

UF Quest Assessment Orientation

Quest Faculty
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Office of Institutional Assessment

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Overview of Today's Meeting



PROVIDE A BRIEF HISTORICAL
INTRODUCTION TO THE QUEST
ASSESSMENT INITIATIVE



INTRODUCE THE UF QUEST
ASSESSMENT PROCESS



ANSWER QUESTIONS

Why we do this

Who developed the process

Methodology

Part 1: The Assessment Plan

Why we do this

SACSCOC Accreditation Principle 8.2.b



- ◆ Principle 8.2.b. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)
- ◆ (SACSCOC 2018, p. 70)

The UF Quest Assessment Plan

Who developed the process

The UF Quest Assessment Task Force 2019-2020



A group of faculty, staff, and administrators from across the university who were nominated by their College Accreditation and Assessment Coordinators



The Quest Assessment Task Force was charged to develop the assessment plan for UF *Quest*

The UF Quest Student Learning Outcomes

| SLO Category | UF Definition | Quest 1: Arts and Humanities | Quest 2: 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. |

The Assignment Types

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, lab report, 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.

Methodology

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

- *The institutional criteria for assessment*
- *Parallel construction and achievement levels*

Achievement Levels

| 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. |

Achievement levels are nominal, not interval data

Paper Rubric

| Criteria | | 4 | 3 (Target) | 2 | 1 |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UF Quest Outcomes | Content <i>Content</i> <i>Appropriately and substantially covers the purpose and scope.</i> | 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 <i>Critical Thinking</i> <i>Analyzes and evaluates issues, evidence, and diverse sources to form a conclusion (judgment or new idea).</i> | 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 <i>Clarity and Organization</i> <i>Logically, clearly and cohesively presents ideas, including all needed components (purpose and scope, methods, results, conclusions, referencing, etc.).</i> | 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 <i>Expression</i> <i>Expression and style represent the student's voice, demonstrate respectful discourse, and are appropriate for the context of the work.</i> | 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 <i>Reflection</i> <i>Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond</i> | 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. |

Presentation Rubric

| Criteria | | 4 | 3 (Target) | 2 | 1 |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UF Quest Outcomes | Content <i>Content</i> <i>Demonstrates knowledge of the topic presented, balances depth and breadth effectively.</i> | 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 <i>Materials</i> <i>Selects appropriate media/physical/tools engage audience, materials, and technology to effectively convey the topic message.</i> | 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 <i>Delivery</i> <i>Communicates effectively to facilitate audience understanding of the topic.</i> | 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 <i>Organization</i> <i>Logically sequences and structures the presentation to maximize desired audience outcomes.</i> | 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 <i>Reflection</i> <i>Connects the learning experience to the student's intellectual, personal, and/or professional development at UF and beyond.</i> | 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. |

Part 2:
The UF Quest
Assessment
Process


Sampling

Assignment Selection

Rating the criteria

Sampling

The Office of Institutional Research and Planning creates a 20% random sample of students in each section after drop-add



Institutional Assessment sends the list of students selected for assessment to the faculty member who teaches or supervises the course

Assignment Selection and Rating

Faculty members reserve appointment with Instructional Designers

You will work with the designer to (a) select the assignment(s) you choose for the institutional assessment and (b) import the rubric to your course for that assignments

Institutional assessment criteria are assessed at the same time the assignment is graded

Link to the [Quest Assessment Guide](#)

Information for Students

“The additional rubric criteria associated to this assignment serve to gather anonymous data on students’ performance toward institutional Quest student learning outcomes (SLOs). These rubrics reflect the overall expected outcomes for students completing Quest courses. The scoring of these criteria does not impact your grade.”

Summary



UF Quest Faculty Expectations

Review the guide and the rubrics.

Select one or more assignments

Work with the instructional designer

Assess the 20% sample selected for the course

Complete rubrics in *Speed Grader*

Provide feedback on the process so that we can modify and improve

Questions