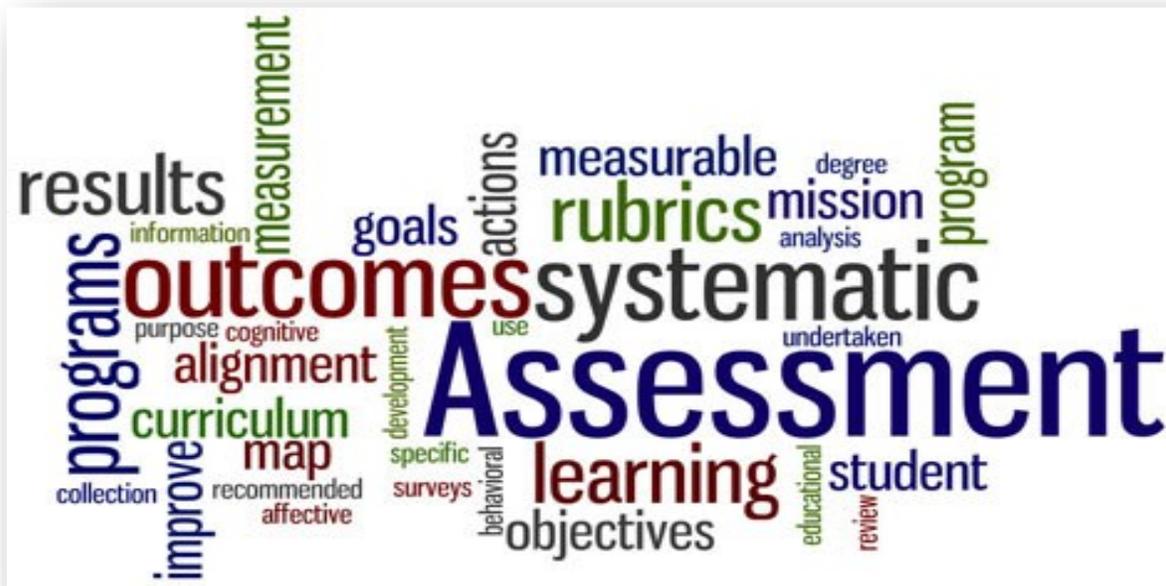


Assessment@UF: *Focus on Successful Practices*

March 28, 2017

Rion Ballroom, Reitz Union

University of Florida



A Conference on Academic Assessment at the University of Florida

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Welcome to the University of Florida Academic Assessment Conference!

On behalf of the Academic Assessment Committee, I welcome you to UF's first conference on academic assessment. Our faculty and college presenters come from across the campus, and will share successful practices and tips for you to consider incorporating into your assessment work. Our student presenters will share assessments that have been valuable to them beyond getting a grade. Today, each presenter will have ten minutes to convey an example of what works for them in a lightning round format.

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. In addition to contributing to the development of this conference, they have designed and led a recently completed Academic Assessment Focus Group study, where committee members have met with nearly 200 faculty in 16 focus groups, one in each college. The purpose of this study was to obtain baseline data on faculty engagement in the academic assessment process, and to use these results to strengthen the alignment of our institutional assessment processes with faculty assessment processes. Our goal is to streamline UF's institutional processes to make them more relevant, efficient, and meaningful for you. The results of the study will be published later this year.

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 Academic Assessment Committee

- ◆ Margaret Fields, Co-Chair, College of Liberal Arts and Sciences
- ◆ William I. Bauer, College of the Arts
- ◆ Gail Childs, College of Dentistry
- ◆ Dennis Kramer, College of Education
- ◆ Suzanne Murphy, College of Health and Human Performance
- ◆ Amarat Simonne, College of Agricultural and Life Sciences
- ◆ Laura Spears, George A. Smathers Libraries
- ◆ Catherine Striley, College of Public Health and Health Professions, College of Medicine

Conference Program

8:00am-8:30am	Continental Breakfast
8:30am-8:45am	Welcome and Introductions Timothy S. Brophy, Professor and Director of Institutional Assessment
8:45am-9:30am	Keynote: <i>Research and Models of Learning Assessment in Higher Education</i> Dr. Catherine Wehlburg
9:30am-9:45am	Questions and Answers with Dr. Wehlburg
9:45am-10:35am	Lightning Round 1 - Successful Faculty Practices, Part 1
	Mapping Course Outcomes to Program Outcomes Gillian Lord, Spanish/Portuguese, College of Liberal Arts and Sciences
	Assessment Strategies in the General Chemistry Laboratory Sequence Melanie Veige, Chemistry, College of Liberal Arts and Sciences
	Using Multiple Assessments of Student Learning Effectively Susan Curry, Soil and Water Sciences, College of Agricultural and Life Sciences
	Measurement as a Stimulus for Student Learning Corinne Huggins-Manley, Research and Evaluation Methodology, College of Education
	Assessment to Support Student Academic Development Christine Davis, Biology, College of Liberal Arts and Sciences
10:35am-10:50am	Coffee Break and Discussions
10:50am-11:30am	Lightning Round 2, Assessments that Student Value. Part 1
	Applied Learning Assessment in the Sciences Phillip Dmitriev, Neurobiological Science and Microbiology (IDS) major, College of Liberal Arts and Sciences
	Organic Assessment in the Social Sciences Trevor Schaettle, Political Science and History double major, Art History minor, College of Liberal Arts and Sciences
	The Value of StrengthsQuest Ty Robare, International Business major (Masters), Warrington College of Business
	The Importance and Meaningful Assessment of Learning Beyond the Classroom Isabella Muncan, Political Science major, College of Liberal Arts and Sciences
11:30am-11:45am	Discussions
11:45am-12:00noon	Dr. Joseph Glover, Provost
12:00noon-12:45pm	Lunch

Conference Program, cont'd

12:45-1:05pm	Lightning Round 3, Facilitating Successful Assessment Practices
	<p>Practical and Painless Outcomes Reporting through Canvas Jennifer K. Smith, Director, Office of Faculty Development & Teaching Excellence, Academic Affairs</p> <p>Assessing the Quality of Assessments – Validity, Reliability, and Fairness M. David Miller, Research and Evaluation Methodology, College of Education</p>
1:05pm-1:45pm	Lightning Round 4, Successful College Practices
	<p>Streamlining Assessment with Accreditation Needs Amy V. Blue, Associate Dean For Educational Affairs and Clinical Professor, College of Public Health and Health Professions</p> <p>Sharing Data for Continuous Improvement Elayne Colón, Director of Assessment and Accreditation, College of Education</p> <p>The Ah-ha Moment!: Tips to Keep Assessment Plans Recent, Relevant, and Rigorous Kathy Green, Assistant Director, Academic Support Services, College of Medicine</p> <p>Improving Student Learning by Connecting SLO Assessment, Accreditation, and Strategic Planning Robert Ries, Director, M.E. Rinker, Sr., School of Construction Management, College of Design, Construction, and Planning</p>
	Discussions
	Lightning Round 5, Assessments that Students Value, Part 2
	<p>Meaningful Assessment in the Humanities Caroline Nickerson, History and Chinese double major, College of Liberal Arts and Sciences</p> <p>Assessment of Leadership Learning through Interactive Role Play Kelsey Abbey, Political Science major, Leadership minor, College of Liberal Arts and Sciences</p> <p>Applied Learning Assessment in Business Speaking Camden Anderson, Finance major, Warrington College of Business</p> <p>Assessing Business Communications through Presentations Corey Ashmeade, Economics, Warrington College of Business</p>
2:40pm-2:55pm	Coffee Break and Discussions

Conference Program, cont'd

2:55pm-3:45pm	Lightning Round 6 - Successful Faculty Practices, Part 2
	Effective Assessment of Diverse Internship Experiences Joslyn Ahlgren, Applied Physiology and Kinesiology, College of Health and Human Performance
	Looking Beyond the Exam: The Relationship between Outcomes Performance and Student Self-Efficacy Kristina von Castel, Food Science and Human Nutrition, College of Agricultural and Life Sciences
	Using Assessment for Holistic Curriculum Refinement Jill Sonke, Arts in Medicine, College of the Arts
	Discipline-Specific Critical Thinking Assessments Nancy Ruzycki, Materials Science Engineering, Herbert Wertheim College of Engineering
	Meaningful SLO Assessment in High-Enrollment Online General Education Courses Pamela Merrill Brekka, Art History, College of the Arts
3:45pm-4:00pm	Closing Timothy S. Brophy and Catherine Wehlburg

With gratitude for their support

Dr. Kent Fuchs, President

Dr. Joseph Glover, Provost

The Academic Assessment Committee

Faculty, College, and Student Presenters

Ann Greene, Executive Secretary, Office of the Provost

Cheryl Gater, Assistant Provost and Director of the Office of Postdoctoral Affairs

Rajeeb Das, Senior Program Evaluator & Assessment Specialist

Faculty Presenters



Joslyn Ahlgren

Senior Lecturer and Undergraduate Coordinator, Department of Applied Physiology and Kinesiology, College of Health and Human Performance

Effective Assessment of Diverse Internship Experiences

Abstract:

Undergraduate students in Applied Physiology and Kinesiology (APK) are assessed on nine student learning objectives (SLOs). Although these SLOs are introduced and reinforced in many courses throughout the curriculum, APK has strategically placed the assessment of the SLOs into two required courses. The first round of assessment occurs in a comprehensive practical exam. This allows students in the last semester as a junior or first semester as a senior to be explicitly introduced to the rubric that will be used to assess their content knowledge, critical thinking, and communication skills for the practical exam (which is reflective of their proficiency within in the program up to that point) as well as in the capstone internship (which is quite variable from student to student). During the internship, the rubric is used both at the midterm and as the final assessment, allowing students another opportunity to receive specific feedback prior to their final grade assignment. Because the rubric is used for assessing performance in such variable settings, examples of how each of the SLOs could be assessed as well as very intentional verbiage within the scoring guide make this an effective tool for tracking student learning. Additionally, assessing all SLOs in only two courses every year gives APK a very clean mechanism for both data collection and use of that data. These data are evaluated annually by the APK Undergraduate Curriculum Committee in an effort to identify and address strengths and deficiencies in the curriculum and to help our department generate appropriate program goals.

Biography:

Dr. Joslyn Ahlgren joined the College of Health and Human Performance in 2009. She earned her BS in Kinesiology from Kansas State University followed by her PhD from the Department of Physiological Sciences in UF's College of Veterinary Medicine. As a Senior Lecturer, Dr. Ahlgren spends most of her time teaching Anatomy, Physiology, and other courses within the Exercise Sciences. Dr. Ahlgren serves on multiple University committees and chairs both her college's and department's curriculum committees. Dr. Ahlgren has won HHP's Teacher of the Year award twice and was named UF Teacher of the Year in 2016.



Pamela Merrill Brekka

Adjunct faculty, Art History, College of the Arts

Meaningful SLO Assessment in High-Enrollment Online General Education Courses

Abstract

ARH 2000 Art Appreciation: American Diversity and Global Arts is a high-enrollment online course that satisfies General Education Student Learning Outcomes (SLOs) for Content, Communication, and Critical Thinking. With over 800 students and 12 graders, meaningful assessment of SLOs has the potential to present a significant challenge. Using the Canvas platform, a successful approach has been achieved by a combination of factors: SLO-assignment integration, rubrics with multiple criteria keyed to SLOs, and activation of the Learning Mastery Gradebook (LMG). For SLO-assignment integration, the course content and assessment rubrics are linked to specific Student Learning Outcomes in such a way that permits prioritization of grader time and feedback toward higher-stake Outcomes. In turn, the rubrics provide multiple detailed criteria that address specific Outcomes. Together with these methods, the Learning Mastery Gradebook (LMG) is engaged with all rubrics, serving as an oversight for meaningful SLO assessment.

In order to link course content and assignments directly to Student Learning Outcome (SLOs), ARH 2000's weekly modules are organized into four primary objectives: Assimilate, Engage, Assess, Apply. At Assimilate, students complete the required reading. At Engage, students interact with the objects lecture map. At Assess, students are quizzed for SLO for Content. At Apply, students activate assimilated content by formulating critical responses to complex questions, in the form of essay presentations, research papers and videoed peer critiques. Among other benefits, this four-part curricular approach facilitates meaningful assessment of the General Education SLOs for Content, Communication and Critical Thinking. While the Assess objective quizzes for learned Content only, which is automatically graded by Canvas, the assignments at Apply evaluate all three Outcomes. Most significantly, this SLO-assignment integration prioritizes Communication and Critical Thinking assignments, which are hand-graded with copious feedback. SLO-assignment integration thus facilitates graders' ability to spend more time with those assignments that provide the most meaningful assessments.

For the higher-stake Outcome assessments at Apply, detailed rubrics with multiple criteria are essential for meaningful SLO assessment. More specifically, individual rubric criteria are keyed to specific Outcomes. For example, 'relevancy' is keyed to Content, 'careful construction' is keyed to Communication, and criteria elements including 'critically engaged' and 'recommendation for alternative viewpoint' are keyed to Critical Thinking.

Biography

Pamela Merrill Brekka, PhD is an art historian specializing in Netherlandish art and cartography. Her recent publications include "Sacri tabernaculi orthographia," in eds. Michel Weemans, Dario Gamboni and Jean-Hubert Martin, *Images doubles et paradoxales* (Paris: Hazan, 2016) and "Picturing the 'Living' Tabernacle in the Antwerp Polyglot Bible," in eds. Walter Melion, Michel Weeman and Bret Rothstein, *The Anthropomorphic Lens: Anthropomorphism, Microcosmism and Analogy in Early Modern Thought and Visual Arts* (Leiden: Brill, 2014). She is Instructor of Art History at the University of South Florida and also teaches American Diversity and Global Arts for the School of Art + Art History, University of Florida.



Susan Curry

Senior Lecturer and Undergraduate Coordinator for the Interdisciplinary Studies – Environmental Management in Agriculture and Natural Resources major, Soil and Water Sciences Department, College of Agricultural and Life Sciences

Using Multiple Assessments of Student Learning Effectively

Abstract

Methods of assessing student work come in many different forms and can be used to guide and enhance student learning as well as determine proficiency and comprehension. Many methods of assessment are used in my SWS4720C- Geographic Information Systems in Soil and Water

Sciences course both for assessment and engagement of material. In this course, students are actively involved in the learning process through study quizzes, guided practice submissions, mapping assignments, as well as open book/note tests. All of this practice culminates in a final map project which demonstrates their proficiency in the ArcGIS software, understanding of spatial analysis and visual communication skills they develop throughout the semester.

Each assessment is similar in weighting, with none being more than 20% of the grade. Thus students must participate in all the activities. The quiz function is used as a study tool for geospatial terminology and basic mapping concepts. Working with classmates to complete these quizzes is encouraged. “Your Turn” screenshots are used for assessing completion of specific workbook tutorials. Guided assignments are used to demonstrate skill with the ArcGIS software tools, relate spatial analysis to the natural world as well as develop visual presentation. Tests are open book and open note and questions focus on the synthesis of basic concepts presented. Students are asked to critique a map, explain why a certain map projection or data model would be used. In addition, questions from practice certification exams are embedded in each test.

A student interest map project is developed during the last six weeks of the course. The subject of their map and analysis is wide open. Projects have ranged from source of nutrients to springsheds to best spots on campus to hang a hammock based on nearby restaurants and facilities. Requirements include gathering GPS coordinates, creating a feature class, downloading supporting data and raster images from geospatial websites, manipulating the data to fit their project needs, performing an investigation using spatial analysis, and presenting this map. Their draft maps are peer reviewed by at least 5 students. The peer reviewers do not have access to the final report so they must understand the analysis performed just by looking at the map. Many titles and legends are modified at this point.

The multiple methods of assessment are critical in tracking the progress made by each individual student throughout the semester. Students responding to course evaluations comment on the amount of worked involved in the course but add that they are confident in their ArcGIS skills and understanding of geographic information systems. “Very highly recommended. It's a tough class, but ArcMap has a steep learning curve I would never have (been) able use it without this class.”

Biography

Susan Curry is a Senior Lecturer and Undergraduate Coordinator for the Interdisciplinary Studies – Environmental Management in Agriculture and Natural Resources major in the Soil and Water Sciences Department. She has been teaching and advising for the past 8 years.

As Undergraduate Coordinator, she was instrumental in the development of the IS-EMANR degree as a 2+2 program and its adoption into UF Online. It is currently ranked as the #1 online Environmental Science program in the nation by BestColleges.com.



Christine Davis

Senior Lecturer and Undergraduate Coordinator, Department of Biology, College of Liberal Arts and Sciences

Assessment to Support Student Academic Development

Abstract

To enable our students to succeed, faculty must employ effective teaching methods and tools, but also must consider whether students understand the best practices for learning and study. To foster student success in the second semester intro bio course, a team of undergraduate Learning Assistants (LAs) are trained and paid to facilitate active, collaborative learning in partnership with faculty in the classroom. Assessment data for student learning gains and exams scores suggest this program improves student outcomes, especially among at-risk groups. Despite this improvement, many students report that they would *not* choose an LA-assisted course over one that did not employ LAs. In order to reduce student resistance and make the efficacy of these teaching methods self-evident, we have relocated the LA-assisted course to the *Testing and Active Learning Center* and implemented a set of assessments to target development of metacognitive and teamwork skills. These assessments require students to reflect on the connection between what is happening in class and their own learning, both individually and in groups. Students are also asked to connect success on exams to preparation provided by LAs and in-class activities. Early results suggest that these techniques show promise to support student academic development. Future work will quantify metacognitive gains over a semester using reflective assessment, specific training, and measuring the change in accuracy with which students predict their actual exam scores over the course of the semester.

Biography

Christine Davis earned her PhD in Botany at Duke University, and has been teaching biology for over ten years. She is currently a Senior Lecturer and serves as the Undergraduate Coordinator in the Department of Biology. She is dedicated to course transformation efforts in the introductory biology series at UF, which serves thousands of students per year. With funding from UF's College of Liberal Arts and Sciences and the Biology department, Christine co-directs and coordinates the Biology LA Program, where a team of undergraduate Learning Assistants are trained and paid to facilitate active, collaborative learning in partnership with faculty in the classroom. She also teaches several undergraduate botany courses and graduate courses in biology pedagogy. Christine has been named a National Academies Education Mentor in Biology.



A. Corinne Huggins-Manley

Assistant Professor in Educational Research and Evaluation Methodology, College of Education

Measurement as a Stimulus for Student Learning

Abstract

Generally speaking, there are three reasons to administer a measurement tool: to aid in a contest, to evaluate examinees with respect to a particular set of skills, and/or to provide a stimulus for some activity that you want to encourage (Thissen & Wainer, 2001). In all university courses, it is important that course assessments evaluate the skills that students are supposed to be learning, if for no other reason than to assign a grade. However, assigning grades is often not the main goal of a university faculty member when teaching a graduate level course class. Rather, a core goal of the faculty member is to provide stimuli throughout the course for the students to study more, learn more, explore the curriculum units in depth, approach material with critical thinking, make connections across the different curriculum units, and more. The purpose of this presentation is to demonstrate that assessments can aid in the process of stimulating deeper student learning across the entire course curriculum if the faculty member develops assessments with that purpose in mind. An example of a final exam that was developed based on this approach is provided, and benefits of this approach to both the faculty member and the student are discussed.

Thissen, D., & Wainer, H. (Eds.) (2001). *Test Scoring*. Mahwah, NJ: Lawrence Erlbaum Associates.

Biography

Dr. Corinne Huggins-Manley is an Assistant Professor in Educational Research and Evaluation Methodology with a core research interest in evaluating and advancing methods of quantitative measurement, specifically focused on practical issues and validity issues surrounding such measurement. Her research agenda has four interrelated arms: a) measurement fairness, b) item response theory, c) validity related to test use, and d) test development. She is currently working on a variety of research projects across and within each of these areas. In addition, she teaches graduate level courses in applied educational measurement and data analysis.



Gillian Lord

Professor and Chair of the Spanish and Portuguese Studies Department, College of Liberal Arts and Sciences

Mapping Course Outcomes to Program Outcomes

Abstract

The Department of Spanish and Portuguese Studies faced certain challenges in developing our assessment plan. Each discipline undoubtedly has their own field-specific hurdles to jump, and in our case, this was our dual focus not only on the content and critical thinking components, but also on students' abilities to communicate effectively *in the target language*. It is common for foreign language students to have much more sophisticated analytical and critical skills than they are capable of expressing in a foreign language, and our upper-level courses strive to balance those two factors so that we can develop both the content and the language proficiency. At the same time, as with many other disciplines, our students can focus on one of two distinct sub-fields for the major: literature or linguistics. Thus, we also had to consider goals, objectives and assessments that would speak to all of these aspects.

With that said, our overarching program goal is "To provide the opportunity for all majors to achieve Spanish proficiency in speaking, reading, writing and listening skills at (at least) the Intermediate to Low-Advanced [ACTFL levels](#), while increasing awareness of and appreciation for Hispanic cultures." We developed an individual student assessment plan that, in addition to requiring the completion of Florida statutes and B.A. degree requirements, would enable us to assess language and content in a natural and holistic manner.

Over the course of employing these assessment tools, though, we realized that the course-specific objectives that led to the grading rubric for the Individual Student Assessment did not as easily translate into program-level goals as we had hoped. In order to revise our tools, we went back and considered our *micro*-level goals first, and then worked outward towards the *macro*-level programmatic goals. That revision led to our current student learning objectives and the rubric for our individual student assessment, which are more direct, more easily assessable, and offer more opportunity for curricular reflection.

In this lightning round I will share the challenges inherent to our program assessment, and discuss the creation and subsequent modification of our objectives and assessments, with the goal of showing how focusing on the micro-level outcomes helped inform our programmatic assessment plan.

Biography

Gillian Lord received her Ph.D. in Hispanic Linguistics from the Pennsylvania State University (2001), and is currently Professor and Chair of the Spanish and Portuguese Studies Department. Dr. Lord works within the field of applied linguistics, and more specifically in the area of instructed language acquisition: learning that takes place in the classroom or other formal settings. Her research focuses on language learning and teaching, including study abroad and technology-enhanced settings, as well as teacher education, most often with a focus on the acquisition of the sound system of Spanish by English-speaking Learners.



Nancy Ruzycki

Faculty Lecturer, and Director of Undergraduate Laboratories, Department of Materials Science and Engineering, Herbert Wertheim College of Engineering

Discipline-Specific Critical Thinking Assessments

Abstract

Many instructors wish to embed assessments of critical thinking within content specific courses as a marker of student learning. Literature reviews show the emergence of institutional outcomes that call for students to “show evidence of critical thinking skills.” How critical thinking skills are actually assessed by faculty is not well understood, and vary based on academic discipline and outcome interpretation. There are several national tests developed for measurement of critical thinking, but they do not measure course specific outcomes. Tennessee Tech University provides an example of validated measure of critical thinking (Critical Thinking Assessment Test <https://www.tntech.edu/cat/>) which can be used to measure student growth at varying time points. As part of broader dissemination of this work, they have introduced a method to create discipline specific assessments of critical thinking that can be used by faculty to assess critical thinking within specific courses (<https://www.tntech.edu/cat/cat-applications-in-the-discipline>). The CAT model uses a guided template design to help faculty develop critical thinking assessment prompts for use in a course, as well as a guided template for development of grading rubrics for the assessment.

Within the College of Engineering, ABET (Accreditation Board for Engineering and Technology) criteria are infused into program outcomes. ABET criteria (a-k) embed core attributes of critical thinking, and could be used to measure critical thinking in engineering courses. A similar template can be developed to assess growth of students toward ABET criteria within their specific courses. An example from Materials Science and Engineering will be presented. This work has broad application to all disciplines who wish to assess critical thinking aligned to departmental student learning outcomes.

Ennis, R. H. (2015). Critical thinking: A streamlined conception. In *The Palgrave handbook of critical thinking in higher education* (pp. 31-47). Palgrave Macmillan US.

Ennis, R. H. (1993). Critical thinking assessment. *Theory into practice*, 32(7), 179-186.

Biography

Dr. Nancy Ruzycki is Faculty Lecturer, and Director of Undergraduate Laboratories in the Department of Materials Science and Engineering within the Herbert Wertheim College of Engineering. She holds a PhD in Solid State Physics (Tulane University, 2003), and has worked at UF since 2013. She has published on Engineering Education, and serves on national committees for American Society of Engineering Educators and American Physical Society. She has won awards at UF, including: Anderson Scholars Faculty Honoree (2013, 2014, 2015, 2016), E4 Lecture Award (2016), Faculty Excellence Award (2014, 2015) and Society of Women Engineers (SWE) Outstanding Faculty Support Award (2016).



Jill Sonke

Director of the University of Florida Center for the Arts in Medicine and Assistant Director of UF Health Shands Arts in Medicine

Connecting Program Outcomes to Holistic Curriculum Refinement

Abstract

The Center for Arts in Medicine offers an MA in Arts in Medicine, as well as graduate certificates in Arts in Medicine and Arts in Public Health, and undergraduate certificates in Arts in Medicine, Dance in Medicine, and Music in Medicine. The Center’s faculty members utilize a set of complimentary processes for assessing and revising these curricula on an ongoing basis. This presentation will focus on assessment of the Center’s graduate programs. Our graduate programs were established at approximately the same time as the university-wide Student Learning Outcomes Assessment system, and so this structure has become an instrumental component of our holistic curriculum refinement process.

The Center for Arts in Medicine works actively to maintain a culture of curiosity and learning, in which we constantly seek to better understand our field and the effectiveness of our curricula in educating and preparing its practitioners. We engage a multi-faceted approach to curriculum assessment and refinement, which includes: 1) the university-wide Student Learning Outcomes Assessment process; 2) twice yearly full-faculty curriculum retreats; 3) bi-weekly faculty meetings; and 4) an ongoing peer-to-peer feedback process. These components help us to view our curriculum at both the micro and macro levels, and to adjust its component parts as needed in relation to our Student Learning Outcomes and the overarching goals of the degree program. The presentation will highlight the ways in which these methods complement each other, with an emphasis on our curriculum retreat process.

Biography

Jill Sonke is director of the University of Florida Center for the Arts in Medicine and Assistant Director of UF Health Shands Arts in Medicine. She serves on the faculty of the Center for Arts in Medicine, and is an affiliated faculty member in the School of Theatre & Dance, the Center for African Studies, the STEM Translational Communication Center, and Center for Movement Disorders and Neurorestoration. Jill is also an Entrepreneurship Faculty Fellow in the UF Warrington College of Business and serves on the board of Citizens for Florida Arts. Her current research focuses on the arts in public health and the effects of music on emergency and trauma medicine.



Melanie Veige

*Lecturer, Undergraduate Coordinator and Director of General Chemistry
College of Liberal Arts and Sciences*

Assessment Strategies in the General Chemistry Laboratory Sequence

Abstract

Spring 2017 is the full-scale pilot semester of a revised course experience for the general chemistry undergraduate laboratory sequence (CHM2045L/2046L). Thousands of students pass through the general chemistry lab courses each year. The labs have been redesigned to complement the lecture course topic sequence. Student learning in the laboratory is assessed using novel methods and should enhance learning outcomes in the lecture sequence.

Biography

Melanie Veige received a Hons. B.Sc. degree in Chemistry in 1997 from McGill University, Canada and her M.Sc. in 2001 from the University of British Columbia, while working with Dr. L. Weiler. In 2001 she joined the Process Research group at Millennium Pharmaceuticals, Cambridge, MA. In 2005, she moved to Gainesville and worked at UF and at Santa Fe College, both in the Department of Chemistry. In 2013 she formally joined the University of Florida as Assistant In. She is now a Lecturer, Undergraduate Coordinator, and Director of General Chemistry.



Kristina von Castel

Assistant Scientist, Department of Food Science and Human Nutrition, College of Agricultural and Life Sciences

Abstract

Active learning and student-assisted teaching models are becoming more common in higher education, including Science, Technology, Engineering, and Math (STEM) education. In assessing learning outcomes from active learning content, traditional exams may not be an effective assessment method. Additionally, one aim of active learning is to engage students in a way that drives higher-level learning, knowledge retention and skill development. Students in STEM education are often preparing for careers in health care where patient outcomes, not the ability to retain memorized information that is crucial to health prevention, maintenance, and resolution. However, students in these courses report exam success as their primary concern. In my foundational nutritional biochemistry course, Fundamentals of Human Nutrition, I have explored alternative methods of content delivery for large enrollment courses using the Learning Assistant (LA) teaching model and project based assessment. I utilize advanced undergraduates as peer educators and have them assist in delivering learning content in subgroups or 10 – 20 students. In future semesters, LAs will also grade their subgroups' projects using rubrics. Currently I have assessed student perceptions of learning alongside learning outcomes from the existing exams to refine the sessions. In reviewing qualitative feedback, the diversity of students understanding of these active learning groups became apparent. Student outcomes on exams were similar regardless of delivery method however, students were divided on their self-reported performance. The majority of students found the active learning sessions and projects as helpful to overall learning but qualitative responses indicate a portion of students expected exam review and prep from the LA led sessions rather than learning independent material. *(continued on next page)*

Kristina von Castel, *continued*

In this, exam success not knowledge acquisition, application and retention was the goal of many students. In creating more active learning environments and appropriate assessments, educators should first help students better understand general and specific learning outcomes in their courses. In shifting teaching and assessment methods it is important help students understand the difference between rout exam preparation and continuous knowledge and skill development particularly in large enrollment environments.

Biography

Kristina von Castel PhD RD is a Human Nutritional Science researcher and educator in the Department of Food Science and Human Nutrition, University of Florida. Her expertise include behavioral management of obesity, nutrition and oral health, and optimization of nutrition education. She serves as the Undergraduate Coordinator for the Nutritional Science, Food Science and Dietetics Majors, and teaches at the undergraduate and graduate level. In addition to her clinical research with the College of Dentistry, her current research focuses improving learning outcomes in STEM education, specifically in the field of nutrition. She has published in the Journal of the Federation of American Societies for Experimental Biology, the American Journal of Human Nutrition, the Journal of Nutrition, the Annals of Behavioral Medicine, Obesity, and the Journal of Aquatic Food Product Technology.

College Presenters



Amy V. Blue

Associate Dean for Educational Affairs and Clinical Professor, College of Public Health and Health Professions

Streamlining Assessment with Accreditation Needs

Abstract

This presentation will focus on aligning assessment with accreditation needs at program, college and university levels using examples from the UF College of Public Health and Health Professions. The college as a single unit is accredited by the Council on Education for Public Health (CEPH). Within the college, five academic programs are accredited by independent agencies. While each accrediting agency, including SACSCOC for the university, has separate and distinct accreditation standards, programmatic goals and outcomes related to student learning are common threads across all of them. Program directors and faculty are encouraged to use as often as possible the multiple accreditation reporting requirements in conjunction with each other to streamline the assessment data collection and reporting process. At the college level, CEPH accreditation standards related to mission, strategic planning, and evaluation of associated college goals are aligned with SACS requirements related to institutional effectiveness. Streamlining the reporting of similar goals, action items, measures and results at both CEPH and SACS accreditation levels provides efficiencies in reporting and monitoring of the college's goals and associated metrics and processes. Recent changes in the college's strategic plan resulted in re-examination of SACS institutional effectiveness goals and metrics. To make use of efficiencies and continuity of data, selected action items and measures were maintained for SACS institutional effectiveness reporting purposes; this will be useful for CEPH reporting as well. The establishment of a new degree program, the Bachelors of Public Health, is an example where CEPH accreditation requirements for the degree guided in part the development of the program's Academic Assessment Plan and associated SACS reporting needs. Student learning outcomes were framed to reflect CEPH accreditation requirements related to students' acquisition of core content knowledge. CEPH accreditation standards that students complete a capstone experience in the program lead to the use of faculty evaluation of students' presentation of their capstone experience as a measurement of a student learning outcome for SACS reporting. The rubric designed for assessing students' presentations links to the specific components of the student learning outcome and CEPH accreditation requirement. After this presentation, participants will be able to: 1) discuss how multiple levels of accreditation can be streamlined for efficiencies in reporting; and 2) describe examples of how programmatic (i.e., college/institutional effectiveness) assessment and student learning outcome assessment can align with multiple types of accreditation requirements.

Biography

Dr. Blue is the Associate Dean for Educational Affairs and Clinical Professor in the College of Public Health and Health Professions and the Vice President for Interprofessional Education - UF Health at the University of Florida. She earned her doctorate in Anthropology (Medical) from Case Western Reserve University. Dr. Blue has been engaged in health professions education for over 20 years, having implemented, directed and evaluated several educational programs. She has published extensively in the health professions education literature and her research includes a Robert Wood Johnson Foundation funded study examining assessment and evaluation processes in interprofessional education.



Elayne Colón

Director of Assessment and Accreditation, College of Education

Sharing Data for Continuous Improvement

Abstract

This session presents a mechanism for engaging faculty in continuous program improvement by sharing assessment data in a centralized, meaningful space. Participants will learn about the College of Education's model for continuous program improvement that has been refined over a period of nine years to incorporate national, regional, and state accreditation and other accountability demands. Strategies for organizing and representing data in ways that yield relevant, intelligible, and actionable results for continuous program improvement will be discussed.

Biography

Dr. Elayne Colón has served as the Director of Assessment and Accreditation in the College of Education at UF since 2006. She has published in peer refereed journals, including the *Journal of Psychoeducational Assessment*, and presented papers at international, national, and state conferences on issues related to assessment. She has served on numerous committees and advisory boards for the Florida Department of Education, including serving as an invited Subject Matter Expert for Test Item Development for the Florida Teacher Certification Examinations. With a background in School Psychology, her scholarly interests include individual and systems-level assessment and measuring the impact of educators on P-12 student achievement.



Kathy Green

Assistant Director, Academic Support Services, College of Medicine

The Ah-ha Moment! Tips to Keep Assessment Plans, Recent, Relevant, and Rigorous

Abstract

This presentation addresses applications used by the UF College of Medicine to facilitate data collection, and keep assessment plans recent, relevant, and rigorous. Recent changes tend to be the easiest to capture, but also the easiest to forget. Most professional colleges have a separate accreditation process. To streamline the approach, look for all changes made due to a recent accreditation, changes to within the accrediting documents, and any internal continuous quality improvement made throughout the year. Additionally, capture any student or faculty feedback along with course evaluations, and place all of this information and data in a yearly assessment folder.

The Great Schools Partnership’s Glossary of Education Reform states that relevancy is “tying learning experiences, such as personal aspirations, interests, and experiences, to real-world issues, problems, and contexts,” (Great Schools Partnership, 2014). Therefore, one suggestion is to align college or departmental initiatives to the goals and SLOs of the assessment plan. Finally, of the courses and assessments being offered, select the ones that best represent the goal or SLO, and that the data is easy to capture. For more difficult assessments, e.g., presentations or observations, consider a rubric to standardize the process, and provide quantitative data.

Is your assessment plan rigorous? Rigor is defined as having “experiences that are academically, intellectually and personally challenging to help students understand concepts,” (Great Schools Partnership, 2014). Likewise, if your use of results state students’ mastery and offer no changes, then consider raising the bar or adjusting the assessment plan to challenge your students. The final recommendations should enhance assessment plans and yearly program evaluations.

- “If you fail to plan, then you plan to fail.” Spending a little extra time developing assessment plans in the spring, will make for a more meaningful analysis in the fall.
- As you plan, review the prior year’s results and use results for possible changes.
- Align assessments to goal(s) and SLOs. It is best to capture the data that most closely aligns with the plans goal(s) and SLOs.
- When analyzing the program, compile the data for each of the assessments listed in the plan. If you find yourself wanting to report other data, then consider putting that data in the Use of Results or in a yearly folder for future changes.
- Create a yearly folder to capture meeting minutes, suggested changes, data, evaluations that occur throughout the year.
- Connect the dots! Make sure you complete the picture by writing clear and succinct assessment plans as reviewers may not be from your field of expertise.

Biography

Kathy Green’s greatest passion is looking for ways to improve educational processes and assessments of our students, and to streamline techniques to capture that data. Kathy earned a Masters in Library and Informational Science from North Carolina Central University and an additional Certification in School Administration from Gardner Webb University. Along with her Bachelors of Science from the University of Charleston, her vast educational background has allowed her to teach and mentor others from elementary school to medical school in South Carolina, Alabama, Georgia, North Carolina, and now at the University of Florida.



Robert Ries

*Professor and Director, M. E. Rinker, Sr., School of Construction Management
College of Design, Construction, and Planning*

Improving Student Learning by Connecting SLO Assessment, Accreditation, and Strategic Planning

Abstract

Assessment of student learning exists in a universe of assessment for an academic unit including degree program accreditation and strategic planning. Integrating the multiple dimensions of assessment across multiple stakeholders requires recognition of the benefits and importance of continuous improvement and a structured process that supports faculty and staff in assembling and reviewing assessment information.

The Rinker School has developed program improvement processes that engage faculty, staff, students, alumni, and industry. Assessment is ongoing throughout the academic year, with sequential review and synthesis of results involving the program coordinators, the director, and undergraduate and graduate faculty committees that culminates in full faculty review at the school's annual retreat.

Key tools include a comprehensive strategic plan, learning outcomes defined and managed by the faculty and reflected in course objectives and learning outcomes, student learning assessed by direct and indirect methods including a third-party exam, and feedback on learning outcomes from alumni and industry. Lastly, a database accessible through a web interface provides a tool for faculty and staff to submit assessment results and review assessment outcomes, reducing the effort for gathering data and displaying trends over time.

Lessons learned include a.) provide a clear structure, such as committees, for engaging faculty in continuous improvement relative to student learning outcomes, curriculum, and strategic planning; b.) map learning outcomes to the relevant courses to help identify overlaps and gaps in the curriculum as well as opportunities to improve learning; c.) include multiple stakeholders such as students, alumni, and industry in addition to faculty and staff in program assessment and improvement; and d.) support faculty and staff to the extent possible with the time intensive aspects of assessment.

Biography

Robert Ries, Ph.D. is a Rinker Professor and Director of the M. E. Rinker, Sr., School of Construction Management in the College of Design, Construction, and Planning. Dr. Ries has an undergraduate degree in architecture from Pratt Institute and graduate degrees in architecture from Carnegie Mellon University. His research is in high performance buildings and life cycle assessment of the built environment.

Technical Presenters



M. David Miller

Professor and Director, School of Human Development and Organizational Studies in Education, College of Education

Assessing the Quality of Assessments: Validity, Reliability, and Fairness

Abstract

The *Standards for Educational and Psychological Testing (8670)* contain three foundational principals: validity, reliability and fairness. Validation is the process of examining the strength of the interpretations and uses of a test. Reliability examines the consistency of the test. Finally, fairness examines how test use and interpretation can be equally applied to all examinees regardless of ethnicity, gender, disability, etc. Each of these core principals are important to ensuring the quality of assessments and their appropriate use. These principals could, and often should, be examined with uses of assessments in higher education. In this presentation, the principals of validity, reliability and fairness are described and examples of methods that are commonly used to examine validity, reliability and fairness are described including analyses available in Canvas.

Biography

M. David Miller is Professor and Director for the School of Human Development and Organizational Studies in Education. He is also the Director of the Collaborative Assessment and Program Evaluation Services (CAPES) which provides evaluations for multiple NSF, NIH and IES grants as well as grants through foundations including HHMI. Dr. Miller's research is in psychometric methods focusing on validity and reliability in large scale assessments. He recently co-edited a book on assessment in higher education.



Jennifer K. Smith

Director, Office of Faculty Development and Teaching Excellence, Academic Affairs

Practical and Painless Outcomes Reporting through Canvas

Abstract

The Outcomes tool in Canvas can help you to gather the data you need to report General Education and Programmatic Outcomes. This session briefly covers how to organize your assessments and outcomes for effective reporting.

Biography

Jennifer Smith is the Director of the Office of Faculty Development and Teaching Excellence. She has worn multiple hats at UF including serving as the Associate Director of Course Production for UF Online, and Manager of Instructional Design Services at UF's Center for Instructional Technology and Training (CITT). Prior to her work at CITT, Ms. Smith was an Associate Professor in Theatre and Dance at the University of Florida.

Student Presenters



Kelsey Abbey

Political science major, Leadership minor, College of Liberal Arts and Sciences
Assessment of Leadership Learning through Interactive Role Play

Abstract

Role playing is a method of teaching leadership skills and is used in an undergraduate university leadership development course. This method has been an effective leadership learning tool. Students taking the course have the opportunity to improve their communication skills, while exploring different scenarios, and gaining an understanding of other sides of issues. This method of role playing is an important part of leadership development.

ship development.

Biography

Kelsey Abbey is a second-year student at the University of Florida. She is studying political science and public relations with a minor in leadership.



Camden Anderson

Finance major, Warrington College of Business

Applied Learning Assessment in Business Speaking

Abstract

My experience in the Professional Business Speaking course is one that has stuck with me throughout my collegiate career. This course is one that will benefit me throughout my professional career and the assessment played a big part in what I retained from this course. The course is structured so you have a large lecture of hundreds of people at the beginning of the week where you are introduced to the material and then a

smaller breakout session later in the week of around 20 students. This was very helpful in reinforcing the material for me because in our smaller sessions we were able to practice the speech techniques and refine our skills. These breakout sessions allowed the instructor to make it very clear what we were being graded on and how to achieve maximum points on our presentations. We were graded on two individual speeches, one group case competition, an elevator pitch, and a final written exam. The individual speeches assessed our grasp and understanding of appropriate business presentation while the case competition assessed our ability to think strategically and work with others. The final exam was mainly to ensure that students were paying attention and engaged in lecture throughout the semester. The clearness of what we were being assessed on was very helpful to me as a student. We knew that we were being graded based upon our PowerPoint, crispness of spoken presentation, and our outward bodily movements. Knowing exactly what was being asked of me made it much easier to put together my PowerPoint presentations and prepare my speech. I had done a decent amount of public speaking in high school but never knew how much went into the preparation and execution of a successful presentation. While I did want to achieve an exemplary grade in the class, I knew the value in being a polished speaker was far greater than a course grade. I could only dream of one day speaking publicly similar to President Obama. His speeches captivate the audience and grab the attention of everyone listening to them. The power of public speaking was emphasized heavily by our instructors which made this class far more than just a grade for me.

Biography

I am a third year Finance major in the Masters in Science of Finance program. I am from Jacksonville, Florida and have always loved the University of Florida. My current involvement on campus includes being the Executive Secretary of Academic Affairs for student government and the treasurer for the Alpha Tau Omega Fraternity. Previously I was a public speaking consultant at the Dial Center on campus and a member of the Florida Leadership Academy Class XII. In summer 2017 I will be interning with SunTrust Robinson Humphrey as an investment banking analyst in Atlanta, Georgia.



Corey Ashmeade

Economics major, Chinese minor, Warrington College of Business

Assessing Business Communications through Presentations

Abstract

How are high-level business communication skills taught within a semester? Students who complete GEB3523 (Business Case Analysis) end up ranking among the best presenters in the world, as they join the Heavener International Case Team and travel across the globe to compete and achieve recognition for our university. Utilizing teaching assistants and rigorous assignments, the course has managed to drastically reduce the learning curve for its students, and teaches valuable professional skills that can be utilized for the rest of their careers.

Biography

Corey Ashmeade is a senior Economics major with a minor Chinese. He is a Reitz Scholar and is involved in various leadership organizations within the Heavener School of Business, such as the Warrington Diplomats, Florida Leadership Academy Advisory Board, and Career and Academic Peer Mentor Program. Corey was raised in Tampa, Florida, and will be moving to San Francisco to work with LinkedIn as a part of their Business Leadership Program (Global Sales) after graduation in April 2017.



Phillip Dmitriev

Neurobiological Sciences and Microbiology and Cell Science double major (IDS), College of Liberal Arts and Sciences

Applied Learning Assessment in the Sciences

Abstract

Students value the ability to think for themselves and solve problems. Therefore, rather than rote memorization, application of learned concepts to real and practical problems is an excellent form of assessment. One aspect that is important is a gradual immersion into the subject through regular assessment and a clear expectation of student learning objectives. After students have a strong grasp of the subject, their learning can be applied to real-life problems – both ones that have already been solved, and therefore they can learn from, or unsolved ones in which they can express critical thinking and creativity. This form of practical assessment is valuable and motivating for students, as it is seen as useful skill building, as opposed to what may be perceived as arbitrary memorization.

After students have a strong grasp of the subject, their learning can be applied to real-life problems – both ones that have already been solved, and therefore they can learn from, or unsolved ones in which they can express critical thinking and creativity. This form of practical assessment is valuable and motivating for students, as it is seen as useful skill building, as opposed to what may be perceived as arbitrary memorization.

Biography

Phillip is a senior undergraduate student double majoring in Neurobiological Sciences and Microbiology and Cell Science. He is an Undergraduate Scholars Program fellow conducting research in neuroimaging in Prof. Mingzhou Ding's laboratory, as well as a Reitz Scholar and an active leader in UF student organizations. Phillip plans to pursue an MD/PhD in translational neuroscience.



Isabella Muncan

Political Science major, College of Liberal Arts and Sciences

The Importance and Meaningful Assessment of Learning Beyond the Classroom

Abstract

Coming!

Biography

Izzy is a third year Political Science major with a minor in Public Leadership. She is passionate about her campus involvement, and serves as the Director of Florida Blue Key Legal Professions Day and the Chairwoman of the Rules and Ethics Committee in Student Senate.



Caroline Nickerson

History and East Asian Languages and Literatures with a focus in Chinese double major, College of Liberal Arts and Sciences

Meaningful Assessment in the Humanities

Abstract

My personal experience as a History and East Asian Languages and Literatures with a focus in Chinese double major at the University of Florida has been overwhelmingly positive. Within my major courses and in my study abroad programs, a humanities research perspective, with evaluations based on strength of argument, skillful use of sources, and clarity of thought, has been at the forefront. Professors in the the humanities at the University of Florida invest time in stu-

dents and prioritize mentorship, contributing to a successful assessment experience overall.

Biography

Caroline Nickerson is a fourth-year History and East Asian Languages and Literatures with a focus in Chinese double major. Currently, she serves as President of Savant Leadership Honorary and Vice-President of the Graham Center Student Fellows, among other extracurricular commitments, and works at the University of Florida Psychiatry Department as an Editorial Assistant, creating textbooks for the Christensen Memorial Project. Caroline is a Reitz Scholar, a Reubin Askew Scholar, and a University Scholar. She enjoys reading, writing, editing, running, and brunching in her spare time. She considers the time she invested mentoring younger students as her most lasting UF legacy.



Tyson Robare

Master in International Business, Warrington College of Business

The Value of StrengthsQuest

Abstract

Coming!

Biography

Ty Robare is a graduate student in the Master in International Business program. He is 22 years old and the oldest of two children to Thomas and Jennifer Robare. As a student, Ty has emphasized leadership as an absolute necessity to having a holistically beneficial college experience and hopes to use this conference as an opportunity to show that student leaders must be able to both lead and conduct thorough reflection on leadership endeavors to be a well-rounded leader on and off campus.



Trevor Schettle

Political Science and History double major, Art History minor, College of Liberal Arts and Sciences

Organic Assessment in the Social Sciences

Abstract

For my presentation, I will be focusing on how the use of outside class excursions can stimulate the organic learning process. For one of my Political Science Classes, Art and War, my professor, Dr. Hozic brought us to the Harn at least eight times as a class and we were required to come 5 separate times outside of the scheduled class time for follow up assignments. This organic learning atmosphere of leaving the classroom and being immersed in the material that we were learning through the Harn allowed me and my fellow classmates to appreciate the subject in a unique perspective. Papers were our main assessments in the class and through the experience of physically leaving the classroom, I believe that I was able to write more holistically on the art piece and the exhibit seeing it firsthand.

Biography

My name is Trevor Schaettle, and I am currently a junior studying Political Science and History with a minor in Art History. I am from Tampa, FL and plan on attending law school after graduating next spring where I hope to go into Museum Law or Lobbying.

ALC Notice to Spanish/Portuguese Majors

Contributed by Gillian Lord

The university requires that undergraduate degree programs assess their effectiveness, with the goal of providing feedback that will allow for continual improvement of these programs.

The vehicle for these assessments is the **Academic Learning Compact** (ALC), which specifies the skills that majors are expected to achieve. These skills are called **Student Learning Outcomes** (SLOs). The Spanish and Portuguese SLOs are explained below, and can also be found online: <http://www.spanishandportuguese.ufl.edu>.

1. *Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Spanish/Portuguese.*
2. *Competence in written Spanish/Portuguese, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.*
3. *Communicative competence in spoken Spanish/Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.*

The ALC process requires departments to assess and report on the skills achieved by each of their majors. To be certified for graduation with a Spanish or Portuguese major, students must undergo **Individual Student Assessments** (ISAs), i.e. must fulfill the following

1. *Satisfy the Florida statutes for the College-Level Academic Skills Requirement*
2. *Complete requirements for the baccalaureate degree, as determined by faculty*
3. *Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a text according to its cultural, literary and/or linguistic content (the text analyzed and the analysis will be in Spanish/Portuguese) and an oral presentation and discussion conducted in Spanish/Portuguese.*

As of the Fall 2010 semester, all Spanish/Portuguese majors will be required to complete the third ISA in one 4000-level course (excluding SPN 4420, SPN 4314, and POR 4420). Since this ISA must be completed only once, students must choose the course in which they plan to satisfy this requirement and inform the course instructor by the end of the third week of classes. The instructor will incorporate the ISA into the students' syllabus and grade calculation.

Results of the ISA will be analyzed and used by department faculty to determine how we might change our programs to enhance student performance. We look forward to working with you this semester as we implement this new program.

Fill out, detach and give the following to the instructor of the 4000-level course in which you choose to complete ISA #3.

I, _____, will satisfy my ALC requirement as follows:
Print name

Course

Section

Term

Instructor's name

Signature

Date

Academic Learning Compact – Department of Spanish and Portuguese Studies

Evaluation of written project and oral presentation—contributed by Gillian Lord

Name _____

Term _____

Class _____

Assessed by _____

SLO	Excellent	Good	Basic	Rudimentary	Insufficient	POINTS
Interpretation and analysis (50%)	<i>Demonstrates profound knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) in an insightful way; provides well-structured arguments or accurately analyzed evidence to support conclusions</i> [50-45 points]	<i>Demonstrates considerable knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) competently; provides acceptable arguments or analyzed evidence to support conclusion</i> [44-40 points]	<i>Demonstrates some knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) with some accuracy; provides some arguments analyzed evidence but conclusions are only vaguely supported</i> [39-35 points]	<i>Demonstrates only piecemeal knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) in a hit-or-miss way; arguments or evidence lead only tangentially to conclusions</i> [34-30 points]	<i>Unable to demonstrate coherent knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is inadequately applied to the chosen text(s); arguments or evidence presented do no lead to any coherent conclusion</i> [29-0 points]	
Written language (25%)	<i>Excellent command of the Spanish language; near-native in terms of grammar and vocabulary; mastery of stylistic conventions of written Spanish; free of orthographic or stylistic errors</i> [25-23 points]	<i>Good command of the Spanish language; above average in terms of grammar and vocabulary; shows understanding of stylistic conventions of written Spanish; minimal orthographical or stylistic errors</i> [22-20 points]	<i>Only moderate command of the Spanish language; frequent errors in grammar and vocabulary; shows only basic knowledge of stylistic conventions of written Spanish; some orthographical and stylistic errors</i> [19-18 points]	<i>Minimal command of the Spanish language; deficient in terms of grammar and vocabulary; written Spanish is lacking stylistic grace; considerable orthographical and stylistic errors</i> [17-15 points]	<i>Shows no command of the Spanish language; excessive errors in terms of grammar and vocabulary; language errors interfere with meaning; shows no understanding of stylistic conventions of written Spanish; numerous orthographical errors</i> [14-0 points]	
Spoken language (25%)	<i>Excellent command of the Spanish language; near-native in terms of grammar, vocabulary, pronunciation and fluency; presents topic with confidence and ease; answers questions with ease and appropriate register</i> [25-23 points]	<i>Good command of the Spanish language; above average in terms of grammar, vocabulary, pronunciation and fluency; presents topic with confidence but may falter on occasion; answers questions competently with appropriate register</i> [22-20 points]	<i>Only moderate command of the Spanish language; frequent errors in grammar, vocabulary, pronunciation and fluency; occasionally lacks confidence in presenting topic; answers some questions but is flustered, may not maintain appropriate register</i> [19-18 points]	<i>Minimal command of the Spanish language; deficient in terms of grammar, vocabulary, pronunciation and fluency; shows little confidence in ability to present topic; has difficulty answering questions on topic and does not use appropriate register</i> [17-15 points]	<i>Shows no command of the Spanish language; excessive errors in terms of grammar, vocabulary, pronunciation and fluency; language errors interfere with meaning; unable to present to audience in coherent way; cannot answer questions related to topic</i> [14-0 points]	
TOTAL _____/100						

Comments

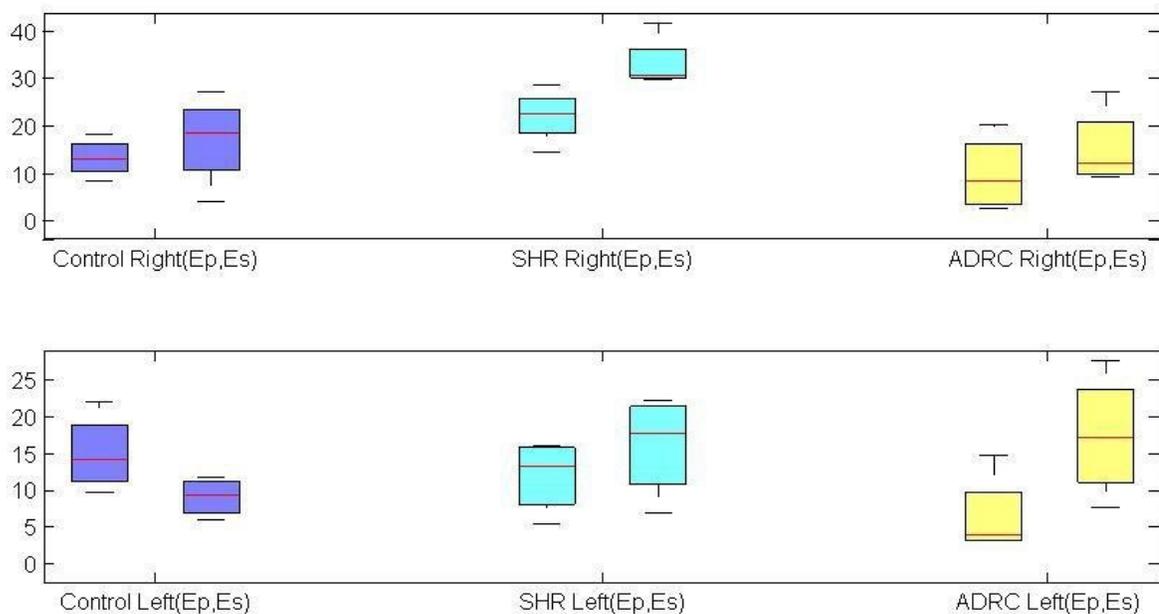
Discipline Specific Critical Thinking Assessments

Nancy Ruzycki, Herbert Wertheim College of Engineering, Department of Materials Science & Engineering

Dr. Chelsea Simmons GatorBait laboratory has been collecting data on the mechanical properties of normotensive and hypertensive rat right and left ventricular myocardium. They are using a modified viscoelastic test to find the Elastic Modulus of the heart tissue of both hypertensive and non-hypertensive rats to see if there is a difference in the values of regular and diseased heart tissue. Both the left ventricle and right ventricle tissue for the rats was tested and recorded. Control are normal rats without hypertension, SHR are rats that are genetically altered to have hypertension. ADRC means Adipose-Derived Regenerative Cells, and is a method for regenerative treatment of chronic heart failure. The ADRC was tested in the SHR rats.

The data in Figure 1 reflect the Elastic Modulus of the tissue response. E_p is the *Steady-State Modulus*, a comparative method between samples, since it's not strain-rate dependent. It represents the stiffness of the elastic component of the sample. E_s is the *Additional Modulus*, purely strain-rate dependent (can even be zero if strain rate is low-enough/greater-than-characteristic-relaxation-time). This modulus "fades" away - over time - during the relaxation stage. It can still be compared between samples if strain-rate is maintained, but that is difficult to achieve, especially in indentation, where you can usually only control indentation rate. Together with the characteristic relaxation time, and depending on the initial stage (loading) time, these values can be used to calculate viscosity, porosity or permeability.

Figure 1.



1. Summarize the information in Figure 1.
2. How strongly does the information provided support the idea that "there is a difference in the Elastic Modulus mechanical properties of the hypertensive heart and the normotensive (normal) heart tissue"?
3. How strongly does the information provided support the idea that "the ADRC treatment can prevent/reverse hypertension in heart tissue"?
4. Are there other possible explanations for the data in Figure 1 that would not necessarily support the idea that there is a significant difference between the three types of tissue tested? If so, explain what they are. Try and provide three alternative explanations.

Based on work by Tennessee Tech University -Center for Assessment and Improvement of Learning

Discipline Specific Critical Thinking Assessments

Nancy Ruzycki, Herbert Wertheim College of Engineering, Department of Materials Science & Engineering, Herbert Wertheim College of Engineering

Anticipate Student Responses: Provide examples of anticipated student responses that illustrate varying degrees in competency. These responses build the scoring rubric.

Question 2 How strongly does the information support the interpretation?

Points	Example Response
0	Definitely supports – The information supports the idea because the SHR means are higher than the Control means.
1	Supports without being definite or certain – The data shows that the SHR could be slightly more stiff than the control means, but is also shows that the Ep is not that different.
2	Supports with a qualifier like could, might, may, etc -The data might support the claim that there is a difference between the hypertensive rat and the control rat since the means are different.
3	Supports with a qualifier (as above) and suggests there are other alternative explanations for the data. -The data might support the interpretation, but more information is needed. There is no mention of the number of samples used, and the variance in the samples is quite high in some cases. Just looking at the data alone is not enough to make the claim, they should run a statistical analysis like ANOVA or Welch.

Develop a Rubric for Alternative Explanations

Using the anticipated student responses as a guide, provide sample responses and scoring guidelines for the rubric below.

Identify how students will be graded in this activity. The rubric should evaluate the quantity and quality of the student responses. Provide guidelines and examples for the criteria below.

Students receive points for each plausible alternative for Question

Based on work by Tennessee Tech University -Center for Assessment and Improvement of Learning

Painless Outcomes Reporting Through Canvas

Contributed by Jennifer K. Smith

Office of Faculty Development and Teaching Excellence

The Outcomes tool in Canvas can help you to gather the data you need to report General Education Outcomes. The process is the same for program outcomes. These tips will help take the pain out of using the tool.

Course Assessment Plan

Plan out your course assessments and assignments in a spreadsheet so that you can easily determine which items you want to align with Outcomes. This will help you to determine how to assign points within the individual grading rubrics.

Example:

- In Fabulous Course FAB1001, 1000 points are possible and 90 percent of the total points will measure outcomes.
- In the table below, points are divided between **Content**, **Critical Thinking** and **Communication**.
 - Notice that the midterm and final place heavy emphasis on Content and Critical Thinking with less on Communication.
 - In the discussions, 75% of the points are associated with outcomes with the remaining 25% assigned to participation.
- In order to pass the course with a C or better, a student needs to earn 70% or more of the total points (700 points).
 - If we set the “mastery” requirement at 70% of the available outcome points, the minimum points required for Outcomes mastery = 630 points.
 - As there are only 100 non-outcome points available, a student must earn nearly all of the minimum threshold of outcome points.

	Discussions	Presentation	Paper	Midterm	Final	Project	Total	Mastery
<i>Content</i>	60	30	30	80	80	10	290	203
<i>Critical Thinking</i>	40	60	30	100	100	30	360	252
<i>Communication</i>	50	90	40	20	20	30	250	175
<i>Other (participation)</i>	50	20	0	0	0	30	100	
<i>Total Points</i>	200	200	100	200	200	100	1000	630
<i>Outcome %</i>	75%	90%	100%	100%	100%	70%	90%	

Determine Your Calculation Method

When you set up your Canvas Outcomes, you are presented with choices for the calculation method.

1. The default method is **Decaying Average**, which averages all assessment items and weights the most recent item at a higher percentage.
 - a. By default, the last item the student completes will be weighted at 65% with the earlier items being weighted at 35%.
2. **n Number of Times**, specifies the number of times that mastery must be met or exceeded along with the total number of opportunities for outcome mastery.
3. The **Most Recent Score** always selects the score for the most recent assessment item.
4. The **Highest Score** method always selects the highest score from amongst all of the assessment items.

Which calculation method should I use?

The **Decaying Average** can be adjusted to calculate the “straight average” or mean. This helps you to “even out” the outcome evaluation over multiple assignments and doesn’t overly penalize students who may have done poorly on one assessment.

- To calculate the mean, determine the weight of one item and enter that value into the **Last Item** textbox:
- **100% ÷ total number of items = weight of last item**
- In a course that provides 5 opportunities to achieve Mastery, the formula would look like this:
- $100\% \div 5 = 20\%$
- Therefore, 20 is the percentage entered in the Last Item box.

The screenshot shows a configuration window for the 'Decaying Average' calculation method. At the top, a dropdown menu is set to 'Decaying Average'. Below it, a 'Last Item' input field contains the number '20', which is circled in red with a red arrow pointing to it. To the right of the input field, there is an 'Example' section that reads: 'Calculation Method: 20/80 Decaying Average. Example: Most recent result counts as 20% of mastery weight, average of all other results count as 80% of weight. If there is only one result, the single score will be returned. 1- Item scores: 1, 4, 2, 3, 5, 3, 6. 2- Final score: 3.6'. At the bottom right, there are 'Cancel' and 'Save' buttons.

NOTE: Once you have aligned the outcome with an assessment and used it for grading, you won’t be able to make changes to the outcome. You’ll have to create a new outcome to make changes.

Align Outcomes with Assignments/Assessments

1. Attach one or more outcomes to a rubric within the quiz or assignment. To do this, click on the pencil icon to edit the rubric and scroll to the bottom. Choose **Find Outcome**.

2. Navigate to the desired outcome.

3. Check the appropriate box if you wish to use the outcome as part of the points for the assignment.

•Pro: this makes the grading a bit quicker.

•If you don't use the outcome for scoring, you'll need to:

- Determine the point values of the items that ARE being used for scoring that will equal mastery.
- Then select mastery level manually, based upon the points (see below).
- It may be confusing to students to see the points listed within the outcomes yet not included in the total points for the assignment.

•Con: If you opt to use the outcome for scoring, you'll have to use the same point value each time the outcome is used.

Example:

Use the points within the rubric to determine mastery. In the example below, satisfactory or better = mastery. No points appear in the grading rubric total because the outcome was not chosen for scoring.

Communication: Clarity of argument	Outstanding 20.0 pts	Good 18.0 pts	Satisfactory 16.0 pts	Needs Improvement 14.0 pts	Unsatisfactory 12.0 pts	20.0 pts
Communication: Grammar	Outstanding 16.0 pts	Good 14.0 pts	Satisfactory 13.0 pts	Needs Improvement 11.0 pts	Unsatisfactory 9.0 pts	16.0 pts
Communication: Format, citations	Outstanding 4.0 pts	Good 3.0 pts	Satisfactory 2.0 pts	Needs Improvement 1.0 pts	Unsatisfactory 0.0 pts	4.0 pts
 Communication view longer description threshold: 1.0 pts	Mastery - The student expresses ideas in a convincing, organized, clear, coherent manner that is nearly error free and uses a style and language appropriate to the subject area. 1.0 pts			Non-Mastery - The student does not express ideas in a convincing, organized, clear, coherent manner that is nearly error free, or uses a style or language that is not appropriate to the subject area. 0.0 pts		--
 Critical Thinking view longer description threshold: 1.0 pts	Mastery - The student considers the issues from multiple perspectives, logically analyzes evidence from credible, relevant sources, and develops reasoned conclusions. 1.0 pts			Non-Mastery - The student does not consider the issues from multiple perspectives, does not logically analyze evidence from credible, relevant sources, or does not develop reasoned conclusions. 0.0 pts		--
Total Points: 200.0						

Learning Mastery Gradebook

Use the **Learning Mastery Gradebook** to see how students are doing in your course.

1. First, you'll need to enable that feature within your course. To do this, choose **Settings** (from the left menu) > **Feature Options** (from the top menu).
2. Click the slider to the right of Learning Mastery Gradebook.
3. You can allow students to see their outcomes within the **Student Learning Mastery Gradebook**.
 - a. If you decide to give students access to the Learning Mastery Gradebook, provide information about what the SLOs are and what they mean within the context of the course.
4. Once you have enabled the tool, go to **Grades**. Click the **Learning Mastery** button at the top left.

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