UF Quest Assessment

FACULTY GUIDE AND RUBRICS FOR THE 2021-22 QUEST 2 PILOT

The UF Quest Assessment Task Force
TIMOTHY S. BROPHY, DIRECTOR, INSTITUTIONAL ASSESSMENT | OFFICE OF THE PROVOST

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FACULTY GUIDE:
THE UF QUEST 2 ASSESSMENT PILOT

UF Quest: General Education Re-envisioned

UF Quest is a general education experience shared by all first-time-in-college students at UF that accompanies them in their growth and maturity throughout their entire undergraduate experience. UF Quest provides a combination of coursework in the humanities, natural sciences, and social science and experiential learning, in which faculty, graduate students, staff, and peers engage students in the multifaceted problems of this complex and interconnected world and challenge them to discover where they can best apply their gifts to advance solutions. UF Quest provides a uniform opportunity for all students to enhance their ability to communicate effectively, think critically, solve problems, and reflect deeply. It is a vehicle and model for instilling the fundamental values of education that UF espouses and to which all in UF should aspire to achieve.

UF Quest holds the following fundamental, aspirational values:
- The student is the center of our work at UF, regardless of what the work involves.
- The subjects of general education reside at the core of every discipline of study and are thus essential for preparing a student for navigating this complex and interconnected world in which we live together.
- We at UF hold at a premium and value most highly the following:
    - *Learning*: our compass regardless of our role
    - *Quality relationships*: among humans, with the subjects of study, with the surrounding world
    - *Expectations we hold for all in UF*: set them high; communicate them often; understand our respective roles; hold ourselves and all accountable
    - *Leadership at UF*: shared responsibility and at all levels; from shared goals and mission that are communicated clearly and often
    - *Integrity*: alignment of practices, policies, student learning, actions, words
    - *Diversity and Inclusion:* inclusive, supportive, and respectful to all members of the community and their diverse experiences and backgrounds
    - *Openness to improvement*: our own, our students', the community's

UF Quest is:
- Multidisciplinary in nature to open students to the greater world.
- Sequential and increasingly challenging from years 1 through 4.
- An opportunity for ongoing reflection that makes learning relevant, fosters meaning-making in purpose, and provides students an accurate sense of their progress,
- Preparation for the rigor of college,
- A celebration of general education,
- Engagement and relationship-building, where faculty can know students by name, and
- Delivered by faculty who model all values *with* heart and who are *at* the heart of UF Quest.

(adapted from Lindner, 2019)

Why Assess UF Quest?

Assessment is a common practice across the University of Florida campus. Faculty assess their students' exams, papers, projects, presentations, performances, productions, and other assignments in order to (a) gauge their students' learning, (b) identify gaps or weaknesses in student learning, and (c) modify instruction and/or curriculum to strengthen student learning. Our 2017 faculty focus group study on assessment at UF found that

> *UF faculty value the assessment of student learning and the information it provides. In every college, faculty described clearly the ways they collect and use student learning information. As one participant stated, "we learn how effective we are as instructors," and that their student learning information helps them to "make adjustments to the course."* (University of Florida, 2017).

We assess UF Quest at the institutional level to determine its effectiveness at achieving the SLOs and aims of the program. Institutional Assessment works in a corollary fashion to the faculty process but with different outcomes and data without reference to student grades or faculty performance. The assessment data that faculty provide through the UF Quest rubrics (or other approved methods) are analyzed to determine the degree to which students are achieving the UF Quest SLOs. The results of analysis are used to determine how we can modify and improve the assessment process, e.g. procedures, criteria, measurement scales, professional development, etc., and how we can strengthen UF Quest.

The UF Quest Assessment Task Force

The UF Quest Assessment Task Force was convened in fall 2019 and charged to develop the institutional assessment plan for UF Quest. The Task Force members represented all of the colleges on campus that provide UF Quest courses, as well as experts in instructional design, assessment, and measurement from across the university. After review of the Quest Student Learning Outcomes (SLOs) and considerable deliberation and collaboration, the Task Force developed rubrics to assess at the institutional level the various artifacts that students would produce in UF Quest courses. The rubrics articulate fundamental criteria for each type of student work, with performance descriptors demonstrating progressively more sophisticated levels of attainment. Faculty assessment of the criteria provide data that inform student achievement of the UF Quest SLOs.

The UF Quest Student Learning Outcomes

Florida Board of Governor's regulation 8.016, *Student Learning Outcomes Assessment*, requires that all undergraduate programs at the University of Florida have student learning outcomes (SLOs) in three categories: content (disciplinary knowledge and skills), communication, and critical thinking. The UF General Education Committee has defined these categories for UF, and the UF Quest SLOs align with these categories. The fourth category, *connection,* was added to accommodate the unique focus of UF Quest on reflection and meaning-making. The outcomes are shown in Table 1.

Table 1. *UF Quest 1 and 2 Student Learning Outcomes*

SLO Category	UF Definition	UF Quest 1 SLOs: Arts and Humanities	UF Quest 2 SLOs: Physical and Social Sciences
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.
Communication	Communication is the development and expression of ideas in written and oral forms.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges
Connection (Unique to Quest)	Connection is the meaningful integration and application of student learning to the student's life and work.	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

Assignment Types

The Task Force identified five types of assignments that are common in undergraduate education for the institutional assessment of the UF Quest Student Learning Outcomes. These are:

- *Presentation* – a speech or a talk in which a new product, idea, or piece of work is shown and explained to an audience.
- *Paper* – a written work of specified length on a topic, in one of several forms, e.g., research paper, position paper, essay, article, story, poem, script, libretto, etc.
- *Project* – a planned undertaking, usually in the form of a response to a task or problem engaged in by students.
- *Performance/ Production* – a performance/production is a literary (e.g., story, poem, play, libretto, essay, critique) or artistic work (music, dance, drama, visual art, media), presented or exhibited to the public on stage, screen, or in a physical or digital space.
- *Reflection* – a written statement arising from serious thought or consideration given to the examination and/or exploration of how the writer has changed, developed, or grown from experience or interaction with some subject matter, idea, or purpose.

These assignments produce student work, sometimes referred to as artifacts, that faculty assess for grading purposes. While the faculty establish their own criteria for assignment grading, the UF Quest pilot assessment rubrics present the criteria established by the Task Force to assess the institutional outcomes.

Another common assessment type is the examination. Exams are usually scored using an interval scale that provides a number of points earned as the measure of achievement. No rubric was developed for examinations. Faculty are welcome to use examinations as a measure of UF Quest SLO achievement as long as the examination is valid for that purpose. Faculty who wish to use an examination for UF Quest 2assessment should contact Timothy S. Brophy, Director of Institutional Assessment at tbrophy@aa.ufl.edu.

Rubric Development

The Task Force developed five rubrics, one for the assessment of each of these assignment types.

Elements of Design

Rubric type. The UF Quest rubrics are analytic – the criteria are listed in the left column and the levels of achievement are listed across the rows of each criterion.

Criteria. The rubrics present the criteria that the Task Force developed to define the components they determined were essential for the student work to demonstrate the institutional SLOs. Each criterion links to a UF Quest SLO.

Parallel construction. The achievement levels address the same parameters for quality at each level. The levels of quality are differentiated by descriptors that address the differing degrees at which the student work displays or demonstrates the criteria.

Rubric Achievement Levels. The levels of achievement are designed to describe in sufficient detail the characteristics and components of student work developed for UF Quest assignments. The Task Force developed a 4-level nominal scale: 4, 3, 2, 1. It is important to note that the nominal scale values are not scores; *they represent the faculty's judgment of the level and quality of the student's achievement based on evidence in the student's work.* The Task Force carefully considered the qualities that distinguish each criterion within a range of responses that are typically encountered when grading undergraduate work. The Task Force chose to identify level 3 as the *target level* of achievement – the level that would be expected from each student to meet faculty expectations. Lower levels describe works that display achievement near (2) and below (1) the target. Level 4 is reserved for those works that are above and beyond the target. Faculty should make these distinctions based on their professional judgment and assign the level of achievement they determine to be most appropriate. Table 2 presents descriptions of the levels of achievement.

Table 2. Achievement level descriptions for the UF Quest Rubrics

Achievement Level	Interpretation
4	Above target. The student work is exceptional, above and beyond the target, and exceeds faculty expectations.
3	Target. Work that meets faculty expectations.
2	Near target. Achievement is near the target, lacking important details or connections to reach faculty expectations.
1	Below target. Achievement is below the target, absent or missing significant elements; the work does not meet faculty expectations.

Format. The rubrics are formatted consistently across the assignment types. The far left columns present the associated Quest institutional outcomes. Column 3 presents the assessment criteria, in this order: content, critical thinking, communication, and connection. Columns 4-7 present the achievement level descriptions.

Grading. The UF Quest Rubrics are not intended to be used for grading student work. However, faculty may use these for grading (in full or in part) if they find them appropriate for this purpose. Two other useful resources available on the Institutional Assessment website are the UF guide to Writing Effective Rubrics on the Faculty Resources webpage and the AAC&U VALUE rubrics on the Academic Assessment Planning web page.

Glossary. Each rubric presents a brief glossary of terms that are used in the rubric. The purpose of the glossary is to clarify how specific terms are t to be interpreted when scoring student work. The complete glossary of UF Quest Assessment terms is presented after the reference list in this guide.

Reflection: A Central Component of UF Quest

A key distinctive component of UF Quest courses are the embedded opportunities for students to reflect on their work in order to connect their learning to their daily lives, plans, and aspirations. As Lindner (2019) advises: reflection makes learning relevant, and this is a primary way that students make meaning of their learning experiences at UF.

A *reflection* is a written or recorded statement arising from serious thought, consideration, examination, and/or exploration of how the writer has changed, developed, or grown from experience or interaction with some subject matter, idea, or purpose. For UF Quest, reflections describe how student's lived curriculum (what has been learned to date) and the student's experience with the delivered curriculum (the UF Quest course) connects to their future plans and goals. Essential to the reflection process is meaning-making - the process of how people construe, understand, or make sense of life events, relationships, and the self. The rubrics for papers, projects, presentations, and performances/productions developed for this project contain a criterion that addresses reflection. There is also a separate rubric for reflections that are standalone assignments.

The Faculty Role in the Institutional Assessment of UF Quest

As Lindner (2019) attests, faculty are at the heart – and are the heart - of the UF Quest program. Therefore, faculty play a primary role in the assessment of the success of UF Quest as an institutional program. This list outlines the faculty role in the assessment process.

- *The number of students to be assessed.* We will select a random sample of 20% of your students to include in the pilot assessment. You will only need to assess these students for this pilot. You may, however, include other students if you wish.
- *Your existing rubrics remain intact.* The UF Quest assessment does not require you to substitute or replace your existing rubrics. Your rubrics remain exactly as you have developed them. The UF Quest rubrics are to be applied in addition to your existing rubrics for 20% of your students.
- *Assignment selection.* You will select at least one existing assignment to use for the pilot assessment. The UF Quest Assessment Task Force developed rubrics for five types of assignments: papers, presentations, projects, performances/productions, and standalone reflections. (The rubrics for papers, presentations, projects, performances/productions include a criterion for reflection).
- *Canvas support.* Once you select your assignment(s) for the pilot, you will be assisted by an Instructional Designer to set up in Canvas the UF Quest rubric that best matches your assignment type.
- *The assessment criteria.* Each UF Quest rubric has five criteria for institutional assessment. The criteria will be entered at the bottom of your existing rubric and assessed at the same time that you grade the assignment (in Speed Grader, assuming you plan to use that tool).
- *Ratings.* You will rate the UF Quest rubric criteria at one of four levels of achievement described in each rubric. The ratings are not associated with the student's grade.
- *Data collection.* The levels of achievement you assign will load automatically into a different gradebook than the one that collects your grading information. This is the *Learning Management Gradebook*, which the instructional designers will set up for you. Once you have completed the assessment, we will go into Canvas and collect the ratings you have assigned.

To summarize, here is what faculty in the pilot will do:
- Review the guide and the rubrics.
- Select one or more assignments to use for the pilot.
- Work with the instructional designer who will set up the rubrics in Canvas for you.
- Apply the rubrics to the assignments submitted by the students in your 20% sample.
- When you submit your ratings, they will automatically load into the Learning Management Gradebook.
- Provide feedback on the process so that we can modify and improve.

Contact Information

For questions about the process or to discuss the validity of a specific measure, please contact:

Andrew Oxman Wolpert, PhD
Director of UF Quest and Associate Professor of Classics
Office of Undergraduate Affairs
138 Dauer Hall
Phone: 352-273-3702
Email: wolpert@ufl.edu

Timothy S. Brophy, PhD
Professor and Director, Institutional Assessment
239C Tigert Hall, Office of the Provost
Phone: 352-273-4476
Email: tbrophy@aa.ufl.edu

UF Quest Assessment Glossary

Audience. A group for whom a work is developed and/or intended and to whom it is delivered.

Audience experience. The cognitive and affective responses that evoke from the interactions between audience members and performers during or as a result of a performance, production, presentation, or other interaction with a work.

Audience understanding. The listener/observer's comprehension of a presenter's content, objectives, and/or intent.

Compelling. Evoking interest, attention, admiration, or respect with a powerful or irresistible effect.

Conclusion. A synthesis of key findings drawn from research or evidence.

Context of the work. The circumstances that form the setting and/or parameters of a written work, presentation, performance, production, or project, including but not limited to disciplinary conventions, format (e.g. digital, print, recording), methodology, subject matter, and course expectations.

Delivered curriculum. The curriculum that is planned and taught by the faculty. Adapted from: Yancey, (1998).

Direct Assessment. The examination and assessment of actual samples of student work. These include but are not limited to papers, theses, dissertations, projects, performances, and exams.

Effectiveness. The analysis of multiple data sources to identify strengths, areas for improvement, student success, and outcomes achievement.

Elegant. Refers to works that are concise, clear, and refined.

Experiential learning. Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. (University of Colorado-Denver Experiential Learning Center, 2019). Experiential learning opportunities offer students assignments and activities based on real-life situations or primary research that engages them in reflective problem-solving with multiple potential avenues of inquiry. (University of Texas at Austin Faculty Innovations Center, 2019).

Faculty-selected artifact. A sample of student work that the faculty member has chosen as *best evidence* of one or more *Quest outcomes*.

High quality evidence. Quantitative or qualitative evidence (e.g., data, theories, ideas, analyses) drawn from respected, established sources; and/or directly observed, recorded, and validated.

Innovative. That which is imaginative, new, original and the process of turning it into reality.

Integrate. Connect to and/or synthesize the components of the work (e.g., materials, results, techniques, methods, etc.) with course content knowledgeably and effectively.

Intention. What the creator of a work plans and/or expects a work to evoke or mean to an audience.

Learning experience. Any interaction or engagement with the UF Quest delivered curriculum in which learning takes place, whether it occurs in traditional academic or nontraditional settings.

Life relevance. Occurs when learning experiences are connected in some way to real-world issues, problems, and contexts.

Lived curriculum. The total of what students have learned to date. Adapted from: Yancey, K. B. (1998).

Logical. Of or according to the principles of logic or formal argument; characterized by or capable of clear, sound reasoning.

Meaning. An important, worthwhile quality of implied or explicit significance.

Meaningful. For an individual, that which is deemed important, worthwhile, significant, and/or purposeful.

Meaning-making. The process of how individuals make sense of knowledge, experience, relationships, and the self. (Ignelzi, 2002, December 15).

Paper. A written work of specified length on a topic, in one of several forms, i.e. research paper, essay, article, opinion, etc.

Performance/ Production. A literary (e.g., story, poem, play, libretto, essay, critique) or artistic work (music, dance, drama, visual art, media), presented or exhibited to the public on stage, screen, or virtually in a digital space (e.g., podcast, video).

Personal relevance. Occurs when learning is connected to an individual student's interests, aspirations, and life experiences.

Personal understanding. The result of an individual's assimilation of learning experiences in the context of their prior learning, personal history, and personal development.

Presentation. A speech, talk, or digital communication in which a new product, idea, or piece of work is shown and explained to an audience.

Project. A planned undertaking, usually in the form of a response to a task or problem engaged in by students.

Purpose. The reason for or aim of a work.

Rationale. A set of reasons or a logical basis for a course of action or a particular belief.

Reflection. A written statement arising from serious thought or consideration given to the examination and/or exploration of how the writer has changed, developed, or grown from experience or interaction with some subject matter, idea, or purpose.

Relevance. The quality or state of being closely connected or appropriate.

Reliability/Precision: Reliability/precision refers to the general notion of the consistency of the scores across instances of the assessment procedure. (AERA, APA, & NCME, 2014, p. 33).

Rigor: The degree of academic precision and thoroughness required for academic expectations or outcomes to be met successfully. (University of Florida Institutional Assessment, 2019, p. 4).

Rubric: A written guide for assessing student work. At a minimum, it lists the things you are looking for when you assess student work. (Suskie, 2018, p. 190).

Significant. Of importance or consequence. *Statistics:* of or relating to observations that are unlikely to occur by chance and that therefore indicate a systematic cause.

Significant or challenging issue. A social or disciplinary topic, problem or imperative that is important, relevant, and/or difficult.

Scope. The extent of the breadth or range of the area covered in a work.

Sophisticated. Displays knowledgeable and adept use of methods and/or resources to convey content, objectives, and/or intent.

Student artifact: A self-selected sample of student work that illustrates the student's achievement of one or more of the *Quest outcomes.*

Transformational. Refers to experiences, ideas, products, etc. that lead to a significant change.

Validity: Validity refers to the degree to which evidence and theory support the interpretations of assessment results for the proposed uses of the assessments. Validity has to do with the inferences we make based on the results of an assessment and is determined by the evidence we have that can substantiate the claims we make about what our assessment results tell us. (AERA, APA, & NCME, 2014, p. 11).
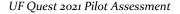
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The Rubrics

UF Quest Rubric - Paper

Definition

A *paper* is a written work of specified length on a topic, in one of several forms, e.g., research paper, position paper, essay, article, story, poem, script, libretto, etc.

Description and Use

This rubric has been designed for use in any UF Quest course in which a paper is assigned, with the full understanding that not all UF Quest courses include papers as assignments. The Task Force developed the rubric with the assumption that the paper assignment is appropriate for the UF Quest course and associated disciplines. The rubric is intended for institutional-level use to determine the degree to which students achieve the UF Quest 1 and Quest 2 student learning outcomes. The rubric presents the associated institutional outcomes for each criterion.

For the UF Quest institutional assessment, faculty translate their assessment of one or more selected student papers assigned in their course into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to multiple types of papers from a wide variety of assignments and disciplines. The first four criteria – content, critical thinking, clarity and organization, and expression – represent the universal components of papers written in undergraduate education. The fifth criterion, reflection, is a unique component of UF Quest, where students connect their learning experience from the paper assignment to their personal and professional growth at UF.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric.

- *Audience.* A group for whom a work is intended and presented.
- *Conclusion.* A synthesis of key findings or experiences drawn from observation, research, or evidence.
- *Context of the work.* The circumstances that form the setting and/or parameters of a written work, performance, production, or project, including but not limited to format (e.g. digital, print, recording), methodology, subject matter, and course expectations.
- *High quality evidence.* Quantitative or qualitative evidence (e.g., data, theories, ideas, analyses) drawn from respected, established sources, and/or directly observed, recorded, and validated.
- *Intention.* What the creator of a work plans and/or expects a work to evoke or mean to an audience.
- *Learning experience.* Any interaction or engagement with the UF Quest delivered curriculum in which learning takes place, whether it occurs in traditional academic settings or nontraditional settings, or whether it includes traditional educational interactions or nontraditional interactions.
- *Logical.* Of or according to the principles of logic or formal argument; characterized by or capable of clear, sound reasoning.
- *Purpose.* The reason for or aim of the work.
- *Rationale.* A set of reasons or a logical basis for a course of action or a particular belief.
- *Scope.* The extent of the breadth or range of the area covered in the work.

UF QUEST PAPER RUBRIC

		Criteria	4	3 (Target)	2	1
UF Quest Outcomes	**Content**	**Content** *Appropriately and substantially covers the purpose and scope.*	Thoroughly addresses all key concepts appropriate for the purpose and scope. Information is accurate and supported by ample, appropriate, high quality evidence.	Addresses key concepts appropriate for the purpose and scope. Information is accurate and sufficiently supported by appropriate evidence.	Does not fully address key concepts or is missing a key concept appropriate for the purpose and scope. Some information is missing, and/or not adequately supported by appropriate evidence.	Does not adequately address key concepts appropriate for the purpose and scope. Frequently information is missing and/or not adequately supported by appropriate evidence.
	Critical Thinking	**Critical Thinking** *Analyzes and evaluates issues, evidence, and diverse sources to form a conclusion (judgment or new idea).*	Conclusions are insightful or provide a unique viewpoint. Evidence provides rationale for the conclusion and is comprehensive-covers diverse viewpoints, and includes a powerful evaluation of context, perspectives of self and sources, and limitations.	Conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations.	Conclusions are logical and address the most important ideas. Lacks incorporation of a key perspective or adequate evaluation thereof.	Conclusions may be logical but not necessarily focused on primary ideas. Lacks incorporation of some key perspectives or adequate evaluation thereof.
	Communication	**Clarity and Organization** *Logically, clearly and cohesively presents ideas, including all needed components (purpose and scope, methods, results, conclusions, referencing, etc.).*	Integrates all necessary components to create a compelling work that is logical, clear, cohesive, and focused.	Integrates all necessary components to create a logical, clear and cohesive flow of ideas.	The paper may include all necessary components, but they are not fully developed or presented logically, diminishing clarity and cohesion of some ideas.	Ideas are not presented separately, lack a logical flow, or are sometimes ambiguous, or non-specific. The assigned style is not addressed or so inconsistent that it impedes the reader.
	Communication	**Expression** *Expression and style represent the student's voice, demonstrate respectful discourse, and are appropriate for the context of the work.*	Expression and style choices powerfully convey the writer's intentions. Discourse illustrates the appropriate style while showcasing the student's unique voice and demonstrating respectful discourse in an engaging way.	Expression and style choices convey the writer's intentions clearly. Discourse illustrates the appropriate style while reflecting the student's voice and demonstrating respectful discourse.	Expression and style choices do not fully convey the writer's intentions. Discourse inconsistently illustrates appropriate style while reflecting the student's voice and demonstrating respectful discourse.	Expression and style choices impede the writer's intentions and do not demonstrate respectful discourse and the context of the work.
	Connection	**Reflection** *Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond*	A thoughtful, profound, and insightful connection of the learning experience to previous learning and the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

UF Quest Rubric – Presentation

Definition

A *presentation* is a speech, talk, or digital communication in which a new product, idea, or piece of work is shown and explained to an audience.

Description and Use

This rubric has been designed for use in any UF Quest course in which a presentation is assigned, with the full understanding that not all UF Quest courses include assignments for presentations. The Task Force developed the rubric with the assumption that the presentation assignment is appropriate for the UF Quest course and associated disciplines. The rubric is intended for institutional-level use to determine the degree to which students achieve the UF Quest 1 and Quest 2 student learning outcomes. The rubric presents the associated institutional outcomes for each criterion.

For the UF Quest institutional assessment, faculty translate their assessment of one or more selected student presentation into the levels of achievement described in the rubric. The language in this rubric is purposely broad and designed to be applied to multiple types of presentation from a wide variety of assignments and disciplines. The criteria – content, materials, delivery, and organization – represent the universal components of presentations in undergraduate education. The fifth criterion, reflection, is a unique component of UF Quest, where students connect their learning experience from the paper assignment to their personal and professional growth at UF.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.
- *Audience.* A group for whom a work is developed and/or intended and to whom it is delivered.
- *Audience understanding.* The listener/observer's comprehension of a presenter's content, objectives, and/or intent.
- *Elegant.* Refers to presentations that are concise, clear, and refined.
- *Meaning.* An important, worthwhile quality of implied or explicit significance.
- *Sophisticated.* Displays knowledgeable and adept use of methods and/or resources to convey content, objectives, and/or intent.

UF QUEST PRESENTATION RUBRIC

	Criteria	4	3 (Target)	2	1
Content	**Content** *Demonstrates knowledge of the topic presented, balances depth and breadth effectively.*	Knowledge presented is relevant and exceeds and/or enhances the course material. Content reflects breadth and depth of knowledge in the topic area that exceeds expectations.	Knowledge presented reflects course material adequately. Content presented reflects the expected level of depth and breadth.	Knowledge presented reflects some gaps in knowledge of course material. Content reflects limited breadth or depth.	Knowledge presented reflects major gaps in knowledge of course material. Content is superficially represented, incomplete, and/or unrelated to the topic.
Critical Thinking	**Materials** *Selects appropriate media/ physical/tools engage audience, materials, and technology to effectively convey the topic message.*	Media and materials are ideally suited to convey the topic message, balanced throughout the presentation, and facilitates audience engagement.	Media and materials are appropriate for the topic message, are balanced, and maintain audience engagement.	Media or materials sometimes distracts from audience engagement or the message.	Did not leverage media and materials for audience engagement or message delivery.
Communication	**Delivery** *Communicates effectively to facilitate audience understanding of the topic.*	Elegant, sophisticated and articulate oral/written communication, facilitating audience understanding of the topic. Eye contact, gestures and body language are nuanced to enhance meaning and keep the audience engaged.	Oral and written communication is clear and effective in facilitating audience understanding of the topic. Eye contact, gestures, and body language convey meaning and help hold audience attention.	Oral and written communication is occasionally unclear and limits audience understanding of the topic. Eye contact, gestures, and body language hinder the audience's attention or meaning-making.	Oral and written communication is inappropriate and/or ineffective for facilitating audience understanding of the topic. Eye contact, gestures, and body language prevent the audience from understanding the message.
Communication	**Organization** *Logically sequences and structures the presentation to maximize desired audience outcomes.*	Exceptional sequencing and/or innovative structure maximizes audience understanding.	Appropriate sequencing and structure facilitate audience understanding.	Lapses in sequencing and structure limit audience understanding.	Sequencing and structure prohibit audience understanding.
Connection	**Reflection** *Connects the learning experience to the student's intellectual, personal, and/or professional development at UF and beyond.*	A thoughtful, profound, and insightful connection of the learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

Row group labels (left margin): Content / Critical Thinking grouped — UF Quest Outcomes spans Communication, Communication, Connection rows.

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UF Quest Rubric - Project

Definition

A *project* is a planned undertaking; in undergraduate education, usually in the form of a response to a task or problem engaged in by students.

Description and Use

This rubric has been designed for use in any UF Quest course in which a project is assigned, with the full understanding that not all UF Quest courses include assignments for projects. The Task Force developed the rubric with the assumption that the project assignment is appropriate for the UF Quest course and associated disciplines. The rubric is intended for institutional-level use to determine the degree to which students achieve the UF Quest 1 and Quest 2 student learning outcomes. The rubric presents the associated institutional outcomes for each criterion.

For the UF Quest institutional assessment, faculty translate their assessment of one or more selected student projects assigned in their course into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to multiple types of projects from a wide variety of assignments and disciplines. The first four criteria –relevance, synthesis, planning and execution, and dissemination – represent the universal components of projects undertaken in undergraduate education. The fifth criterion, reflection, is a unique component of UF Quest, where students connect their learning experience from the project assignment to their personal and professional growth at UF.

Glossary

The definitions that follow clarify terms and concepts used in this rubric.

- *Audience.* A group for whom a work is developed and/or intended and to whom it is delivered.
- *Conclusions.* A synthesis of key findings drawn from research or evidence.
- *Integrate.* Connect to and/or synthesize the components of the work (e.g., materials, results, techniques, methods etc.) with course content knowledgeably and effectively.
- *Meaningful.* For an individual, that which is deemed mportant, worthwhile, significant, and/or purposeful.
- *Relevance.* The quality or state of being closely connected or appropriate.
- *Significant.* Of importance or consequence. In statistics, of or relating to observations that are unlikely to occur by chance and that therefore indicate a systematic cause.
- *Significant or challenging issue.* A social or disciplinary topic, problem or imperative that is important, relevant, and/or difficult.

UF QUEST PROJECT RUBRIC

		Criteria	4	3 (Target)	2	1
UF Quest Outcomes	Content	**Relevance** *Addresses a significant or challenging issue.*	The project defines clearly the question or challenge it addresses and supports its relevance with significant, compelling sources.	The project defines the question or challenge it addresses and supports its relevance with adequate sources.	The project marginally defines the question or challenge it addresses and supports its relevance with minimal sources.	The project minimally addresses a question or challenge.
	Critical Thinking	**Synthesis** *Integrates findings with diverse sources to support conclusions.*	Data collection and analysis is significant. The project results are integrated meaningfully with the course content. Conclusions are clear and well supported with multiple worldviews, showing appreciation for diverse contributions.	Data collection and analysis is adequate. The project results are integrated suitably with the course content. Conclusions are adequately supported with more than one worldview, showing respect for diverse contributions.	Data collection and analysis is minimal. The project results are integrated marginally with the course content and conclusions are weak or supported by limited worldviews.	The data collected and analyzed is insufficient or missing. Disjointed representation of project findings with minimal reflection of impact at any level. Limited connection to or exploration of academic and community perspectives.
	Communication	**Planning and Execution** *Purpose and scope are relevant and addressed in an achievable development process and timeline.*	The project purpose and scope arise from a significant or challenging issue presented in the course. Project design is clear, sequential, and builds in regular review processes to ensure that it can be achieved within the time period allotted.	The project purpose and scope arise from a recognized issue presented in the course. Project design is clear, sequential, and should be achievable within the time period allotted.	The project purpose and scope arise from an area marginally related to the course. Project design is weak, and the project timeline and/or sequence is questionable and may not lead to project completion.	The project purpose and scope are unrelated to the course. The project design is deeply flawed or incomplete. The project timeline will not lead to project completion.
	Communication	**Dissemination** *Prepares and shares findings and conclusions effectively.*	Project details and results are prepared for dissemination in multiple formats designed to reach class members and all interested audiences. Formats convey the project details, results and conclusions in creative, unique, and/or elegant ways.	Project details and results are prepared for dissemination in a format designed to reach the intended audience. Formats convey the project details, results, and conclusions in appropriate ways.	Project details and results are prepared for dissemination in a format that is minimally effective for the appropriate audience. The format marginally conveys the project details, results and conclusions.	Dissemination format is ineffective for the intended audience. The format fails to convey the project details, results and conclusions.
	Connection	**Reflection** *Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond.*	A thoughtful, profound, and insightful connection of the learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

UF Quest Rubric – Performance/Production

Definition

A *performance/production* is a literary (e.g., story, poem, play, libretto, essay, critique) or artistic work (music, dance, drama, visual art, media), presented or exhibited to the public on stage, screen, or in a physical or digital space.

Description and Use

This rubric has been designed for use in any UF Quest course in which a performance or production is assigned, with the full understanding that not all UF Quest courses include these types of assignments. The Task Force developed the rubric with the assumption that the performance/production assignment is appropriate for the UF Quest course and disciplines. The rubric is intended for institutional-level use to determine the degree to which students achieve the UF Quest 1 and Quest 2 student learning outcomes. The rubric presents the associated institutional outcomes for each criterion.

For the UF Quest institutional assessment, faculty translate their assessment of one or more selected student performances/productions into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to multiple types of performances/productions from a wide variety of assignments and disciplines. The criteria –components, creativity, interpretation, and delivery – represent the universal components of performances and productions in undergraduate education. The fifth criterion, reflection, is a unique component of UF Quest, where students connect their learning experience from the performance/production assignment to their personal and professional growth at UF.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric.

- *Audience.* A group for whom a work is intended and to whom it is presented.
- *Audience experience.* The cognitive and affective responses that evoke from the interactions between audience members and performers during or as a result of a performance or production.
- *Compelling.* Evoking interest, attention, admiration, or respect with a powerful or irresistible effect.
- *Conclusion.* A synthesis of key findings or experiences drawn from observation, research, or evidence.
- *Intention.* What the creator of a work plans and/or expects a work to evoke or mean to an audience.
- *Innovative.* That which is imaginative, new, original and the process of turning it into reality.
- *Integrate.* Connect to and/or synthesize the components of the work (e.g., materials, results, techniques, methods etc.) with course content knowledgeably and effectively.
- *Learning experience.* Any interaction or engagement with the UF Quest delivered curriculum in which learning takes place, whether it occurs in traditional academic or nontraditional settings.
- *Meaning.* An important, worthwhile quality of implied or explicit significance.
- *Purpose.* The reason for or aim of a work.
- *Transformational.* Refers to experiences, ideas, products, etc. that lead to a significant change.

UF QUEST PERFORMANCE/PRODUCTION RUBRIC

		Criteria	4	3 (Target)	2	1
UF Quest Outcomes	Content	**Components** *Uses appropriate components to evoke and elevate the audience experience.*	The performance/production intentionally, skillfully and knowledgably integrates well-chosen, appropriate components that lead to a compelling audience experience.	The performance/production knowledgeably integrates specific components that lead to the intended audience experience.	The performance/production shows knowledge of performance/production components, but inconsistently integrates and implements the components, diminishing the effectiveness of the intended audience experience.	The performance/production shows little knowledge of performance/production components. Specific components necessary to evoke the intended audience experience are not effectively integrated or implemented. The effectiveness of the performance/production is lost or significantly diminished.
	Critical Thinking	**Creativity** *Displays innovative or transformational ideas, formats, or solutions about the topic.*	The performance/production displays innovative and transformational ideas, formats, or solutions about the topic that lead to a compelling and effective audience experience.	The performance/production displays innovative and transformational ideas, formats, or solutions about the topic that lead to an effective audience experience.	The performance/production uses conventional ideas, format, or solutions about the topic, diminishing the audience experience.	The performance/production uses borrowed or unoriginal ideas, formats, and solutions about the topic, leading to a significantly diminished audience experience.
	Communication	**Interpretation** *Conveys intended meaning and purpose.*	The performance/production is focused, coherent, compelling, and effectively conveys the performer/producer's meaning and purpose.	The performance/production is focused, coherent, and conveys the performer/producer's meaning and purpose effectively.	The focus of the performance/production wavers and diminishes the performer/producer's meaning and purpose because of periodic incoherence.	The performance/production is incoherent and lacks focus. The performer/producer's meaning and purpose are lost or so significantly diminished that they are imperceptible.
	Communication	**Delivery** *Uses media, tools, materials, and/or technology effectively to maximize delivery.*	The performance/production fully engages the audience using media, tools, materials, and technology appropriately and intentionally integrated to create a compelling audience experience.	The performance/production engages the audience using media, tools, materials, and technology to create an effective audience experience.	The performance/production engages the audience inconsistently. Media, tools, materials, and technology are used in a manner that diminishes the audience experience.	The performance/production fails to engage the audience. Media, tools, materials and technology are misused or so ineffective that the audience experience is significantly diminished.
	Connection	**Reflection** *Connects the learning experience to the student's intellectual, personal, and/or professional development at UF and beyond.*	A thoughtful, profound, and insightful connection of the learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A basic connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth.

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UF Quest Rubric – Reflection

Definition

A *reflection* is a written or recorded statement arising from serious thought, consideration, examination, and/or exploration of how the writer has changed, developed, or grown from experience or interaction with some subject matter, idea, or purpose. For UF Quest, reflections describe how student's *lived* curriculum (what has been learned to date) and the student's experience with the *delivered* curriculum (the UF Quest course) connects to their future plans and goals (adapted from Yancey, 1998). Essential to the reflection process is *meaning-making* - the process of how people construe, understand, or make sense of life events, relationships, and the self. Ignelzi (2002, December 15) advises: "Meaning-making, the process of how individuals make sense of knowledge, experience, relationships, and the self, must be considered in designing college curricular environments supportive of learning and development." (p. 5*)*.

Description and Use

This rubric has been designed for use in any UF Quest courses. The Task Force developed the rubric with the assumption that the reflection assignment is appropriate for the course learning experiences. The rubric is intended for institutional-level use to determine the degree to which students achieve the UF Quest 1 and Quest 2 student learning outcomes. The rubric presents the associated institutional outcomes for each criterion.

For the UF Quest institutional assessment, faculty translate their assessment of one or more selected student reflections assigned in their course into the levels of achievement described in the rubric. The language in this rubric is intentionally broad and designed to be applied to reflections from a wide variety of assignments and disciplines. The criteria address the four SLO areas for UF Quest – content, critical thinking, communication, and connection.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric.

- *Audience.* A group for whom a work is developed and/or intended and to whom it is delivered.
- *Delivered curriculum.* The curriculum that is planned and taught by the faculty. Adapted from Yancey, K. B. (1998).
- *Learning experience.* Delivered curriculum topics about the human condition and/or society challenges.
- *Life relevance.* Occurs when learning experiences are connected in some way to real-world issues, problems, and contexts.
- *Lived curriculum.* The total of what students have learned to date. Adapted from Yancey, K. B. (1998).
- *Meaning-making.* How individuals make sense of knowledge, experience, relationships, and the self. (Ignelzi, M.., 2002, December 15).
- *Personal relevance.* Occurs when learning is connected to an individual student's interests, aspirations, and life experiences.
- *Personal understanding.* The result of an individual's assimilation of learning experiences in the context of their prior learning, personal history, and personal development.
- *Relevance.* The quality or state of being closely connected or appropriate.

UF QUEST REFLECTION RUBRIC

	Criteria	4	3 (Target)	2	1
Content	**Content** *Describes and explains the learning experience.*	A detailed and thorough description and explanation of the learning experience.	A basic explanation of the learning experience.	A partial description of the learning experience.	An inconsistent or contradictory description of the learning experience.
Critical Thinking	**Critical Thinking** *Analyzes, evaluates, and synthesizes the learning experience to advance personal understanding.*	An insightful and perceptive analysis of the learning experience and its value to the student's personal and professional growth.	A basic analysis of the learning experience and its value to the student's personal and professional growth.	A minimal and/or indifferent analysis of the learning experience and its value to the student's personal and professional growth.	A superficial and/or disengaged analysis of the learning experience and its value to the student's personal and professional growth.
Communication	**Communication** *Clearly and respectfully conveys the meaning and relevance of the learning experience.*	A clear, compelling, respectful, and effective communication of the meaning of the experience in a manner that intentionally conveys the significance and relevance of the experience.	A respectful and effective communication about the experience in a manner that conveys the general significance and relevance.	A basic communication of the meaning of the experience in manner that minimally conveys the significance and relevance of the experience.	A disorganized communication of the meaning of the experience in a manner that conveys unclearly or misrepresents the significance and relevance of the experience.
Connection	**Connection** *Connects the course learning experiences to life and personal relevance and meaning-making.*	A thoughtful, profound, and insightful connection of the student's course learning experiences to personal and life relevance and meaning-making.	A basic connection of the student's course learning experiences to personal and life relevance and meaning-making.	A partial and incomplete connection student's course learning experiences to personal and life relevance and meaning-making.	Provides a superficial connection student's course learning experiences to personal and life relevance and meaning-making.

(Left margin label spanning all rows: UF Quest Outcomes)

The UF Quest Assessment Task Force

First name	Last name	Department	College	Email
Erik	Black	Pediatrics	Medicine	ewblack@ufl.edu
Shaun	Boren	Director, Assessment and Research	Division of Student Affairs	sboren@ufsa.ufl.edu
Elayne	Colon	Assessment and Accreditation	Education	epcolon@coe.ufl.edu
Laura	Ellis	School of Music	Arts	lellis@arts.ufl.edu
Robyn	Goodman	Advertising	Journalism and Communications	rgoodman@jou.ufl.edu
George	Hack	Occupational Therapy; Instructional Design	Public Health and Health Professions	hackg@phhp.ufl.edu
Heather	Maness	Instructional Design	Center for Instructional Technology and Training	htdaniel@ufl.edu
Corinne	Huggins-Manley	Research and Evaluation Methodology	Education	amanley@coe.ufl.edu
Kryriaki	Kaplanidou	Sport Management	Health and Human Performance	kkaplanidou@hhp.ufl.edu
Swapna	Kumar	Educational Technology	Education	swapnakumar@coe.ufl.edu
John	Mendoza-Garcia	Engineering Education	Herbert Wertheim College of Engineering	jmendozagarcia@ufl.edu
David	Miller	School of Human Development and Organizational Studies	Education	dmiller@coe.ufl.edu
Joann	Mossa	Geography	Liberal Arts and Sciences	mossa@ufl.edu
Richard	Nolan	Political Science	Liberal Arts and Sciences	rnolan@ufl.edu
Karen	Reed	Biobehavioral Nursing Science	Nursing	ksreed@ufl.edu
Robert	Ries	Building Construction	Design, Construction, and Planning	rries@ufl.edu
Amy	Simonne	Food Scientist	Agricultural and Life Sciences	asim@ufl.edu
Laura	Spears	Director of Assessment	George A. Smathers Libraries	laura.spears@ufl.edu
Aaron	Thomas	Principal Data Scientist	Enterprise Analytics and Reporting	aothomas@ufl.edu
Andrew	Wolpert	Director, UF Quest	Liberal Arts and Sciences	wolpert@ufl.edu

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