarly work has substantially contributed to the literature and she has presented both nationally and internationally. She is a 2018-2019 Fellow for the Association of Research Libraries (ARL) Leadership Fellows Program and served as National Implementation Lead on the \$12M NIH grant-funded VIVO: National Networking of Scientists.

Concurrent Session 3



Bonnie Smith, Senior Associate In, is the Program Director for Human Resources at the University of Florida, George A. Smathers Libraries. The Libraries have 250 regular staff and faculty, in addition to over 100 temporary student employees. Smith manages recruitment, employee relations, training, and faculty affairs among other duties and has been active in service and scholarship as a faculty member at UF for the past 12 years. Throughout her 25 years of work in Human Resources and project management, Smith has been personally and professionally committed to action-oriented engagement in diversity, equity and inclusion.



Laura I. Spears, PhD. (laura.spears@ufl.edu), is the Director of the Assessment & User Experience and Associate University Librarian with the George A. Smathers Libraries. Her job responsibilities include examining library data that demonstrate library impact on the life of all types of library users. Recent publications focus on overnight library use perceptions, interdisciplinary examinations of library space use and the use of Appreciative Inquiry in CoLAB Workshops. Laura works closely with the UF Academic Assessment Committee to establish and expand the Smathers Libraries' impact. Laura is currently the President of the Florida Library Association, and is co-Editor of the open-access, online, peer-reviewed journal, *The Journal of Assessment in Higher Education*.

Concurrent Session 3

Breakout Room 2

Title: Earning Faculty Buy In with SAM (Simplify, Automate and Motivate)

Presenters: Michael LaBossiere

Abstract: One fundamental challenge of assessment is earning faculty buy in for the process. Failure to achieve this buy in has a range of negative consequences. As an example, a lack of buy in can result in incomplete data, low-quality data, and even fabricated data. As another example, a lack of buy-in can interfere with closing the loop of assessment by faculty. Because of this, earning quality faculty buy-in is part of the foundation of assessment.

As a rule, people find complicated processes to be a deterrent to participation, especially if the complications come with an increased cost in time and effort. Simplifying and streamlining the faculty aspects of assessment lowers the cost of participation and thus increases the likelihood that faculty will buy into and participate more willingly in the process. Effective simplification can also improve the quality of assessment by focusing faculty effort onto key areas of assessment. But there is the risk of oversimplifying the process and this can have the negative consequence of making the assessment less useful. For example, the simplified process might fail to capture important information. As such, Aristotle's advice should be taken when simplifying: one must find the mean between the two extremes.

As a matter of psychology, people are more likely to stick to a default inclusion when opting out requires effort. There is also the obvious fact that people are more likely to participate in assessment when doing so requires minimal or no effort on their part. Implementing automated assessment and setting participation as the default is likely to result in greater faculty participation. Faculty must be given an option to opt out as a matter of ethics and practicality, but most faculty are unlikely to do so if the assessment process is also highly automated. One example of an ideal automation is to make available to faculty automatically scored pre- and post-assessment instruments that can be imported into Canvas (or other LMS). These instruments require minimal effort on the part of faculty and can be used as assignments in the class (essentially pre-written tests for faculty to use). While Simplification and Automation lower the cost of participation (and Automation can yield some positive benefits for participation) there remains the challenge of Motivation. Traditionally, faculty could be motivated by appeals to what is good for students or the institution. However, the ascendance of the business model has weakened these traditional motivating factors and, as a practical matter, motivation needs to be considered within the context of the reality of modern education being ever more shaped by business models. One obvious motivating factor is the use of positive incentives such as compensation for assessment work. Unfortunately, resources for this approach are often unavailable or the will is lacking to make them available. As such, addressing the motivation issue must typically involve convincing the faculty that participation in assessment either helps avoid harms (an appeal to the role of accreditation is a common option) or yields some non-compensation benefit (such as more effective methods of teaching).

The use of SAM can help earn faculty buy in and thus improve the quality of assessment.

Biography:



Dr. Michael LaBossiere is a runner and gamer from Maine who went to school in Ohio and ended up as a philosophy professor at Florida A&M University. His assessment adventures began in 2004 when he was perpetually assigned to the General Education Assessment Committee. He is currently the chair of this committee and serves as the assessment liaison for the Philosophy & Religion Unit.

Concurrent Session 3

Breakout Room 3

Title: Authentic Assessment in Language Learning

Presenters: Gillian Lord

Abstract: Evaluating student outcomes is essential to the success of any course or program, regardless of discipline or delivery mode. While educators have long recognized the importance of assessment, in many disciplines the methods of assessment have remained stagnant, even as methodologies and best practices evolve. It thus becomes too easy to think of our course assessments not as a way to let students showcase what they have learned, but rather as a chance to catch them in what they have not. This is a disservice to them and us.

Unfortunately, in many language programs, both in the K-12 system and in higher education, assessment has failed to evolve with the times. The majority of assessments in these courses, whether provided by the textbook or created by the instructor, are still stuck in the Behavioristic tendencies of the early 20th century, depending on rote memorization and contextless fill-in-the-blank tests. Not only do these assessments not let students truly reflect what they can do with the language, they also have been shown to relate to increase student anxiety, and decreased student motivation.

In this session I discuss the essential elements of evaluation, considering both high and low stakes assessments, and formative and summative assessments. I then introduce an increasingly popular approach known as authentic assessment. Authentic assessment takes as its foundational principle the desire to test students' skills and knowledge in realistic situations, in ways that are relevant to those skills and that knowledge. Finally, I explore how authentic assessment in a beginning Spanish class can foster greater linguistic development as well as more positive attitudes towards learning a new language. The examples discussed come from my own experiences in language teaching and in creating pedagogical materials, and are applicable to online, hybrid and face-to-face delivery mode. However, the basic tenets of authentic assessment can be applied to a wide range of disciplines and contexts.

Biography:



Gillian Lord (Ph.D., Hispanic Linguistics, Penn State) is currently Professor of Spanish and Chair of the Spanish and Portuguese Studies Department at UF. Prior to serving as Chair, she coordinated the Lower Division Spanish program for many years. Dr. Lord's research focuses on language learning and teaching, including in technology-enhanced settings. She recently co-authored a digital beginning Spanish text program. Dr. Lord has previously served on the Executive Board and as President of the Computer Assisted Language Instruction Consortium, and recently finished a term on the Association of Departments of Foreign Languages Executive Committee, where she also served as President.

Concurrent Session 3

Breakout Room 4

Title: Strategic Directions -> Data -> Analysis -> Action on DEI/J

Presenters: Will Miller

Abstract: While faculty work to determine ways to engage students in the midst of a global pandemic and ensure their learning is not negatively impacted, the assessment professionals on campus are faced with designing ways to collect assessment data without serving as nothing more than another barrier to faculty. In an era of budget cuts, heightened faculty fears over the future of programs, and more enrollment questions than normal, Jacksonville University decided to design and implement a discussion-based approach to assessment for the 2020-2021 academic year. This decision—which was made to minimize the bureaucratic feeling of sending out templates and providing deadlines—has led to enhanced faculty and staff understanding of assessment without the stress of prolonged back and forth reviews and evaluations. Moreover, and in this case more importantly, the discussion-based approach has led to expressions of cathartic relief. Faculty and staff in this model are provided with immediate feedback, an opportunity to reflect on their accomplishments in this unparalleled time in higher education, and to hear affirmations of value and contribution. Ultimately, we have been able to collect information that is both deeper and wider than in previous assessment cycles while gaining countless insights into the efforts of the campus community to ensure success in the face of adversity. In this presentation, we will discuss the decision-making process to arrive at this model, the costs and benefits of approaching assessment through these means, the impact on quality of assessment, and thoughts of how to conduct similar approaches in non-COVID times.

Biography:



Dr. Will Miller is Executive Director of Institutional Analytics, Effectiveness, and Strategic Planning at Jacksonville University. Most recently, 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. Prior to Campus Labs, Dr. Miller served four years as a faculty member, senior administrator, and the SACSCOC liaison at Flagler College, where he oversaw the campus-wide outcomes assessment process, as well as planning and institutional research activities. Prior to joining Flagler, he held faculty positions at Southeast Missouri State University, Notre Dame College, and Ohio University. As an educator, Dr. Miller draws on his perspective as a public intellectual to engage students in courses on political science, public policy, program evaluation, and organizational behavior. He earned his master's degree in applied politics from the Ray C. Bliss Institute at The University of Akron, where he also earned his doctorate in urban studies and public affairs. He holds both a master's degree in political science and a bachelor's degree from Ohio University.

Concurrent Session 3

Breakout Room 5

Title: AEFIS. Weird name. Easy Assessment Evaluation.

Presenters: Tom Dvorske and Jake Morrow

Abstract: Helping your university colleagues more effectively assess, provide measurable results, and keep their eyes on continuous improvement is critical to everyone's success. Learn how Florida Poly used the implementation of a software called AEFIS, along with training and transparent expectations to streamline course evaluations, unit assessments, and even the SACSCOC Compliance Certification.

Biography:



Dr. Tom Dvorske is the Vice Provost of Academic Affairs at Florida Polytechnic University. Jake Morrow is the Curriculum and Assessment Manager. Dr. Dvorske enjoys reading Old English Poetry, running, being on or near water, watching birds and – most of all – spending time with his wife, daughter, and their three dogs. Jake enjoys reading Superman novels, running to the fridge, drawing, watching movies, and – most of all – spending time with his wife, his many, many children, and their two small dogs. Tom and Jake agree on the fact that fruitcake is 100% delicious



Jake Morrow joined Florida Polytechnic University in 2018 and enjoys his position as the Curriculum and Assessment Manager. In his current role in the Department of Institutional Research and Effectiveness, Jake works extensively with the academic catalog, curriculum workflows, approvals and alignment, and manages multiple assessment processes and measures. He also has 11 years of experience as a classroom teacher and worked as a school principal for seven years. In his free time, Jake enjoys reading, drawing, and listening to his Spotify playlist, which includes among others, Weird Al Yankovic and Vivaldi. Jake also appreciates a well-timed Chuck Norris joke.

Concurrent Session 4

Breakout Room 1

Title: Faculty-Driven General Education Program Assessment: Strategies for Effective Development and Implementation

Presenters: Melody Bowdon, Rose Beiler, Lindsay Neuberger

Abstract: This session will provide an overview of an innovative process for developing and implementing General Education Program assessment at a large research university. Facilitated by faculty and administrators from a variety of disciplines who are leading a full-scale revision of general education, the session focuses on effective faculty-driven assessment of integrative learning in general education. Our model centers on five foundations (e.g., communication, problem solving) and we assess student learning using common outcomes that were iteratively developed by dozens of faculty in departments across campus. These faculty-driven common foundation learning outcomes are measured by specific assignments in individual courses and these data are reported at the university level automatically. Our process allowed for both the organic grassroots development of learning outcomes and faculty autonomy to measure those outcomes in ways that are appropriate within their diverse disciplinary contexts. Our session will include discussion of innovative tools and technologies for meaningful assessment of learning that can be scaled to suit a variety of institutional contexts.

Biography:



Melody Bowdon, Ph.D., Associate Vice Provost (Division of Student Learning and Academic Success), Associate Dean (College of Undergraduate Studies), Professor (Department of Writing and Rhetoric), University of Central Florida



Rose Beiler, Ph.D., Associate Professor (Department of History), General Education Faculty Fellow (College of Undergraduate Studies), University of Central Florida



Lindsay Neuberger, Ph.D., Associate Professor (Nicholson School of Communication and Media), General Education Assessment (College of Undergraduate Studies)

Concurrent Session 4

Breakout Room 2

Title: What Do Employers Want? How to Infuse Essential Skills into Your Curriculum and Make Your Graduates POP!

Presenters: Andrea Barra and Cara Smith

Abstract: Scenario: You are the hiring manager. You have 100 applications for ONE position. Choosing is an overwhelming task, knowing you need the BEST. The CEO is counting on this hire. The team is counting on this hire. They all want the best and the brightest. Then one application *pops*. You might have found your next genius...

Given this common, everyday scenario, how do universities prepare their students to be *that one* that stands out in a sea of potential new hires? How do we ensure that our students are the most equipped and distinctive? How do we prepare our students for excellence that is readily apparent in a new, fast-paced, innovative workplace whether it be a new start-up, a hospital, a school, or a Fortune 500? Similarly, how do we make them stand out as top candidates for graduate schools? Our institution was interested in discovering a way to deliver this type of education to our students beginning on day one of their new college careers. We wanted to develop a way to make our students “pop” as the most prepared, outstanding, and prominent in a wave of the next generation of employees or graduate school candidates. We wanted them to be able to speak the language of their disciplines, but also to articulately discuss how they have been additionally prepared to deliver what it is that employers and IHEs want and value in new additions to their team.

This presentation centers on how one university infused their entire general education (“core”) curriculum with AAC&U’s Essential Learning Outcomes, drawing on critical pieces of research and publications such as “It Takes More Than a Major: Employer Priorities for College Learning and Student Success” (2013) and “Fulfilling the American Dream: Liberal Education and the Future of Work” (2018). These lines of research identify what employers recognize as necessary and critical skills in new graduates, and prioritize what practices contribute the most to a thriving, modern environment. By requiring each of our core courses to embed an essential learning outcome, we have designed the first part of the undergraduate curriculum that is dual-purposed, practical, and innovative. Content is coupled with real-world skill development and both facets are assessed by a collection of multi-purposed rubrics, created to capture student skill performance and content mastery. Our “new” core, first implemented in Fall 2018, yields data that demonstrate student learning on both fronts, and validate this initiative as worthy, worthwhile, and successful.

Biography:

Dr. Andrea Barra is Associate Director of Assessment at Emory University in Atlanta, GA. Previous to this role, she was Assistant Director of Assessment at Georgia College & State University and contributed to the creation of the revised general education assessment system. She holds an MA and PhD in Sociology from Rutgers University. Andrea has over ten years of assessment experience at various colleges and universities.

Dr. Cara Smith serves as the Director of Institutional Effectiveness and SACSCOC Liaison at Georgia College & State University in Milledgeville, GA. In this role, she oversees all aspects of institutional planning, assessment, and accreditation, including GC’s QEP and other related strategic initiatives. Cara received her M.Ed. from Georgia College and her Ph.D. from the University of Georgia.

Concurrent Session 4

Breakout Room 3

Title: “Abandon hope all ye who enter here?” Equitable Assessment in Dante Studies

Presenters: Mary Watt

Abstract: In light of the ongoing discussion about the role of canonical literature in the academy, those of us who specialize in Dante studies, and who focus on the Divine Comedy in particular, find ourselves challenged in a variety of ways. First, we must consider whether or not the canon itself has a place in Italian Studies. The traditional curriculum requires that students be exposed to what are referred to as the “Three Crowns” (Tre corone) of Italian literature: Dante Alighieri, Giovanni Boccaccio, and Francesco Petrarca (Petrarch.) Given that these authors and their works are situated, as well, in the field of Medieval Studies, scholars and educators are also cognizant of the recent criticism of Medieval Studies. Such criticism suggests that Medieval Studies as a field has failed to recognize concerns about diversity, equity and inclusion. While scholarly societies grapple with these issues, educators are tasked with finding the fairest methods for approaching literature that is still considered essential to an education in Italian Studies, while taking into account the cultural diversity of students and varying levels of pre-collegiate education.

For example, students raised within the Judeo-Christian tradition, may be more likely to have at least a familiarity with much of the symbolism and imagery used in Dante’s *Inferno* as opposed to a student raised in a different socio-religious milieu. Indeed, we cannot assume that all our students will have the same level of meta-knowledge. The challenge then is to determine how best to familiarize students with the religious beliefs that Dante addresses without appearing to privilege one set of religious beliefs over another.

This likely disparity in meta-knowledge also creates a challenge in terms of assessment – given that some students will have to learn more content than others, how can we accurately and fairly assess each student’s progress. Surely the traditional methods of teaching and assessing the multicultural student body needs to be reimagined if we are to create either an even playing field and or an assessment system that assesses progress that takes into account different starting points. Some of these methods include the use of supplemental readings that address the reception of Dante by a variety of cultural groups, creation of a non-traditional set of student learning outcomes (SLO’s), and the use of affinity groups and peer evaluation within the classroom setting. A combination of these methods can be coupled with a grading system that assesses a student’s starting point and assessing progress from that starting point.

Ultimately the value of works such as Dante’s *Divine Comedy* or Boccaccio’s *Decameron*, lies not in their appeal to a narrow group of readers but rather in those aspects of the works that are universal and as relevant in the 21st century as in the fourteenth. They provide a safe space for students to discuss political and class divides, sexism, intolerance, and factionalism and an opportunity for educators to explore their own attachment to preconceptions about fairness in assessment.

Concurrent Session 4

Biography:



Mary Watt is a Professor of Italian and Associate Dean of the College of Liberal Arts & Sciences (CLAS). She received her Ph.D. in Italian Studies in 1998 from the University of Toronto. She received a J.D. from the same university in 1987. Dr. Watt serves as college liaison for more than fifteen interdisciplinary research centers and programs, and oversees international issues (study exchanges, cooperative research agreements, immigration policy.) Dr. Watt is also responsible for Faculty Affairs in CLAS (includes collective bargaining negotiations, grievances, and discipline,) Title IX complaints and Market Equity requests, and for reviewing and approving department bylaws. She coordinates the CLAS Diversity and Inclusion Steering Committee and associated Liaison Program, and also serves as CLAS liaison to the UF Chief Diversity Officer. She also teaches course in medieval Italian literature.

Breakout Room 4

Title: Assessing Assessment: Utilizing a Rubric to Improve Assessment and Communication

Presenters: Melanie Wicinski and Kiwanis Burr

Abstract: A collaboration between the Office of University Assessment and Colleges, Schools, and Divisions is driven by the 5-point quality enhancement rubric. This rubric was implemented and used to improve the quality of assessment and communication surrounding FAMU's assessments. Session participants will engage in a discussion regarding why the rubric was developed, how it has been used, how it has assisted in the quality of assessments, as well as, how it has enhanced collaboration between the Office of University Assessment and Instructional and Administrative units. In order to assist others wishing to implement this type of rubric, participants will have an opportunity to rate plans utilizing the developed rubric.

As universities struggle with how to effectively demonstrate meaningful assessment, the FAMU Office of University Assessment modeled appropriate assessment behavior by providing ongoing feedback on the quality of their assessment by utilizing a rubric. This tool enhanced our ability to collaborate with and instruct units (instructional and administrative) on the value they can derive from meaningful assessment. This session will provide an overview of how one university has assisted reporting units on moving forward and gaining value from assessment activities.

Concurrent Session 4

Biography:



Melanie Wicinski is the Director of the Florida A&M University Office of University Assessment. In 2020, her and her team's efforts allowed Florida A&M University to be named a 2020 Excellence in Assessment designee. She has worked in the assessment field for over 5 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; Master's 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.



Kiwanis Burr is the Assistant Director of the Office of University Assessment 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. She was also a part of the team that completed the self-study that highlighted FAMU as a 2020 Excellence in Assessment designee.

Concurrent Session 4

Breakout Room 5

Title: Improving Student Success in Chemistry

Presenters: Melanie Veige and Tim Young

Abstract: Chemistry at University of Florida institutes iterative remediation measures to address high non-passing rates (grades of C- or lower) in CHM2045, General Chemistry I. The course is a high enrollment course serving approximately 3,500 students each calendar year. Our Introductory Chemistry course was changed to adaptive learning format in Spring 2017 for individualized learning to better prepare students for CHM2045. In 2018 an adaptive pre/during-term prep course was introduced for students registered in CHM2045. In Fall 2019 a math prerequisite was added to CHM2045 and strictly enforced. A safety net to permit course swap into the introductory course for up to 4 weeks of each semester was also added in 2019. Non-passing rates decreased from 25%-30% between Fall 2015 and Summer 2019 to 15% to 17% between Fall 2019 and Fall 2020.

Biography:



Melanie Veige is the Director of General Chemistry at the University of Florida. She has oversight of both lecture and lab courses in the Department of Chemistry. She is also an Undergraduate Coordinator for the department.



Tim Young is Assistant Director for Data Management and Analysis in the Academic Advising Center, College of Liberal Arts and Sciences, University of Florida. He provides data and technical expertise, as well as develop applications for faculty, staff and students in the College.



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