

ALIGNING TO THE NEW REALITY



CURRICULUM ALIGNMENT CONFERENCE

APRIL 7, 2023

Each spring the Curriculum Alignment Initiative hosts a conference attended by academic leaders, faculty members and academic advisors from across the seven DirectConnect to UCF® institutions, and partners in the area public school systems. At this conference, participants share insights and information regarding the curriculum alignment efforts by attending presentations and informational or interactive sessions provided to enhance and promote the curriculum alignment efforts.

With the goals of Curriculum Alignment and transfer student success in mind, the tracks are:

Track 1 – Multiple Modalities of Instruction

Track 2 – Authentic Assessments

Track 3 – Using Data for Student Success



**Central Florida
District Schools**

Time	Sessions/Presenters
8:30-9 a.m.	Arrivals & Continental Breakfast
9-9:05 a.m.	Opening Remarks <i>Dr. Teresa Dorman, University of Central Florida</i>
9:05-9:30 a.m.	Welcome Address <i>Dr. Theodorea Regina Berry, University of Central Florida</i>
9:30-10:15 a.m.	Transfer Student Data <i>Dr. Pam Cavanaugh, University of Central Florida</i>
10:15-10:30 a.m.	Announcements
10:30-11:15 a.m.	Concurrent Sessions: Select one Track 1: Multiple Modalities of Instruction Main Conference Room Tick Tock, Tick Tock, Are You Reaching the Stimulus Saturated Millennials? <i>Ms. Sue Wheeler, Daytona State College</i> <i>Dr. Connie Hudspeth, Seminole State College</i> <p>The TikTok mindset is rewiring student's brains and causing them to have shortened attention spans. How do we change our modalities to accommodate shortened attention spans? Join us as we help you navigate the "glazed over" look in students' eyes and consider online assignments that are shorter in length, the need for visual stimulus, interactive activities, and quick clicks to links with examples. How do we compete with the oversaturation of praise (think about Candy Crush wherein players receive gold stars, confetti, yayyys, and consider Facebook with "likes")? We will contrast these methods with old "tried and true" methods many of us are still utilizing. We will also look at current research about teaching modalities as we re-engineer ourselves to be more effective in the classroom. This session will be super interactive so please come prepared to have fun while discovering and sharing, and maybe earn a gold star!</p> Track 2: Authentic Assessments Room: 221 The Impact of Multiple-Attempt Testing in Transfer Students Success <i>Dr. Marino Nader, Dr. Hyoung Jin Cho, University of Central Florida</i> <p>The three-attempts testing is a strategy that I have used in a gateway engineering class to mitigate transfer shock and help the overall success of all students. This has so far proven to be the right method of assessment because learning possibilities are also interwoven in the process. This method not only helps the students succeed, but it gives them hope each time they see their grades increase for each attempt they make, making it like scaffolding blocks the students can hinge their forward steps upon for higher success. This presentation will share and discuss aggregate student success data from a Spring 2021 engineering dynamics class at the university. Initial findings suggest that with the first attempts the First Time in College (FTIC) student always beat the Transfer Student, but by the third attempt, it was found out that both groups achieved the same percentage success of 51%-51% in the tests. This method also puts the students at ease, makes them comfortable when taking their tests and thus minimizes exams stress. It seems there is a lot of potential with this methodology.</p>

Time	Sessions/Presenters
	<p>Track 3: Using Data for Student Success Room: 225</p> <p>Creation of Accounting Discipline Transfer Student Resource and Success Website <i>Dr. Jeff Reinking, University of Central Florida</i></p> <p>We developed a website specific to accounting direct connect students that is used at the State College level to engage with pre-accounting students before they get to UCF. The faculty at the Direct Connect institutions embed the website URL in their syllabi and discuss with the website content with potential accounting students. The website, which is discipline specific, outlines what needs to be completed at State College, first steps once you get to UCF, outline of courses and prerequisites, CPA licensing requirements, career opportunities, and our pre-accounting Canvas resource they will have access to at UCF. We created this resource using faculty feedback from both UCF and State Colleges, archived minutes and emails, and anecdotal student feedback. The impact of this website will be creating more interest in the accounting profession as well as creating higher levels of success once students transfer to UCF and take ACG 3131, the required course to gain access to the accounting major. The data we gathered was critical in building the resource to help our students succeed in the accounting major at UCF.</p>
11:15-11:30 a.m.	Break
11:30 a.m. - 12:15 p.m.	<p>Concurrent Sessions: Select one</p> <p>Track 1: Multiple Modalities of Instruction Main Conference Room</p> <p>Course Design to Maximize Learning <i>Mr. Adam LaMee, University of Central Florida</i></p> <p>While findings pedagogy research can sometimes seem difficult to apply to one's particular situation, this session will lead participants through drafting a course plan using practical recommendations from leading professional organizations and widely-adopted studies.</p> <p>Track 1: Authentic Assessments Room: 225</p> <p>Meeting Post-Pandemic Alignment Challenges with Innovation and Cooperation: The Fundamentals of Speech Repository <i>Dr. Adam Parrish & Ms. Shari Hodgson, University of Central Florida</i></p> <p>Collaborative conversations with colleagues frequently produce exciting and effective instructional and student engagement strategies. However, the hectic world of higher education sometimes limits opportunities for scholars to interact and share ideas meaningfully. Significant changes in workplace engagement and communication caused by the COVID-19 pandemic could also hinder purposeful partnerships. Meeting these challenges requires cooperation and innovation. In this session, presenters will discuss the Fundamentals of Speech Repository (FSP). The FSP was created in 2022 as a collaborative effort between the University of Central Florida and its DirectConnect State College Partners. It provides free, ready-to-go instructional materials for fundamental speech courses, which can be accessed by any faculty member or teaching assistant in the UCF/DirectConnect system. Presenters will explore the creation, curation, and continued evolution of the FSP, as well as facilitate an interactive discussion about sharing academic materials and student engagement strategies within and among academic disciplines.</p>

Time	Sessions/Presenters
	<p>Track 2: Using Data for Student Success Room: 221</p> <p>Course-Level Assessment for Degree Pathways <i>Ms. Nichole Jackson, Ms. Kristin Abel, Dr. Lynn Sims, Dr. Lynta Thomas, & Dr. Veeramuthu Rajaravivarma, Valencia College</i></p> <p>A pathway is more than a route to an outcome or a recommended sequence of courses. Do students have expectations about what they will learn within a pathway? By aligning assessments to learning outcomes within pathways we can become more transparent about what students learn along each pathway. In this session a panel will guide participants in discussion of pathway assessments embedded at the course level and how the results lead to strategies for improving learning.</p> <p>Alternate Track Room: 226</p> <p>The Digital Dance: How Technology and Collaboration is Creating an Articulation Platform to Create Smoother Pathways for Transfer Students <i>Mr. Scott Mauro, University of Central Florida</i></p> <p>Scott Mauro, Associate Director of strategy for the Florida Consortium of Metropolitan Research Universities, reviews results from a recent symposium of where three metropolitan institutions collaborated on a digital platform to assist students through technology to design self-guided degree plans prior to transfer so they have better information and a better transfer experience.</p>
12:15-1 p.m.	Lunch
1-1:45 p.m.	<p>Concurrent Sessions: Select one</p> <p>Track 1: Multiple Modalities of Instruction Main Conference Room</p> <p>Escaping to Reality: How Engaging Students in an Escape Room can Open their Minds to New Possibilities in Research <i>Ms. Sue Wheeler & Ms. Anibal Delgado Gonzalez, Daytona State College</i></p> <p>Join us as we participate in an Escape Room designed to captivate students' perceptions of libraries and electronic databases. With the goal of increasing information literacy, this activity was a collaborative effort to bring much needed components of identifying; finding; evaluating; applying and acknowledging sources of information to students while engaging them in a nontraditional format.</p> <p>We will discuss current research regarding game-based learning or gamification and systematic reviews, specifically focusing on the trends of educational escape rooms; the main characteristics of an educational escape room; and the advantages and challenges of using escape rooms in educational settings. This session will be interactive and will allow participants to experience an Escape Room as well as to give insight into how the development of specific game-based learning can benefit students at each of our academic institutions.</p> <p>Track 2: Authentic Assessments Room: 221</p> <p>UCF's Integrative General Education Program & the Co-Curricular Student Experience <i>Dr. Amy Darty, Dr. Annabelle Conroy & Dr. Wayne Bowen, University of Central Florida</i></p> <p>UCF College of Undergraduate Studies (CUGS) has worked with faculty and student</p>

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	<p>stakeholders to create an integrative experience for General Education coursework across disciplines by emphasizing shared learning outcomes. In our presentation, we will share the 5 Integrative GEP Experience Student Learning Outcomes (SLO) and examples of their use by faculty in co-curricular assignments and assessment. Then, participants will have a hands-on opportunity to compare their GEP foundations and how UCF's Integrative GEP SLOs can connect their student advising and course administration.</p> <p>Creating a new co-curricular approach to assessment, which begins with the primary Communication, Historical & Cultural, Mathematical, Social and Science Foundations, has streamlined understanding of the comparative outcomes promoted by courses within the same Foundation area but also across them. The five SLO emphasized in our integrative approach, Communications, Cultural Interactions, Problem Solving, Interpretation & Evaluation, and Knowledge Application, reach across the core Foundation areas of GEP curriculum to better engage students' understanding of how the courses they complete work together to build an interconnected foundation for upper-level coursework. This embodies the Curriculum Alignment focus as it promotes the learning outcomes of an Integrative GEP as the gateway to degree and career development and student reflective practice.</p> <p>Track 2: Using Data for Student Success: Room 225</p> <p>Fostering College Readiness in Chemistry through Coordinated High School Manual <i>Ms. Carey Krzeminski & Mr. Alexander Stubenbort, Orange County Public Schools</i></p> <p>Teachers are frequently isolated in their classrooms with little time to collaborate with colleagues. This only increases as we move upward in K-12 education which leads to some high school subject area teachers working in a silo leading to varied interpretations of state standards and lack of guidance for beginning teachers.</p> <p>This presentation will explain how Orange County Public Schools created a resource, The Chemistry Essential Labs Manual, to support high school Chemistry teachers in implementing lab activities that connect to state standards. The presentation will describe the process for creating this resource from the beginning to its current state, the professional development provided to teachers to create buy-in as well as the collaborations between high school and University faculty that resulted during its creation to provide further alignment from K-12 to post secondary.</p> <p>Alternate Track Room: 226</p> <p>Course Sequence Data Demo <i>Dr. Teresa Dorman, University of Central Florida</i></p>
1:45-2 p.m.	<p>Closing Announcements <i>Dr. Harrison Oonge & Dr. Teresa Dorman, University of Central Florida</i></p>
2-2:20 p.m.	<p>Closing Remarks <i>Dr. Amy Locklear, Daytona State College</i></p>
2:30 p.m.	<p>Conference Adjourns</p>

SPECIAL THANKS TO:

Conference Host



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