Central Florida Regional Curriculum Alignment Conference Report

April 7, 2023

Daytona State College

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

College of Central Florida – an equal opportunity college

Daytona State College

Eastern Florida State College

Lake Sumter State College

Seminole State College

Valencia College

UCF College of Undergraduate Studies – University of Central Florida

UCF Connect – University of Central Florida

Central Florida District Schools

Time	Sessions/Presenters
8:30-9 a.m.	**Arrivals & Continental Breakfast**
9-9:05 a.m.	**Opening Remarks** *Dr. Teresa Dorman, University of Central Florida*
9:05-9:30 a.m.	**Welcome Address** *Dr. Theodorea Regina Berry, University of Central Florida*
9:30-10:15 a.m.	**Transfer Student Data** *Dr. Pam Cavanaugh, University of Central Florida*
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?** *Ms. Sue Wheeler, Daytona State College* *Dr. Connie Hudspeth, Seminole State College* 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! **Track 2: Authentic Assessments | Room: 221** **The Impact of Multiple-Attempt Testing in Transfer Students Success** *Dr. Marino Nader, Dr. Hyoung Jin Cho, University of Central Florida* 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.

Time	Sessions/Presenters
	Track 3: Using Data for Student Success | Room: 225 **Creation of Accounting Discipline Transfer Student Resource and Success Website** *Dr. Jeff Reinking, University of Central Florida* 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.
11:15-11:30 a.m.	**Break**
11:30 a.m. - 12:15 p.m.	**Concurrent Sessions: Select one** **Track 1: Multiple Modalities of Instruction | Main Conference Room** **Course Design to Maximize Learning** *Mr. Adam LaMee, University of Central Florida* 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. **Track 1: Authentic Assessments | Room: 225** **Meeting Post-Pandemic Alignment Challenges with Innovation and Cooperation: The Fundamentals of Speech Repository** *Dr. Adam Parrish & Ms. Shari Hodgson, University of Central Florida* 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.

Time	Sessions/Presenters
	Track 2: Using Data for Student Success | Room: 221 **Course-Level Assessment for Degree Pathways** *Ms. Nichole Jackson, Ms. Kristin Abel, Dr. Lynn Sims, Dr. Lynta Thomas, & Dr. Veeramuthu Rajaravivarma, Valencia College* 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. **Alternate Track | Room: 226** **The Digital Dance: How Technology and Collaboration is Creating an Articulation Platform to Create Smoother Pathways for Transfer Students** *Mr. Scott Mauro, University of Central Florida* 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.
12:15-1 p.m.	**Lunch**
1-1:45 p.m.	**Concurrent Sessions: Select one** **Track 1: Multiple Modalities of Instruction | Main Conference Room** **Escaping to Reality: How Engaging Students in an Escape Room can Open their Minds to New Possibilities in Research** *Ms. Sue Wheeler & Ms. Anibal Delgado Gonzalez, Daytona State College* 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. 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. **Track 2: Authentic Assessments | Room: 221** **UCF's Integrative General Education Program & the Co-Curricular Student Experience** *Dr. Amy Darty, Dr. Annabelle Conroy & Dr. Wayne Bowen, University of Central Florida* UCF College of Undergraduate Studies (CUGS) has worked with faculty and student

Time	Sessions/Presenters
	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. 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. **Track 2: Using Data for Student Success: Room 225** **Fostering College Readiness in Chemistry through Coordinated High School Manual** *Ms. Carey Krzeminski & Mr. Alexander Stubenbort, Orange County Public Schools* 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. 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. **Alternate Track | Room: 226** **Course Sequence Data Demo** *Dr. Teresa Dorman, University of Central Florida*
1:45-2 p.m.	**Closing Announcements** *Dr. Harrison Oonge & Dr. Teresa Dorman, University of Central Florida*
2-2:20 p.m.	**Closing Remarks** *Dr. Amy Locklear, Daytona State College*
2:30 p.m.	**Conference Adjourns**

SPECIAL THANKS TO:

Conference Host

DAYTONA STATE COLLEGE

Additional Support

FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

UCF | College of Undergraduate Studies
UNIVERSITY OF CENTRAL FLORIDA

UCF | UCF Connect
UNIVERSITY OF CENTRAL FLORIDA

Planning Committee

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Valencia College

Erin Saitta
Assistant Professor, College of Sciences
University of Central Florida

Barbara Smith
Senior Communications Director, College of Undergraduate Studies
University of Central Florida

Conference Attendees

Last Name	First Name	Institution
Abass	Farah	University of Central Florida
Abel	Kristin	Valencia College
Ahmad	Ghazala	Valencia College
Ait Maalem Lahcen	Rachid	University of Central Florida
Ajlani	Sam	College of Central Florida
Anindya	Paul	Daytona State College
Backer	James	Daytona State College
Berning	Trent	Daytona State College
Berry	Theodorea	University of Central Florida
Booth	Gabi	Daytona State College
Bowen	Wayne	University of Central Florida
Campbell	Marc D	Daytona State College
Campos	Maria	Eastern Florida State College
Cavanaugh	Pam	University of Central Florida
Chmilnitzky	Farrah	Seminole State College
Cho	Hyoung Jin (Joe)	University of Central Florida
Chopra	Manoj	University of Central Florida
Christopherson	Adam	Santa Fe College
Cohen	Lisa	Valencia College
Collins	Mark	Valencia College
Comerford	Amy	Valencia College
Conroy	Annabelle	University of Central Florida
Darty	Amy	University of Central Florida
Delgado	AJ	Daytona State College
Diercksen	Christa	University of Central Florida
Dorman	Teresa	University of Central Florida
Dribben	Anthony	Indian River State College
Dunn	Susan	Valencia College
Durant	Michael	Daytona State College
Emmert	John	Daytona State College
Flota	Michael	Daytona State College
Fox	Dalia	Seminole State College
Gibson	Barry	Daytona State College
Givoglu	Wendy	Valencia College
Gossai	Mahendra	Valencia College
Graydon	Ben	Daytona State College
Guvendik	Mevlut	Eastern Florida State College
Hardy	Kimberly	University of Central Florida
Herndon	Pat	Daytona State College
Holmes	LaKisha	Daytona State College
Hudspeth	Connie	Seminole State College
Jackson	Nichole	Valencia College

Jin Cho (Joe)	Hyoung	University of Central Florida
Johnson	Joshua	Daytona State College
Jones	Courtney	University of Central Florida
Jothimadan	Praba	Daytona State College
Kayanamura	Yohani	Daytona State College
Keeter	Sandy	Seminole State College
Kolpashchikov	Dmitry	University of Central Florida
Koory	Karen	Daytona State College
Kraskin	Richard	Daytona State College
Krzeminski	Carey	Central Florida School Districts - K-12
Kurhan	Matt	Daytona State College
LaMee	Adam	University of Central Florida
Larson	Holly	Seminole State College
Leon	Dante	Daytona State College
Lewis	Tiffany	Indian River State College
Lindbeck	Graeme	Valencia College
Locklear	Amy	Daytona State College
Long	Kim	Valencia College
Lynch	Debbie	Seminole State College
Lynta	Thomas	Valencia College
Malpica	Martin	University of Central Florida
Mauro	Scott	Florida Consortium of Metropolitan Research Universities
Metzger	Luis	Daytona State College
Minton	Tommy	Seminole State College
Mixon	Donna	Daytona State College
Moisii	Cristina	Eastern Florida State College
Murad	Roulana	Daytona State College
Nader	Marino	University of Central Florida
Nagiel	Max	Daytona State College
Nguyen	Boris	Valencia College
Nicely	Pete	College of Central Florida
Nicholas	Tekla	Florida International University
Norbutus	Amanda	Valencia College
Oonge	Harrison	University of Central Florida
O'Toole	Ian	Valencia College
Parrish	Adam	University of Central Florida
Poniatowski	Joshua	Daytona State College
Poppert	Kimberly	University of Central Florida
Rajaravivarma	Ravi	Valencia College
Reinking	Jeff	University of Central Florida
Robinson	Cheryl	Valencia College
Roman	Eduardo	Daytona State College
Saitta	Erin	University of Central Florida
San Miguel	Anitza	Valencia College
Schachel	Robert	Valencia College
Schrader	Jessica	Eastern Florida State College

Schroeder	Kersten	University of Central Florida
Segarra	Nichole	Valencia College
Seker	Deidre	Daytona State College
Sims	Lynn	Valencia College
Smith	Barbara	University of Central Florida
Smith	Jim	University of Central Florida
Sofianos	Ted	Daytona State College
Sprouse	Robert	Daytona State College
Stefanov	Alina	University of Central Florida
Stein	Scott	Indian River State College
Stephens	Jeffrey	Lake Sumter State College
Stubenbort	Alex	Orange County Public Schools
Sweet	Erik	Daytona State College
Swint	Michelle	Daytona State College
Taylor	Amanda	Seminole State College
Teixera	Katiuscia	University of Central Florida
Thompson	Steve D	Daytona State College
Upasana	Santra	Valencia College
Valdes	Jane	Florida International University
Van De Car	Sidra	Valencia College
Velez	Rafael	Daytona State College
Villa	Josh	University of Central Florida
Vollaro	Vollaro	Daytona State College
Wheeler	Sue	Daytona State College

Conference Presentations

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Welcome to the 2023 Curriculum Alignment Conference!

Please enjoy the continental breakfast

College of Central Florida · Daytona State College · Eastern Florida State College · Lake-Sumter State College · Seminole State College · Valencia College · College of Undergraduate Studies · UCF Connect · Central Florida District Schools

Need to access today's agenda?
Please use your mobile device to scan the QR Code below:

WiFi Access: DSCGuest

Curriculum Alignment Planning Committee


Farah Abass


Teresa Dorman


Martin Malpica


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Harrison Oonge


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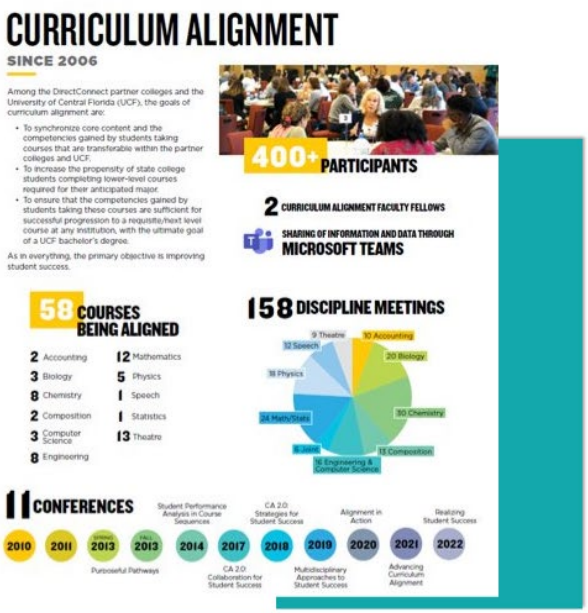


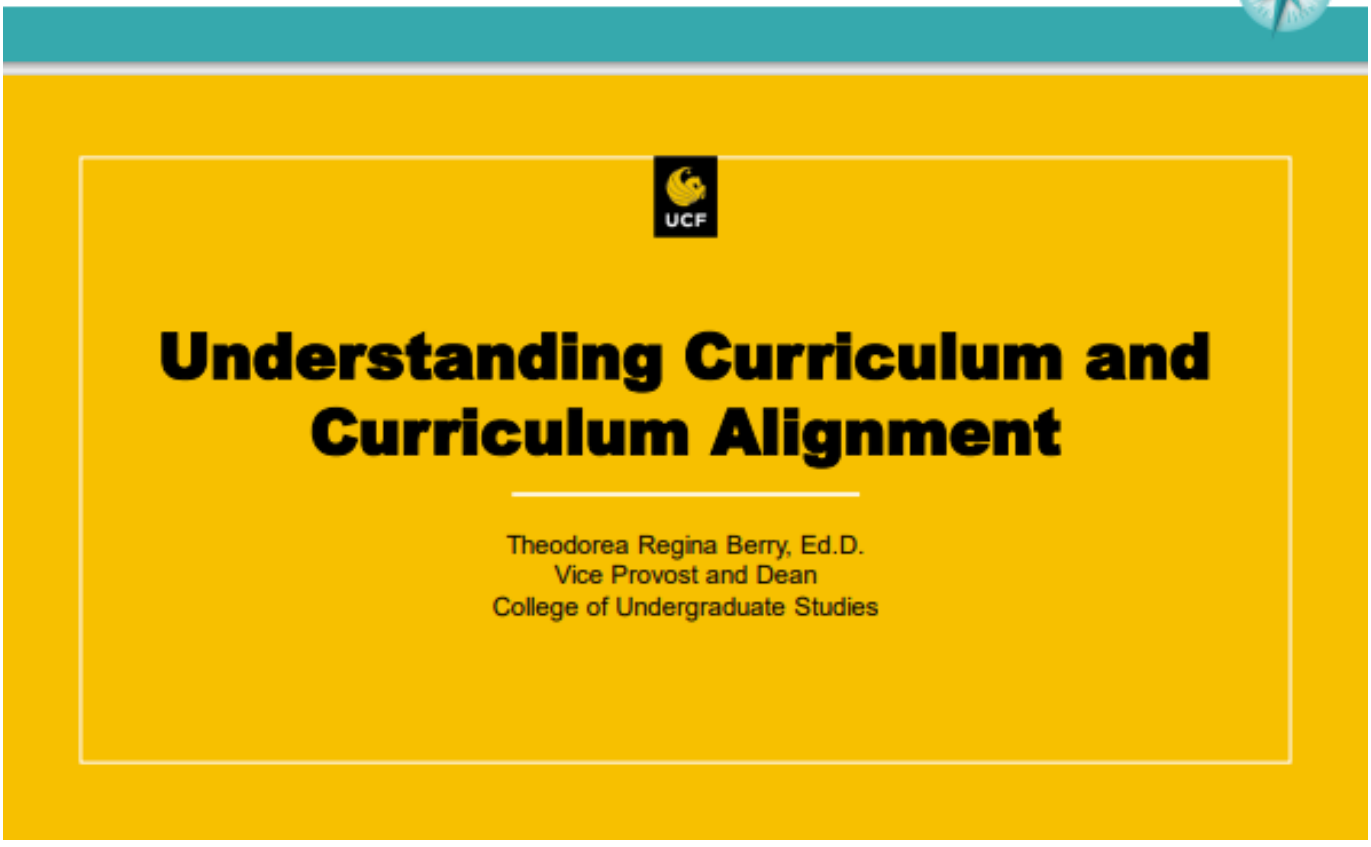
Opening Remarks

Dr. Teresa Dorman
Associate Dean of the College of Sciences
University of Central Florida

Welcome Address

Keynote Presentation

Presented by: Dr. Theodorea Regina Berry
Vice Provost & Dean of the College of Undergraduate Studies
University of Central Florida



Understanding Curriculum and Curriculum Alignment

Theodorea Regina Berry, Ed.D.
Vice Provost and Dean
College of Undergraduate Studies

My Curriculum History...

A Short Story

What Is Curriculum?

- Subjects comprising a course of study in school, college, or university.
- **All of the learning of students which is planned by and directed by the school to attain its educational goals.** (Tyler)
- **A continuous reconstruction, moving from the learner's present experience out into that represented by the organized bodies of truth that we call studies**…(Dewey)
- From the Latin "currere," meaning "to run the race/course."

Curriculum and Higher Education

- An undergraduate curriculum is a formal academic plan for the learning experiences of students in pursuit of a college degree. (Dezure)
- During the 1980s, critiques of American higher education were increasing in frequency and stridence. How do we know what college students are learning and what they need to contribute to the workforce and society?

Curriculum Alignment
Pre-January 2020

Pre-Supposition

Horizontal Curriculum Alignment provides all students (FTIC and Transfer) with the same foundational knowledge

Problems?

- Not all students receiving the same grades in a prerequisite/general education course were performing the same in the subsequent/core/required course
- Different programs had different understandings/requirements for transfer students to be major ready

Asset-Oriented Thinking

Vertical Curriculum Alignment

- Curriculum alignment meetings between prerequisite instructors and major professors
- Includes discussion about assessments, evaluations, and student learning outcomes
- Compliments Curricular Analytics Project

Defining and Articulating Major Readiness

- Creating clarity and transparency about what students need to successfully transition
- Transfer credit evaluation system improvement

Key Ingredient: Partnership

Curriculum, Communication, Collaboration, Cohesion

Partnership and Curriculum Alignment

Context for the Work Ahead

- What knowledge (and experiences) are most worthwhile?
- Who/what determines the knowledge (and experiences) that are most worthwhile?

Partnerships for Curriculum Alignment: Leaning on the Foundation

- State Colleges
- Board of Governors and Legislature
- CFEED
- UCF
  - Academic colleges/departments
  - Academic Policy
  - Curriculum Alignment Team
  - UCF Connect, DirectConnect to UCF® Steering Committee, CACC

Transfer Student Data

Transfer Student Data

Dr. Pam Cavanaugh, Associate Vice Provost of UCF Connect
Division of Student Success and Well-Being
University of Central Florida

“The reckoning is here”

More than a third of community college students have vanished

Among those who do enroll, red tape and a lack of support are crushing their ambitions

The Hechinger Report, April 3, 2023

STATE OF TRANSFERS

Higher education lost over **296,000** transfer students during the pandemic.

Transfer Student Enrollment from 2-year to 4-year down

14.5% ⬇

New trends in transfers

- 4-year to 4-year increasing
- 2-year to 2-year increasing
- 4-year to 2-year increasing

Source: National Student Clearinghouse Research Center

STATE OF TRANSFERS AT UCF

2022-2023 SNAPSHOT

57.8%
OF TOTAL NEW UNDERGRAD ENROLLMENT **ARE TRANSFER STUDENTS**

19,413
Newly Enrolled Undergraduate
UCF STUDENTS TOTAL

8,176
Newly Enrolled
FTIC STUDENTS

11,237
Newly Enrolled
TRANSFER STUDENTS

4,933
Newly Enrolled
DIRECTCONNECT TO UCF STUDENTS

25.4%
PERCENT OF TOTAL NEW UNDERGRAD ENROLLMENT
entered through DirectConnect to UCF

STATE OF TRANSFERS AT UCF

Degrees Conferred

334,380
TOTAL UCF DEGREES AWARDED

168,376
BACHELOR'S DEGREES AWARDED TO TRANSFERS

As of 4/5/23 50.4% of all UCF undergraduate degrees were awarded to transfer students.

Since 2006, **DirectConnect to UCF®** has produced more than **69,508** bachelor's degrees earned.

DiRECT CONNECT TO UCF®

INCLUSIVE EXCELLENCE

DirectConnect to UCF transfer students strongly represent underserved populations.

Undergraduate Enrollment Fall 2021	DirectConnect	FTIC
Total Minority	**54.7%** (8,675 of 15,562)	**49.6%** (14,811 of 29,858)
Hispanic/Latinx	**34.2%** (5,325 of 15,562)	**27.5%** (8,204 of 29,858)
African American	**11.8%** (1,843 of 15,562)	**8.5%** (2,551 of 29,858)
Pell Eligible (first year)	**50.3%** (7,829 of 15,562)	**28.2%** (8,407 of 29,858)
First Generation	**26.6%** (4,133 of 15,562)	**16.9%** (5,062 of 29,858)

DIRECTCONNECT TO UCF® SHARED GOVERNANCE

Presidents from UCF and the Six State College Partners

UCF Connect

- The UCF unit that has oversight of DirectConnect for the University
- Coordinates the logistics for the operations of DirectConnect
- Hires Success Coaches, and oversees the UCF staff assigned to and embedded with the state college advising units
- Facilitates the communication plans, centralized data collection/reporting, and marketing for DirectConnect

Consortium Academic Coordinating Committee (CACC)

- The chief academic officers from each state college and two UCF administrators appointed by the president and/or provost
- Reviews the regional academic program needs and plans, with a particular focus on additional baccalaureate degree offerings, in order to reduce inefficient duplication of programs among and between the consortium colleges and the university
- Guide and oversee Curriculum Alignment efforts

DirectConnect to UCF Steering Committee

- Chief student and academic affairs officers of all partner institutions comprise the steering committee to meet twice a year and set priorities and high-level strategies for continued, successful operations for the consortium
- Senior level administrators, deans, chairs, enrollment services representatives, student services representatives, and academic advisors from respective institutions meet to discuss program updates, enrollment and graduation data, academic advisement initiatives, and student services programs
- Guides and oversees the five working groups: Advising Alignment, Curriculum Alignment, Data Sharing, Enrollment Services, Resource Development, and Workforce Development

Daily Operations of DirectConnect to UCF and the Student Experience

College of Central Florida · Daytona State College · Eastern Florida State College · Lake-Sumter State College · Seminole State College · UCF · Valencia College

- Overseen by the institutions themselves with joint-use space staffed by both state college advisors and UCF Success Coaches
- Students receive advising; student services; pre-transfer support; transition, admission, financial aid, and enrollment assistance to UCF; and ongoing success coaching
- Partner together for various student success programs, to include classroom visits, tabling events, outreach initiatives, workshops, and the SEE UCF and STEP into UCF programs, which offer UCF campus tours and admission support to DirectConnect students

COLLEGE ACCESS SUMMIT

Administrators, faculty, advisors, coaches, and staff from partner institutions convene annually to develop new and improved opportunities to prepare major- and transfer-ready students for transition to UCF.

2022-2023 TEAMS Project

(Transfer Excellence, Achievement, Mindset & Success)

Team 1: Financial Literacy, Planning and Micro Grants

Team 2: Data and Metrics to Inform Transfer Success Strategies

Team 3: Major Readiness At or Before 30-Credit Hours

Team 4: Pre-requisite Completion for Successful Transition

THE STUDENT EXPERIENCE

Commitment to transfer student readiness and success

Intentional and defined touchpoints grounded in student development competencies, academic and career planning, and academic and social integration

Partnership Driven

- 2013: Committed to enhancing the student experience
- 2014: Conducted multiple student focus groups
- 2015: Piloted the "Pathway" in Webcourses
- 2015: International DirectConnect launched
- 2016: Sent partnership team to Institute for Project Based Learning
- 2016: Earned QEP award for "Enhanced High-Tech DC Pathway"
- 2017: Launched Success Coaching in Connect Centers
- 2017: Began development on transfer ready mobile app
- 2018: DirectConnect awarded Institutional Excellence for Students in Transition by National Resource Center for Study of Transfer Students
- 2018: Hosted 2-Day Innovation Workshop for Transfer Student Success
- 2021: UCF Success Pathways Launched
- 2021: Curriculum Alignment awarded Institutional Excellence for Students in Transition by National Resource Center for Study of Transfer Students

DIRECTCONNECT STEERING COMMITTEE TASK FORCE GOALS

1. **Identify new and expanded, data-driven solutions for transfer student success through the DirectConnect to UCF student experience.**
2. **Expand the pipeline of major-ready DC students so they can be junior-ready upon transfer to UCF.**
3. **Expand the pool of transfer-ready DC students so they can have a smoother transition to UCF.**

DEFINING MAJOR READINESS

Major Ready students have identified and selected an educational pathway that aligns with their personal interests, career goals, and aptitude and is following their educational plans.

Major Ready students know the academic and program admission requirements for their intended major and have completed the common program pre-requisites for that major.

Upon transfer, **Major Ready** students are prepared to begin courses in the major at the junior level, along with native FTIC students.

DEFINING TRANSFER READINESS

Transfer Ready students have completed all components of major readiness, to include knowledge of requirements regarding math pathways, foreign language, certifications, and testing requirements.

Transfer Ready students utilize advisors, coaches, and student success team members to assist them with their pre-transfer and transfer-related issues and requirements, including financial aid, FAFSA, course sequencing, modalities, and course taking behaviors.

Transfer Ready students have identified internships, study abroad, research, and other high impact practices that enhance both their major readiness and transfer success.

Transfer Ready students have identified specific resources and tools to support their ongoing educational success.

RECOMMENDATIONS

The **DirectConnect Steering Committee** is considering recommendations from the **Task Force** that may focus on revisions of consortium agreements and refining partnership efforts to be strategically focused on transfer-and major-readiness issues that meet current and visionary needs.

Additional recommendations include:

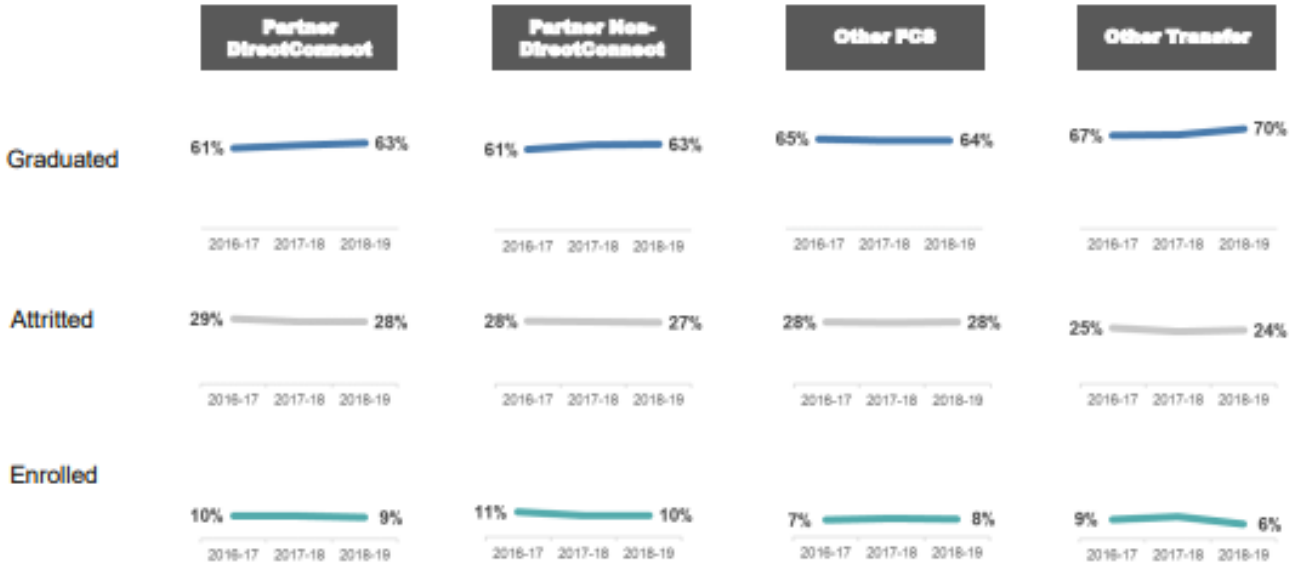
- Enhance Curriculum Alignment efforts to identify major readiness at the program level
- Conjoin Curriculum Alignment initiatives with major readiness efforts of DirectConnect

DirectConnect to UCF and FCS AA Transfer Performance Analysis

Analytics and Integrated Planning

TRANSFER GRADUATION, ATTRITION AND ENROLLMENT RATES

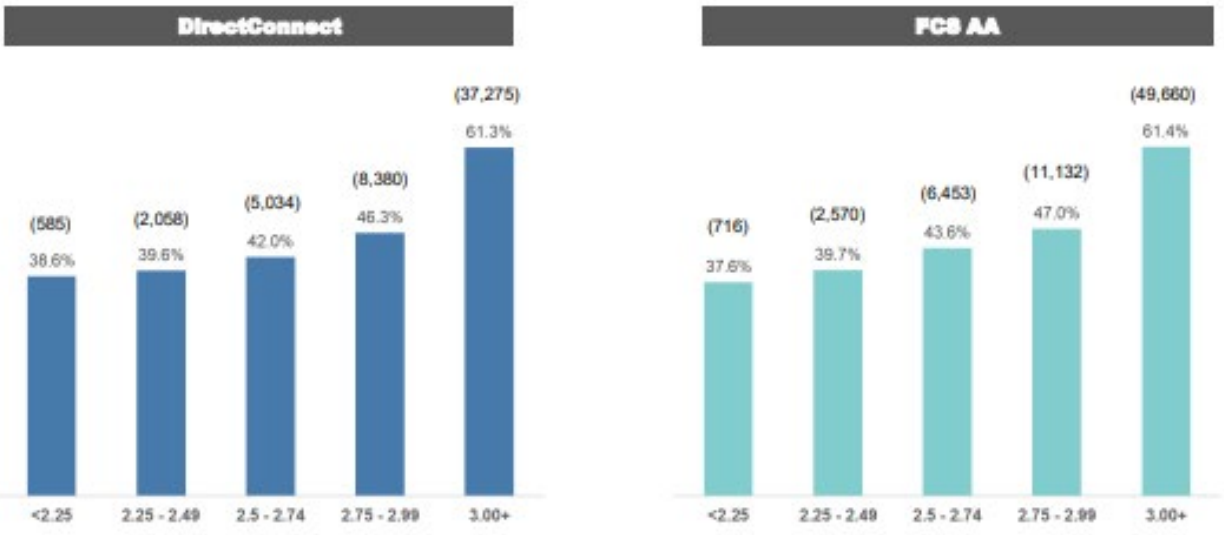
Progress of transfers 4 years after reaching junior status



Partners include: College of Central Florida, Daytona State College, Eastern Florida State College, Lake-Sumter State College, Seminole State College, Valencia College

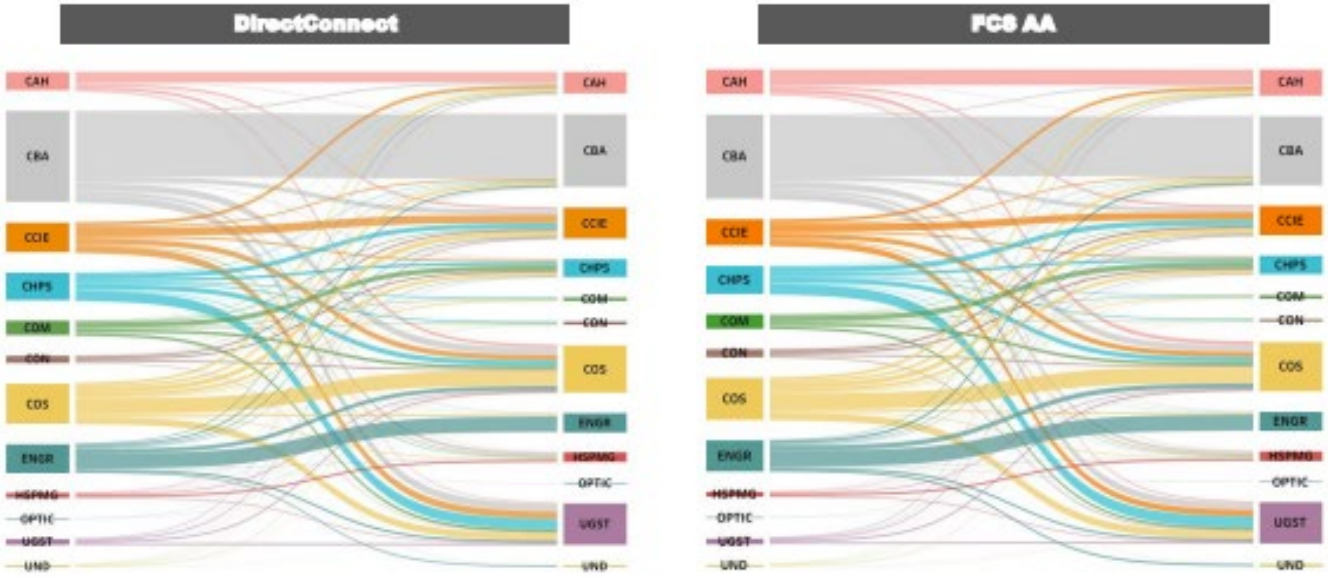
3-YEAR GRADUATION RATES BY TRANSFER COLLEGE GPA

Cohorts 2017-18 to 2019-20 3 years after reaching junior status



Institutional Knowledge Management

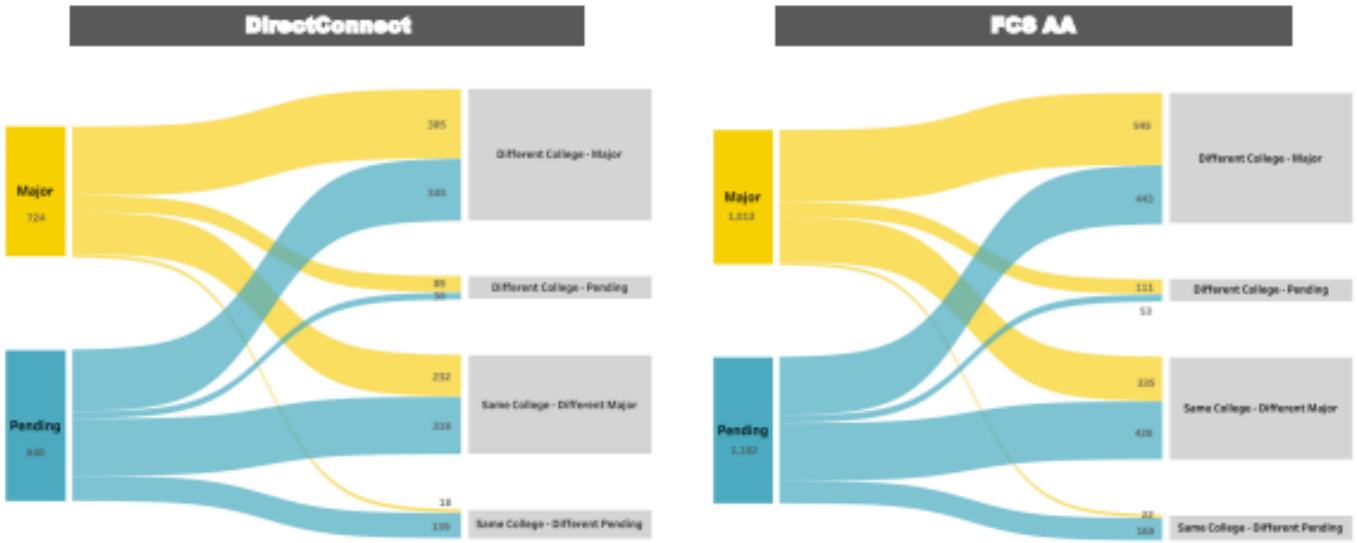
TRANSFERS WHOSE LAST MAJOR CHANGE WAS IN YEAR 3 BY COLLEGE



Note: 2014-15 to 2018-19 cohorts combined; major change is identified by change of CIP code

Institutional Knowledge Management

TRANSFERS WHOSE LAST MAJOR CHANGE WAS IN YEAR 3

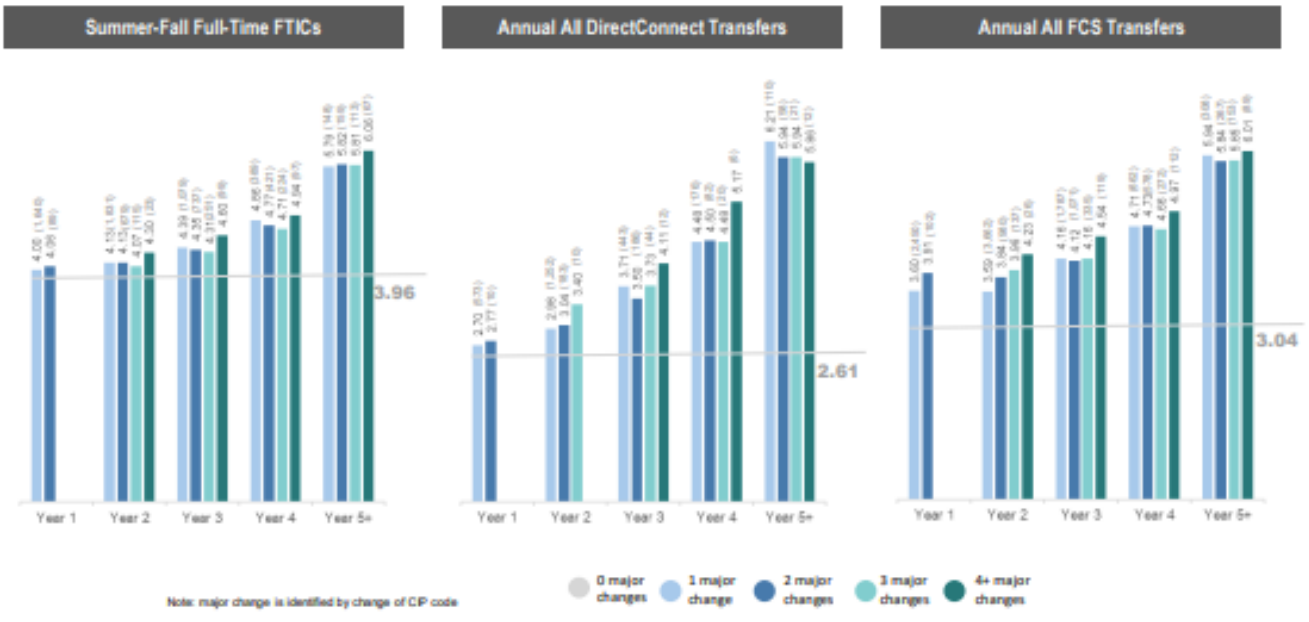


Note: 2014-15 to 2018-19 cohorts combined; major change is identified by change of CIP code

Institutional Knowledge Management

YEARS TO DEGREE BY YEAR ENROLLED AT TIME OF LAST MAJOR CHANGE

Cohorts 2012-13 through 2016-17 combined

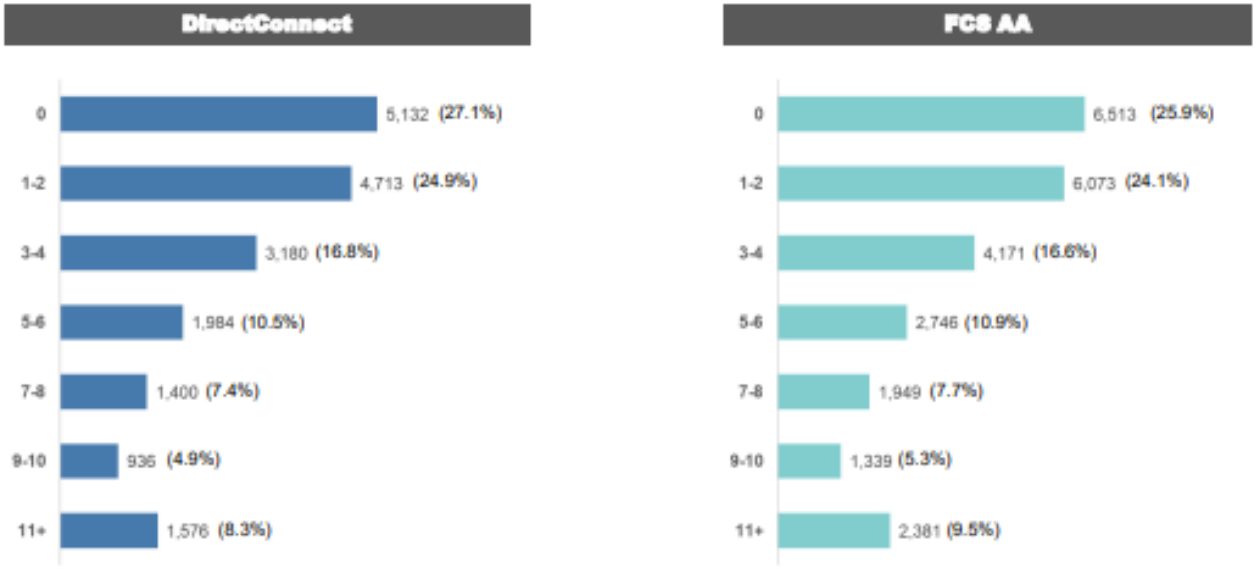


Note: major change is identified by change of CIP code

Institutional Knowledge Management

LOWER LEVEL COURSES TAKEN AT UCF BY TRANSFER COHORTS

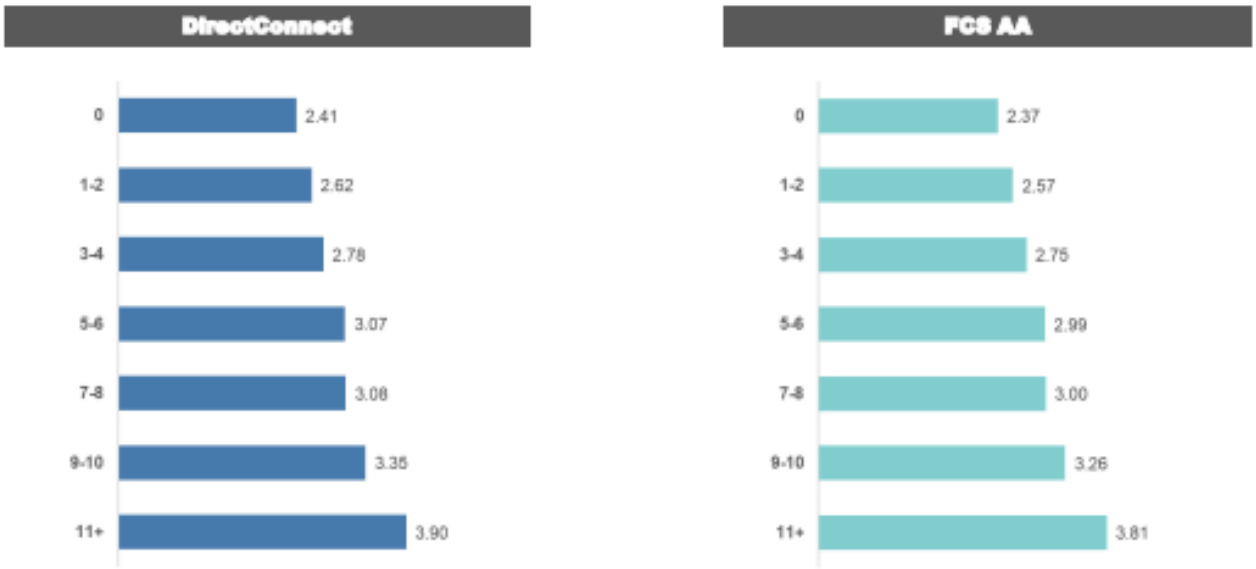
Number of students taking lower level courses (2012-13 through 2016-17 cohorts)



Institutional Knowledge Management

LOWER LEVEL COURSES TAKEN AT UCF BY TRANSFER COHORTS

Years to degree by number of courses taken (2012-13 through 2016-17 cohorts)



Institutional Knowledge Management

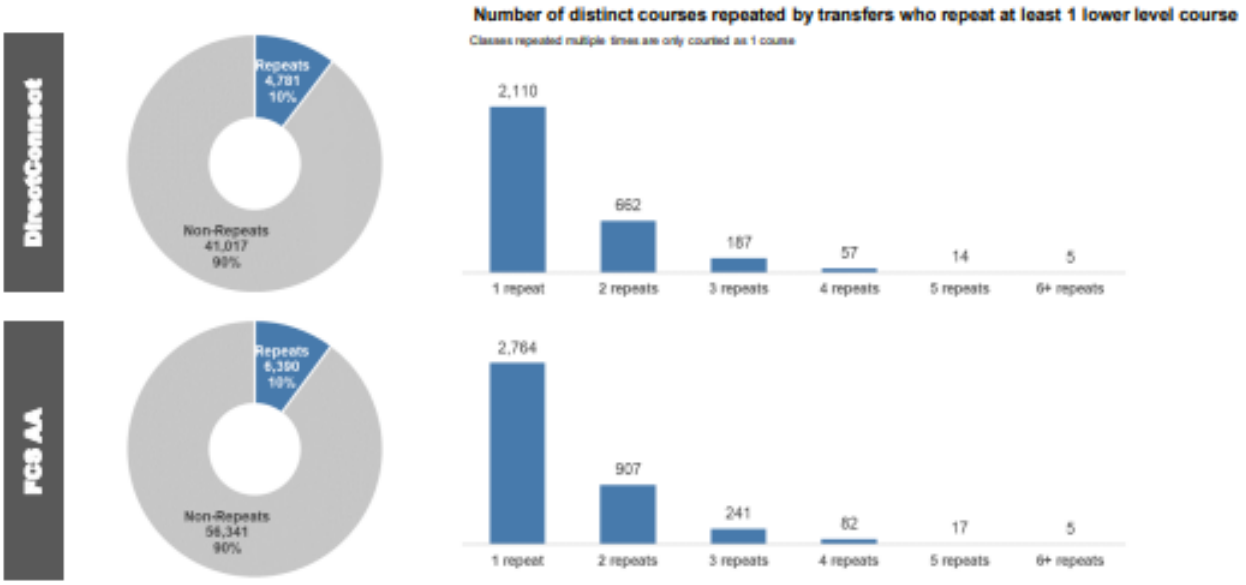
2021-22 FCS AA TRANSFER ENROLLMENT IN LOWER LEVEL COURSES BY STUDENT'S COLLEGE

	CAH	CBA	CCIE	CHPS	COM	CDN	COS	DVGR	HSPHNG	OPTIC	UGST	UND	Grand Total
2021-2022	4,022	2,025	2,341	5,004	1,799	804	10,179	5,254	1,980	24	686	102	33,970
Chemistry, General	13	24	28	1,490	740	47	1,458	331	5	5	93	10	4,236
Physics, General	47	10	33	1,210	446	3	852	1,454	10	5	15	10	4,213
Mathematics, General	86	74	40	151	157	5	556	1,383	10	8	12	11	2,005
Computer and Information Sciences, General	204	480	129	13	4	6	241	1,004	66	1	27	9	2,164
Biology/Biological Sciences, General	4	4	35	566	191	60	628	358	1		84	16	1,949
Hospitality Administration/Management, General	16	35	35	1			58	4	1,583		21		1,741
Spanish Language and Literature	483	11	68	33	5	3	1,123	14	6		43	1	1,709
Cinematography and Film/Video Production	92	17	35	5	6	7	1,175	23	17		20		1,386
Accounting	20	890	126	8	4	5	41	23	3		2	4	1,086
Intermedia/Multimedia	455	11	1	1			555	7			9	4	1,043
Statistics, General	13	28	34	149	56	13	458	230	8		11	1	1,001
Anthropology	60	20	29	17	7	4	792	23	12	1	24	1	990
Business/Managerial Economics	19	559	99	32	3	3	46	91	73		27	2	954
Psychology, General	24	11	49	162	34	28	518	68	4		14	1	902
Fine/Studio Arts, General	686	7	52	6	2	2	106		1		5		870
Education, General	39	6	759	1			33	1			15	3	857
Music Performance, General	429	15	64	19	3	6	98	21	42		15	3	715
Health Services/Allied Health/Health Sciences, General	3	1	9	654	8	6	18	2	3		9	1	712
Physical Education Teaching and Coaching	50	35	89	244	33	11	118	58	3	2	35	1	639
Art History, Criticism and Conservation	343	6	24	3	3	2	131	6	3		9	2	532
Drama and Dramatics/Theatre Arts, General	329	11	10	8	1	4	64	8	52	1	3		480
French Language and Literature	147	6	21	11	1	3	231	5	3	1	5		434
History, General	153	8	112	7	8	9	58	14	22		9		382
Sociology	16	7	81	23	9	8	197	12			48	2	343
Mass Communication/Media Studies	25	12	17	20		6	171	11	19		22		303
Political Science and Government, General	7	1	45	25		2	134	5			1	4	224
Italian Language and Literature	89	5	8	4	1		97	2			7	1	212
Biomedical Sciences, General	3		1	15	104	58	32	1			1		207
Philosophy	53	6	47	33	2	3	54	16	4		9	1	205
English Language and Literature, General	111	1	71	1			4		4		2		194
Japanese Language and Literature	62	8	8	1	1	1	87	8	1		2		180
Elementary Education and Teaching	2		156									1	159
Humanities/Humanistic Studies	49	6	14	5	1	6	27	7	13		4	1	133
Counselor Education/School Counseling and Guidance Services	1	3	17	6	3	1	71	3			18	2	125
Finance, General	4	88	2	5	1		18	14			8		136
Geography	3	1	34				28	42	3		7		130

Note: Limited to course disciplines with 100+ total enrollment

Institutional Knowledge Management

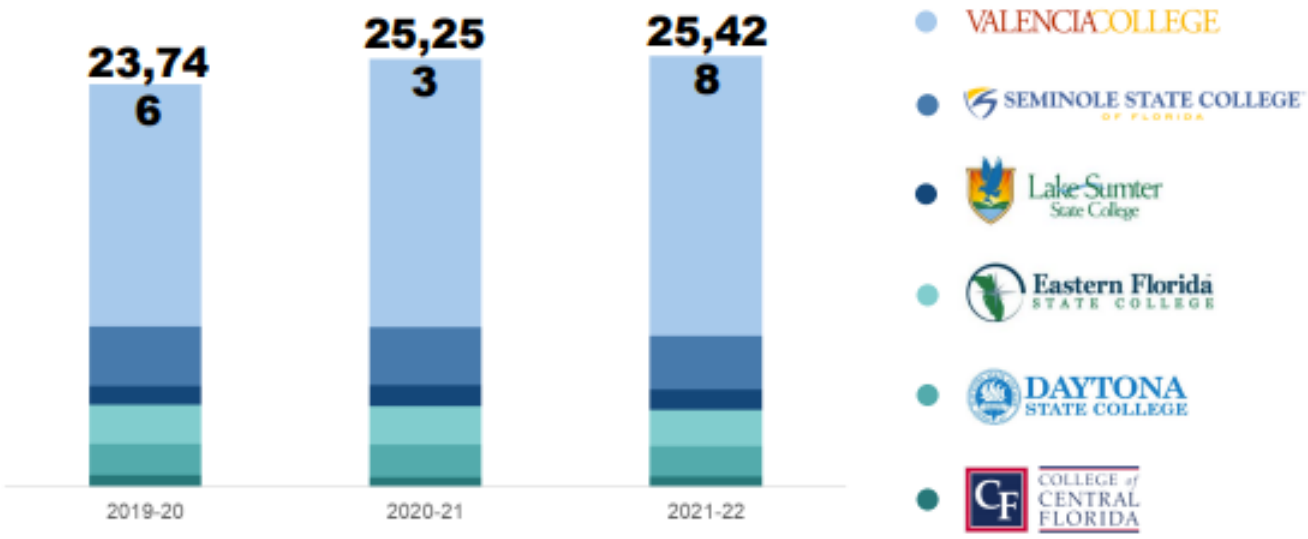
LOWER LEVEL COURSE ENROLLMENT REPEATS



Notes: 2019-20 to 2021-22 cohorts combined; includes UCF courses only; repeats include classes taken after withdrawal

Institutional Knowledge Management

LOWER LEVEL COURSES TAKEN BY DIRECTCONNECT STUDENTS



Institutional Knowledge Management

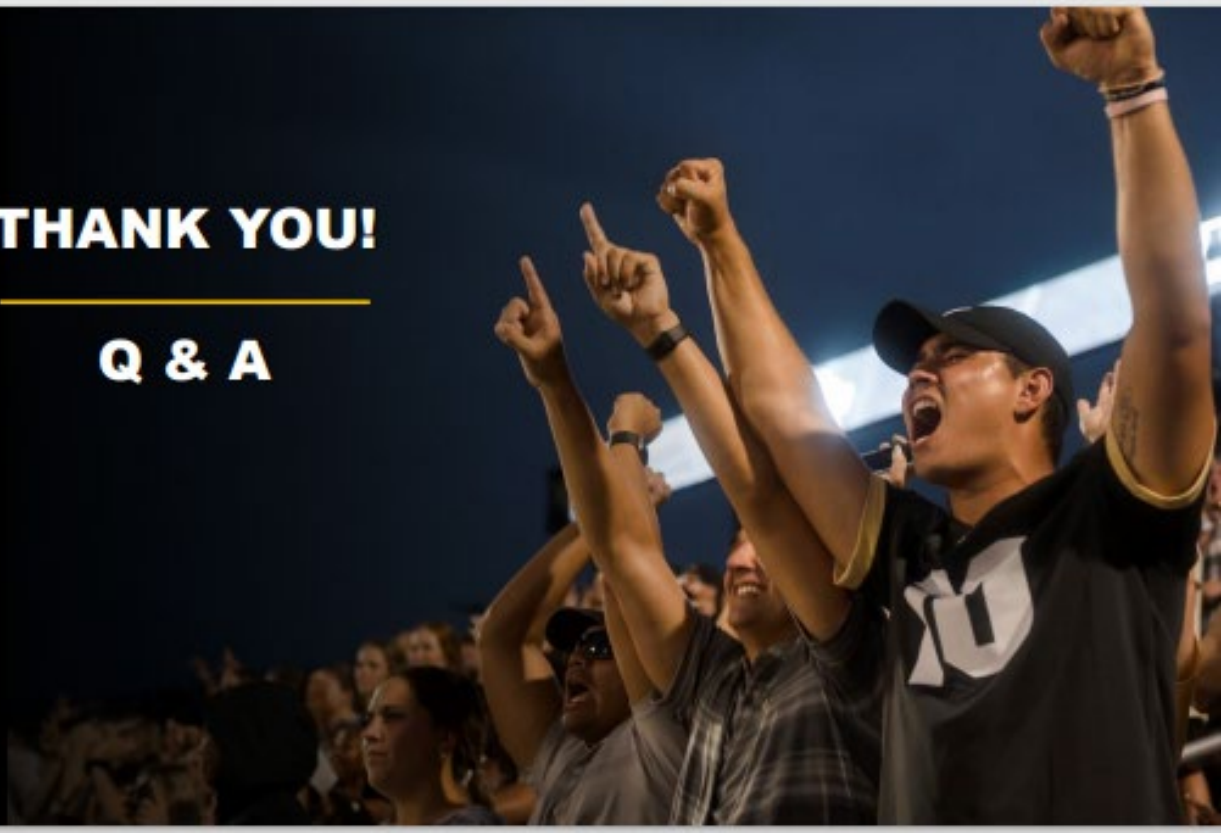
DATA SUMMARY

- 3-Year Grad Rates by Transfer College GPA
  - 50% of DC cohort below 3.0 GPA have much lower grad rates
- DC Years to degree by year enrolled at time of last major change (2.61) is better than all FCS transfers (3.04)
- Lower level courses taken at UCF by DC and FCS AA are comparable for both populations
- Lower Level Course Repeats
  - Over 2K distinct repeat courses by DC who repeat at least one lower level course
- Lower Level Courses taken by DC students continues to increase

Actionable Data to Advance Transfer Student Success

THANK YOU!

Q & A



Announcements

- REU-ACM at UCF Summer 2023 (in person) May 22 through July 28, 2023
  - https://sciences.ucf.edu/math/reu-in-applied-computational-mathematics/
  - Contact Katiuscia Texeira Katiuscia.Texeira@ucf.edu.
  - Applications are due April 21, 2023.

- Fall CA Meetings posted in the CA Website.
- Electronic certificates of participation will be mailed this summer.
- Conference Feedback

Concurrent Sessions: 10:30-11:15

Tick Tock, Tick Tock, Are You Reaching the Stimulus Saturated Millennials?

Understand Their Needs
Ideas to Engage Digitally and Hands-on


Vision
Team
Plan
IDEA
GOAL
success

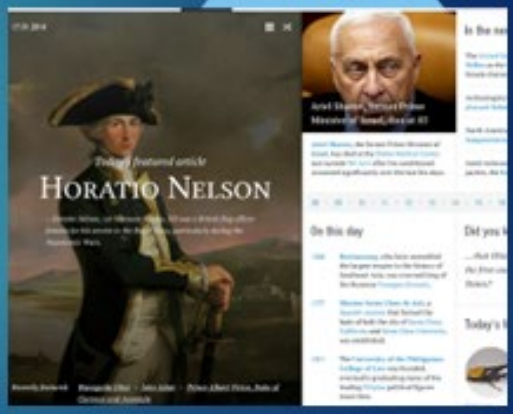

GEN Z
6-24 yrs.


different
devices
future
cool
demanding
confident
video
change
housing
community
lifestyle
digital
rapid
smart
prospects
net
native
gadgets
born
birth
restless
business
social
ambitious
Generation Z
online
priorities
teenagers
games
friends
impulsive
innovation
underemployed
technology
bommers
youth
innovative
connected
healthy
leader
web
education
inspiration
computer
mobility
rules
economy
savvy
young
tech
work
blog


Livestorm
Video conferencing, polls, live chats

Snapguides Guides/tutorial

Fandom – Create wiki pages



Webinars and Podcasts

Kahoot!

Free game-based learning platform

Mindmeister

Mind mapping, word choice, brainstorming project plans

Mentimeter

Polls, Quizzes &Word Clouds

"They would rather construct than be instructed"

(Dr. Jillian Gilbert)

IDEAS FOR ACTIVE AND APPLIED LEARNING

Mask Activity

Toga Party


Ball Catch Activity

Beachball Activity

Speed Questions

Your ideas

Involve

Engage

Problem Solve

Apply

Think Critically

Make it meaningful

Make a connection

Enhancing Student Success in Engineering Curriculum through Active e-Learning and High Impact Teaching Practices (ESSEnCe)

PI: H. J. Cho, Co-PIs: M. Taub, M. Nader, R. Zaurin, S. Pal,

SP: H. Oonge, C. Muñiz, Z. Chen, M. Dagley, S. Putnam

University of Central Florida

Orlando, Florida, USA

1

NSF Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program)

- Supports projects that improve undergraduate STEM education and increase the rates of recruitment, retention and graduation of undergraduate STEM students at Hispanic-serving institutions.
- Three tracks - Track 1: Planning or Pilot Projects (PPP), Track 2: Implementation and Evaluation Projects (IEP), and Track 3: Institutional Transformation Projects (ITP)
- Track 2: The Implementation and Evaluation Projects (IEP) track supports the implementation of evidence-based unit-, department-, or multi-department-level activities that will enhance the quality of undergraduate STEM education.

2

Scope of ESSEnCe program

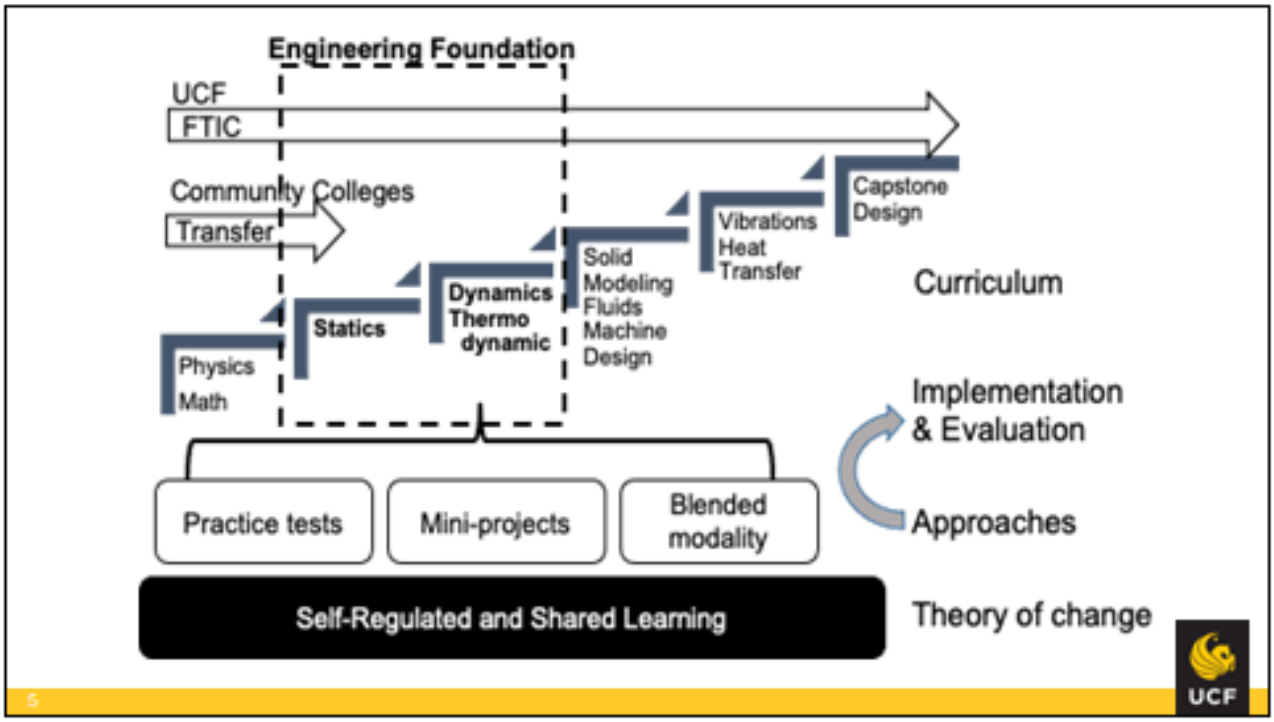
- This program aims at increasing Hispanic/Latino transfer student success through the implementation and evaluation of innovative teaching/learning practices.
- There is an almost equal distribution of students arriving at the University of Central Florida as first time in college versus transferring from another college.
- However, the retention rates between these groups show a very significant achievement gap. 14-15% (with AA degree) or 20-28% (without AA) of transfer students vs. 73% of FTIC retention in their 3rd year.
- Our program will focus on improving transfer students' initial experiences in engineering foundation courses in two large enrollment engineering majors – Mechanical Engineering and Aerospace Engineering.
- 3 yr, $500k support from NSF

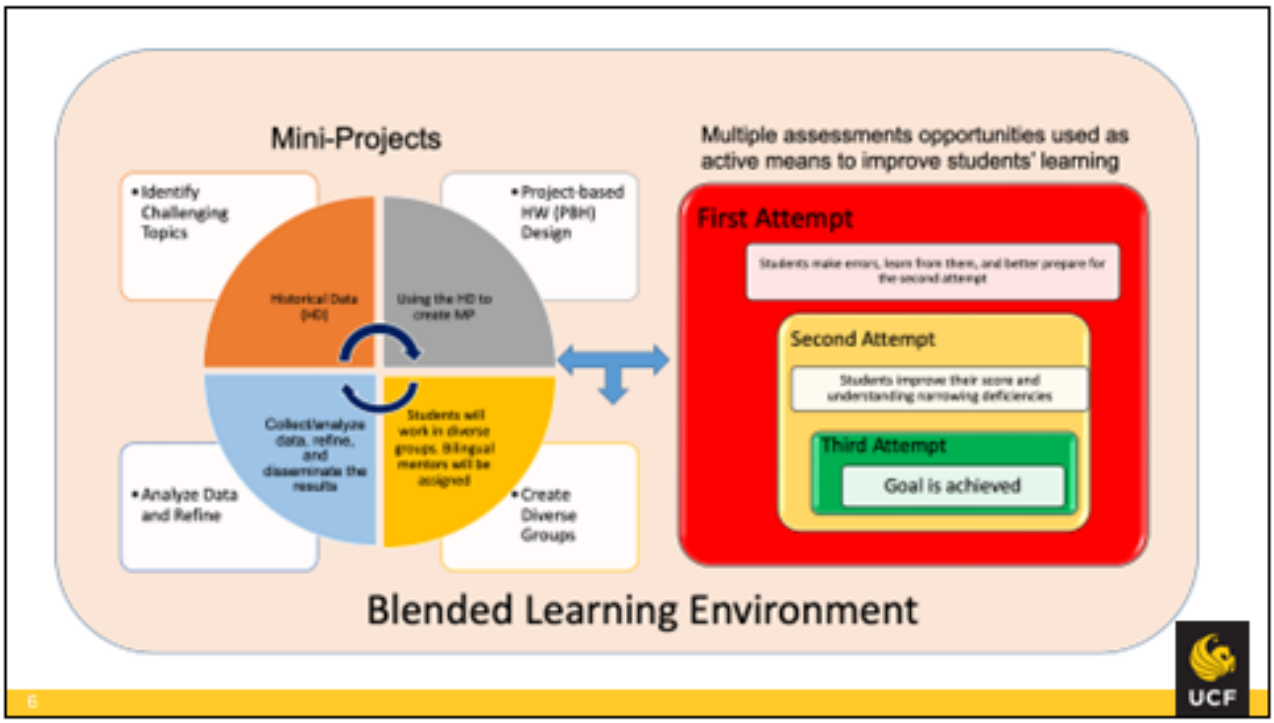
3

How..?

- Embed self-regulated and shared learning in foundation courses by incorporating multiple attempt practice tests and mini-projects at the early stage of engineering curricula.
- Construct a blended learning environment in order to facilitate student progress by providing flexibility.
- Guide students to tackle real-world engineering problems and tasks.
- Utilize group participation and social interactions as an asset for their shared learning through team-based project activities.

4


Engineering Foundation
UCF
FTIC
Community Colleges
Transfer
Physics
Math
Statics
Dynamics
Thermo
dynamic
Solid
Modeling
Fluids
Machine
Design
Vibrations
Heat
Transfer
Capstone
Design
Curriculum
Implementation
& Evaluation
Approaches
Practice tests
Mini-projects
Blended
modality
Self-Regulated and Shared Learning
Theory of change
5
UCF


Mini-Projects
Identify
Challenging
Topics
Project-based
HW (PBH)
Design
Historical Data
(HD)
Using the HD to
create MP
Collect/analyze
data, refine,
and
disseminate the
results
Students will
work in diverse
groups. Bilingual
mentors will be
assigned
Analyze Data
and Refine
Create
Diverse
Groups
Multiple assessments opportunities used as
active means to improve students' learning
First Attempt
Students make errors, learn from them, and better prepare for
the second attempt
Second Attempt
Students improve their score and
understanding narrowing deficiencies
Third Attempt
Goal is achieved
Blended Learning Environment
6
UCF

Team

Participant	Role	Project Component
H. J. Cho	PI	Coordinate and supervise overall tasks of the ESSEnCe program
M. Taub	Co-PI	Coordinate the STEM Education Research Plan
M. Nader	Co-PI	Implement changes in Dynamics
R. Zaurin	Co-PI	Implement changes in Statics
S. Pal	Co-PI	Implement changes in Dynamics
H. Oonge	SP	Coordinate Curriculum Alignment
C. Muñiz	SP	Coordinate HIS/DEI elements, inclusive of faculty workshop series
Z. Chen	SP	Implement changes in Physics I course
M. Dagley	SP	Develop evaluation matrix and coordinate peer learning
S. Putnam	SP	Implement changes in Thermodynamics.

Timeline

Course	Activity	Year and Semester								
		2023			2024			2025		
		Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa
Statics	Develop and Implement Multiple Attempt Practice Tests									
	Develop and Implement Mini-Projects									
	Develop Blended Learning Modules									
	Evaluation (Course Level)									
Dynamics	Develop and Implement Multiple Attempt Practice Tests									
	Develop and Implement Mini-Projects									
	Develop Blended Learning Modules									
	Evaluation (Course Level)									
Thermodynamics	Develop and Implement Multiple Attempt Practice Tests									
	Develop and Implement Mini-Projects									
	Develop Blended Learning Modules									
	Evaluation (Course Level)									
Course Committee Meetings										
Alignment Meetings and Workshops										
Evaluation and Report (Program Level)										

Acknowledgement

This work was supported by the National Science Foundation under NSF IUSE: HSI Award #2225208.

2023 Curriculum Alignment Conference

Daytona State College

The Advantages and Benefits of Multiple – Attempt Testing in Engineering Courses (Work In-Progress)

Presenter: Marino Nader

April 7th, 2023

ESSEnCe Project Partners
PI - Hyoung Jin, Co-Pis: M. Taub, M. Nader, R. Zaurin, S. Pal
SP: H. Oonge, C. Muñiz, Z. Chen, M. Dagley, S. Putnam

Work presented here by: M. Nader, R. DeMara, H. Oonge and Adrian Tatullian

Introduction

- **Why Three Attempts?**
  - Positive effect on different students, including Transfer Students
  - Decreases anxiety, in general
  - Increases confidence and comfort
  - Prepares students better
  - Lays the stronger foundation for upper classes
  - Students work for their grades – avoid curving
  - Supported by CANVAS
- **"Elephant in the Room" with Three Attempts:**
  - Assessment and TESTING
    - One or Three attempts. Does it Matter? How much?

Course Style – Undergraduate Engineering Dynamics Spring 2021

- 236 Students – Remotely during COVID-19
  - 3 Tests 25% of total grade: 90 min, Lockdown Browser, Respondus Monitor AND Proctor Hub, Only one monitor/Screen
  - Screen 2~3 feet ahead of student
  - Large questions banks

What were the results?

Study Results

Percentage Success	T1			T2			T3		
	At. 1	At. 2	At. 3	At. 1	At. 2	At. 3	At. 1	At. 2	At. 3
FTIC	26%	42%	60%	24%	52%	63%	26%	45%	48%
TS	14%	15%	34%	23%	35%	55%	11%	22%	40%

Table 1: Students' success in each attempt for the three tests.

Percentage Success	**Best of T1**	**Best of T2**	**Best of T3**	**Average Success**
FTIC	55%	57%	42%	51%
TS	42%	70%	42%	51%

Table 2: Overall students' success – the best attempt for each test.

Percentage Improvement	T1		T2		T3	
	TS	FTIC	TS	FTIC	TS	FTIC
	191%	110%	208%	138%	268%	61%

Study Results

Percentage Success	T1			T2			T3		
	At. 1	At. 2	At. 3	At. 1	At. 2	At. 3	At. 1	At. 2	At. 3
FTIC	26%	42%	60%	24%	52%	63%	26%	45%	48%
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FTIC	55%	57%	42%	51%
TS	42%	70%	42%	51%

Table 2: Overall students' success – the best attempt for each test.

Participation Rate	T1			T2			T3		
	At. 1	At. 2	At. 3	At. 1	At. 2	At. 3	At. 1	At. 2	At. 3
FTIC	100%	88%	67%	100%	87%	64%	100%	77%	40%
TS	100%	88%	78%	100%	88%	71%	100%	79%	50%

Statistical Data

Attempt	Attempt Mean	Std. Deviation	Number of Students
1	10.83	5	142
2	13.60	4.78	142
3	15.56	5.32	142

- Some students are satisfied by one or two attempts per test
- Data analyzed for all who go through all 3 attempts for each test.
- According to Mauchly's Test of Sphericity (same difficulty level), the variances of differences are homogenous $W = X^2(2) = 1.586$, $p = 0.452$.

Students' Survey

Statement	Strongly Agreed	Agreed
Helped me take the test with less stress, knowing I have other chances.	85%	13%
Allowed me to go back to learn the material better before my next attempt, given a week-time for all 3 attempts.	82%	15%
It gave me the opportunity to know where I stand, before my next attempt.	80%	15%
It gave me the chance to recognize how much more I should learn before my next attempt.	80%	16%
It gave me the opportunity to focus on my weakness in order to do better.	78%	15%
In a way, I prefer the 3-test attempts for I rather repeat the test than the course.	91%	8%
It gave me the chance to repeat the test instead of repeating the entire course	85%	12%
The fact that I could go back and ask about a problem I saw in the test to learn it before my next attempt advanced my knowledge of the subject, despite the fact that it would or would not show up in my next attempt.	78%	18%
It assisted me to grow in knowledge.	76%	19%
It allowed me to do better in the course.	78%	16%
It created a learning-based environment.	75%	20%

Students' Survey CONT'D

Statement	Strongly Agreed	Agreed
I learned a great deal using this method, irrespective of my grade.	73%	21%
In comparison to the one attempt, the 3-test attempts is not a hit or a miss.	61%	24%
In comparison to the one attempt, the 3-test attempts assess the student's knowledge correctly, given the few chances during a week.	69%	25%
It is useless because no matter how much I tried, I still got the same grade.	1%	3%
It is useless because it opened up for cheating without learning.	0%	2%
I prefer the 3-test attempts it to help students learn the material better.	80%	18%
All-in-all the 3-test attempts is a more fun learning style.	68%	22%
All-in-all the 3-test attempts is a more enjoyable learning style.	74%	21%
All-in-all the 3-test attempts is my worst experience, since I did not learn much more.	0.5%	1%
All-in-all the 3-test attempts is my worst experience, since I did not improve my grade much.	0.5%	3%
In the future, I hope to see more courses offered with 3-test attempts during a full week.	81%	12%

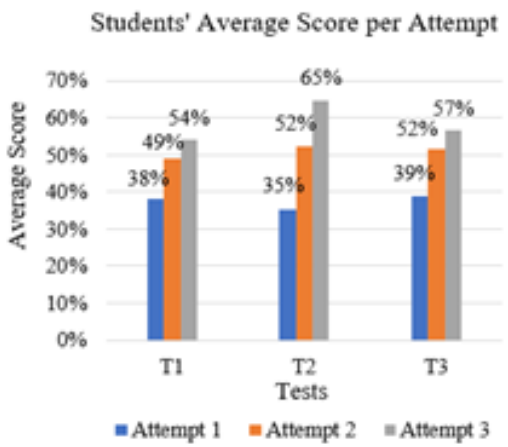
Dynamics Vs Thermodynamics – EPC summer 2022

- 155 Students (Dynamics) and 282 Students (Thermodynamics)
- 3 tests make up 25% each of total grade
- 75 min limit in the EPC, Respondus Lockdown Browser
- 1 - 2 days dedicated to each attempt:
  - Monday/Tuesday -> First attempt
  - Wednesday/Thursday -> Second attempt
  - Friday -> Third attempt

What were the results?

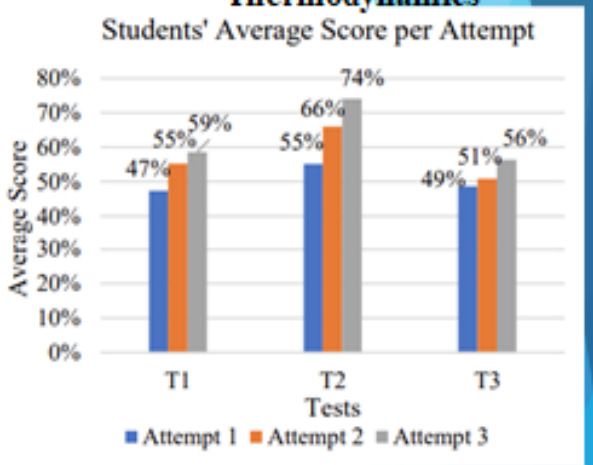
Comparison: Dynamics VS Thermodynamics

Dynamics



Test	Attempt 1	Attempt 2	Attempt 3	Percentage Improvement
T1	38%	49%	54%	**41%**
T2	35%	52%	65%	**84%**
T3	39%	52%	57%	**45%**
Avg.	**37%**	**51%**	**58%**	**56%**

Thermodynamics



Test	Attempt 1	Attempt 2	Attempt 3	Percentage Improvement
T1	47%	55%	59%	**24%**
T2	55%	66%	74%	**34%**
T3	49%	51%	56%	**16%**
Avg.	**50%**	**57%**	**63%**	**25%**

Students' Survey

Survey Item	Dynamics				Thermodynamics			
	$m_{mastery}$	m_{best}	Δm	p	$m_{mastery}$	m_{best}	Δm	p
1. Having 3 attempts helped me to **recognize how much more I should learn** before my next attempt.	5.76	5.47	-0.29	.029	5.79	5.55	-0.24	.0006
2. Allowing 3 test attempts can **increase the retention** of what I learned for the test.	5.78	5.42	-0.36	.007	5.73	5.54	-0.19	.0116
3. Having **just a second attempt could be sufficient** whereas little was learned via Attempt 3.	4.30	3.77	-0.53	.004	4.23	3.69	-0.54	.0001
4. In comparison to being allowed only a single attempt, provision of 3-test attempts **assesses the student's knowledge more accurately**.	5.49	5.00	-0.49	.007	5.57	5.27	-0.30	.0015
5. All-in-all the 3-test attempts is a **more fun** learning style	5.45	5.02	-0.43	.015	5.56	5.24	-0.32	.0006
6. In the future, **I hope to see more courses offered with 3-test attempts** during a full week.	5.68	5.38	-0.30	.044	5.66	5.52	-0.14	.0461
7. Being allowed 3 test attempts **reduced my stress levels**.	5.74	5.27	-0.47	.011	5.66	5.37	-0.29	.0034
8. It gave me the opportunity to **focus on my weakness** in order to do better.	5.81	5.51	-0.30	.016	5.67	5.37	-0.30	.0019

- 2 = Strongly disagree, 6 = Strongly agree
- Positive and consistent results across both courses

Conclusion

- Effective learning methodology supported by Repetition
- Large improvement in test scores – Triple for TS and double for FTIC
- Significant overall score improvement in two different Eng. Courses
- Success rate of TS matches FTIC
- Overall much lower test anxiety or stress
- Better learning ambiance
- Enhances students' learning and knowledge
- Validation of the above requires more time and effort

Thank you – Questions

Acknowledgement

This work was in part supported by the National Science Foundation under NSF IUSE: HSI Award #2225208.

Overview – EPC

UCF Strategic Plan

"Develop a new standard for *teaching facility design* with *measurable improvements* in effectiveness."

Impact = Scale x Excellence

CECS Actions

1) Infrastructure ↑
- Tech Fee Grants
- 5,000 sq ft facilities+offices
- Software, Network, Equip.

2) Personnel ↑
- 35 Faculty participants
- 4 Proctor & >12 Tutor GTAs
- 0.5FTE → 1.0FTE Staff

3) Content ↑
- 6 wk Instructor Train x 3
- 29 Courses Converted
- 8 Degree Programs

EPC Pedagogy

- Low-gain activities
- Disconnected remediation
- Week+ turnaround
- Design Problems?
- Partial Credit?
- Handwritten Work?

Contemporary Engineering Assessment

New Standard: EPC

→ Instructional Technology + Remap Human Resources

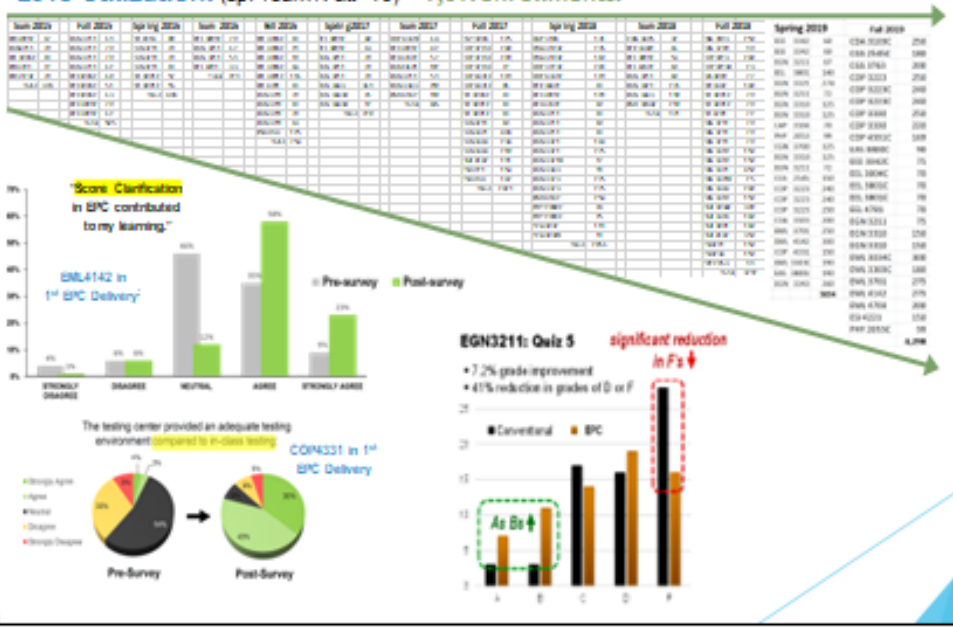
Evaluation 120 Seats
- Auto-grading
- Convenience
- Integrity
- Statistics

&

Proficiency 30 Seats
- Rapid feedback
- Self-review & human in loop
- Raise soft-skills

Overview – EPC

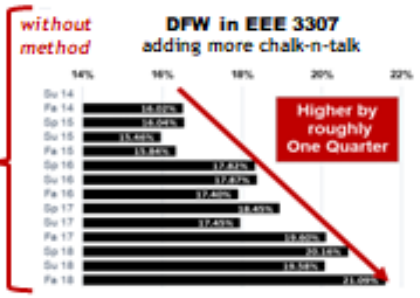
2018 Utilization: (Spr+Sum+Fall '18) = 7,619enrollments.

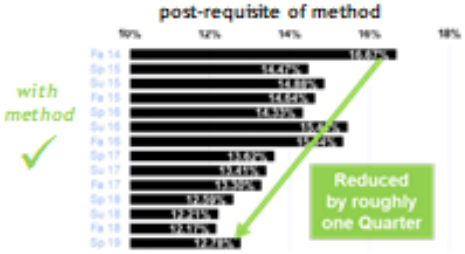


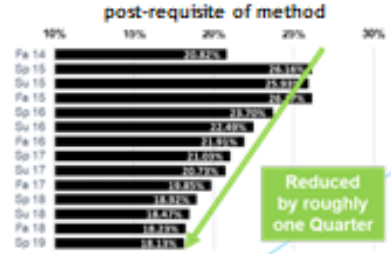
Overview – EPC

EEL 3801: Computer Organization

- First EPC + Mixed-Mode in CECS + GLASS
- CECS DFW mean steady ≈ 12%, although challenging courses with rising DFW ≈ 25%
- Without methods, DFW rates increasing in comparable courses in program
- With methods, DFW decreasing, i.e. Post-Requisites of EEL3801 … which the EEL3801 instructor does not teach







2023 Curriculum Alignment Conference

Creation of Website for Accounting Discipline Transfer Student Resource and Success

Jeff Reinking
Associate Lecturer, Dixon School of Accounting, UCF

What Issues were we trying to Solve

1.) Tool available to assist with **identifying** and **communicate** with pre-accounting transfer students.

2.) Provide **information** about what to complete for AA at State College while providing information **that may be** different than advising.

3.) Provide Accounting Profession **information** to State College students

4.) Provide **information** about steps to complete BSBA at UCF.

Ways the State Colleges Identify and Communicate with students interested in Pre-Accounting

There is no systematic method available for the State College's to allow program managers/directors/chairs to identify their pre-accounting students.

Consequently, it can be difficult to identify and communicate with to pre-accounting students at the State College level.

How do State Colleges identify and communicate with pre-accounting students:

- Academic advisers
- Discussions in class and after class with students
- Students attending joint State College and UCF student organization event each semester.
- Facebook page

Provide information about what to complete for AA at State College

1. **What courses should be taken State College while earning the AA Degree**

   We have always promoted students to complete their Business Common Program Prerequisites with a grade of C or better before transferring to UCF.

2. **Students should sign up for the Direct Connect to UCF program**

   It is beneficial for students to enroll as early as possible at your state college.

Provide Accounting Profession information to State College students

- Licensing Opportunities
  - CPA license information and requirements
    - Impacts the amount and type of coursework needed
  - CMA – Certified Management Accountant
  - IIA – Internal Auditing
- Opportunities in the Profession
  - Public Accounting
  - Managerial Accouting
  - Governmental Accounting
  - Non-Profit Accounting

Provide information about steps for completing BSBA at UCF.

1. Join an Accounting Student Organization
2. Completing the five (5) core business classes to get accepted into your major (accounting).
3. Accounting major courses, sequencing, and prerequisites

How was the idea of the idea for the website born?

Initial Curriculum Alignment – our CA accounting group formed in Fall 2018 and completed our curriculum alignment for our two foundational accounting courses in Fall 2018 and Spring 2019.

Continued meetings - We have continued to meet once or twice a year as a group to help each other with best practices and student success.

The idea for this website was born in one of these continued meetings.

How was the Website Produced?

Design

- Spring 2021 - In our continued Curriculum Alignment meetings, input from faculty at the State Colleges and UCF was gathered to formulate a blueprint for what could/should be contained in the Website.
- In the UCF College of Business, we produced a working draft of the website.
- The draft was reviewed by the faculty at the State Colleges and UCF.
- Final product delivered in Summer 2022.

Balanced approach between providing information for success at both the State College and University

From the university perspective, we tend to focus on the issues important to us and we do not focus on what the need of the transfer institution or the transfer. We are trying to shape the product (student) we are receiving – not actually, but conceptually.

As a result, we were very intentional in designing website that was designed as a partnership between the State Colleges and UCF to feel like it was designed by and for both institutions.

This was important to gain buy in and use from all faculty and students.

How was the Website Implemented?

Implemented

- **Faculty -** The URL was emailed to the faulty in our CA group with the request of adding it to their syllabi.
- **Advisors -** The URL was emailed to the State College advisors we knew from our CA group. The URL was also provided to UCF advisors for distribution to transfer students.

Contents of the Course

The content of the website is divided into three areas:

1.) While you are completing your AA at State College

- Courses, Sequencing, Pre-requisites
- Earning Your AA Degree at State College
- Signing up for Direct Connect at UCF

2.) When you transfer to UCF

- Join a Registered Student Organization (RSO)
- Complete the Core business classes

3.) Other areas of interest for Pre-accounting students

- CPA license
- Profession
- Pre-accounting Webcourses (Canvas)

Review of the Website itself

https://business.ucf.edu/transfer-student-resources-accounting/#accounting-profession

How is it being used?

Feedback from State College Faculty:

- The only feedback I've received is positive. They like having the resources in one place. Easy and simple to read.
- I have shared the link to the site a few times with other professors, but I would say I probably can do more to promote it in the future. As a result, I am not sure how much visibility the site receives overall from students. I personally still think it is very valuable and hope that it will be shared as much as possible by professors here as we move forward.

  Any time a student comes to me expressing interest in pursuing the accounting major, I show them the page. The page is a perfect first step for me to show any student who lets me know that they are interested. The feedback I receive from students is positive – they seem to really like the top chart with the course requirements (the one with "While working on your AA" and "When you direct connect to UCF" at the top). They also like looking at the chart of courses they will need to take for the accounting degree. I suggest to them that they watch the videos, but I am not sure if they do and have not heard any feedback on the videos. Hope that helps a bit.
- I've got to be honest. I keep forgetting about this page! I just had a student come up to me the other day and I just sent them to the UCF direct connect office. But, I think the page may have been a better resource overall.

Challenges

UCF has systematic approach to curriculum alignment, but there is no systematic approach to communication between UCF and CA regarding faculty and/or advisors.

How often should I be sharing this URL with State College faculty and advisors each year?

How to measure the success and usefulness of the initiative?

Did we solve the issues we initially identified

1.) Tool available to assist with **identifying** and **communicate** with pre-accounting transfer students.

2.) Provide **information** about what to complete for AA at State College while providing information **that may be** different than advising.

3.) Provide Accounting Profession **information** to State College students

4.) Provide **information** about how to successfully complete BSBA at UCF.

Additional Items to Add to Website

- Create an add a QR Code for our Student Accounting Society (SAS) where students can provide their information to be contacted by SAS about the upcoming orientation for new students

- Create better designations for the three areas defined previously

Measures of Success – need more

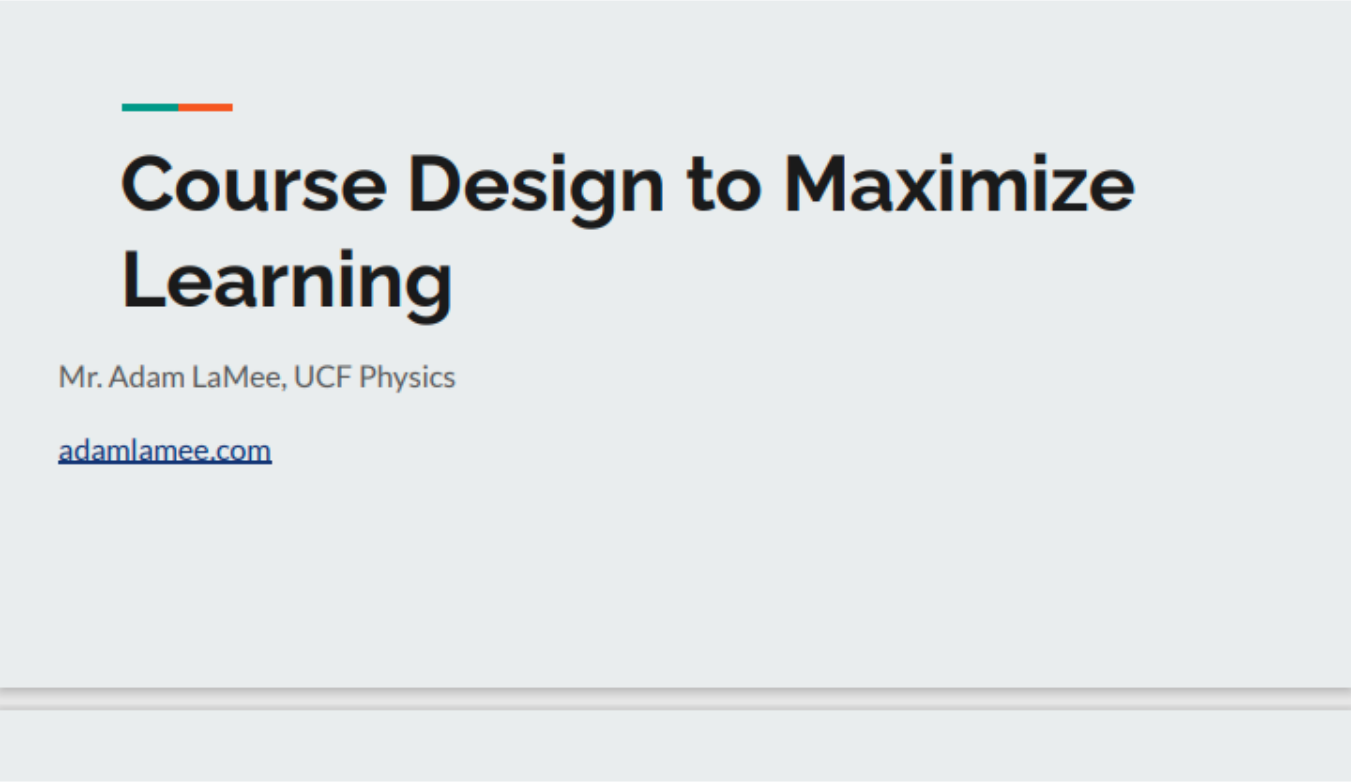
- Measure the number of transfer students coming in with all their pre-core business classes completed at their State College.
- Measure the number of Direct Connect students joining UCF Student Accounting Society/BAP.

Other tasks associated with the Website

- Meet with UCF advising office to see if there are additional ways to utilize this website for our new transfer students.
- Further investigate how to systematically provide it to more State College advisors
- I am still interested in created some sort of transfer student club/cohort.

Questions and Suggestions

Course Design to Maximize Learning



Learning Goals

What are the BIG things a student should be able to do by the end of the unit? Try writing 3-6 goals for a single unit of your course.

Instead of "understand," use an observable verb, like "describe", "sketch," or "solve."

See Iowa State's handy page on writing learning goals.

Learning Cycle

A learning cycle describes a sequence a learner follows from novice to expert in a topic. Here's a common framework that's not backed by much learning research:

- Read the textbook
- Listen to lecture
- Do homework
- Take an exam

5E Learning Cycle

There are lots of learning cycle models. I use the BSCS 5E model from BSCS.org.

- **Engage**: *Why is this worth learning?*
- **Explore**: *What are the relevant patterns or connections?*
- **Explain**: *How do I communicate what I've observed?*
- **Elaborate**: *How can I apply this to a complex scenario?*
- **Evaluate**: *Am I ready for the exam?*

5E Learning Cycle is *student-centered*

- **Engage**: *Why is this worth learning?*
- **Explore**: *What are the relevant patterns or connections?*
- **Explain**: *How do I communicate what I've observed?*

Instructor gives formal description, "here's what you might have noticed by now …"

- **Elaborate**: *How can I apply this to a complex scenario?*
- **Evaluate**: *Am I ready for the exam?*

Instructor gives formal recap, "here's what you should've gotten from the unit …"

Unit Assessments

Instead of "here's another question I thought of for the exam,"

Write questions or tasks use your learning goals and learning cycle tasks.

Baylor's Academy for Teaching & Learning has a nice guide for developing assessments.

Reformed Teaching Observation Protocol

Use as a list of 25 things we should strive to do more of.

How well does this describe your course?

Great for educators to collaboratively examine teaching practices.

RTOP site at Buffalo State

Universal Design for Learning

UDL can "improve and optimize teaching and learning for all people based on scientific insights into how humans learn."

Use this to reflect on how to better include students in the course.

Read more at CAST.org or view the big UDL chart.

Further reading

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd edition). ASCD.

and this nice summary from Vanderbilt's Center for Teaching

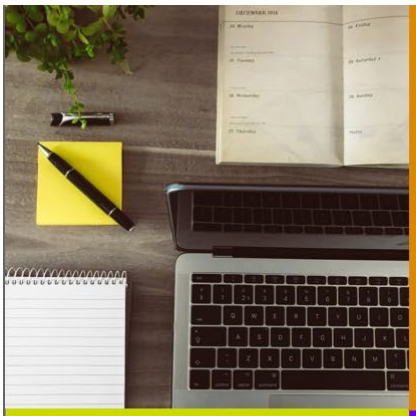
The full report on BSCS 5E Instructional Model

The research behind Universal Design for Learning

Reddish's paper on applying constructivism to physics teaching

Meeting Post-Pandemic Alignment Challenges with Innovation and Cooperation: The Fundamentals of Speech Repository

Adam J. Parrish
Shari Hodgson
University of Central Florida



Agenda

- Discuss Teaching Inspirations
- Repository Background
- Repository Tour & Examples
- Repository Feedback
- Contribute to the Repository

Discussion

1

Who have been some of your most significant teaching inspirations?

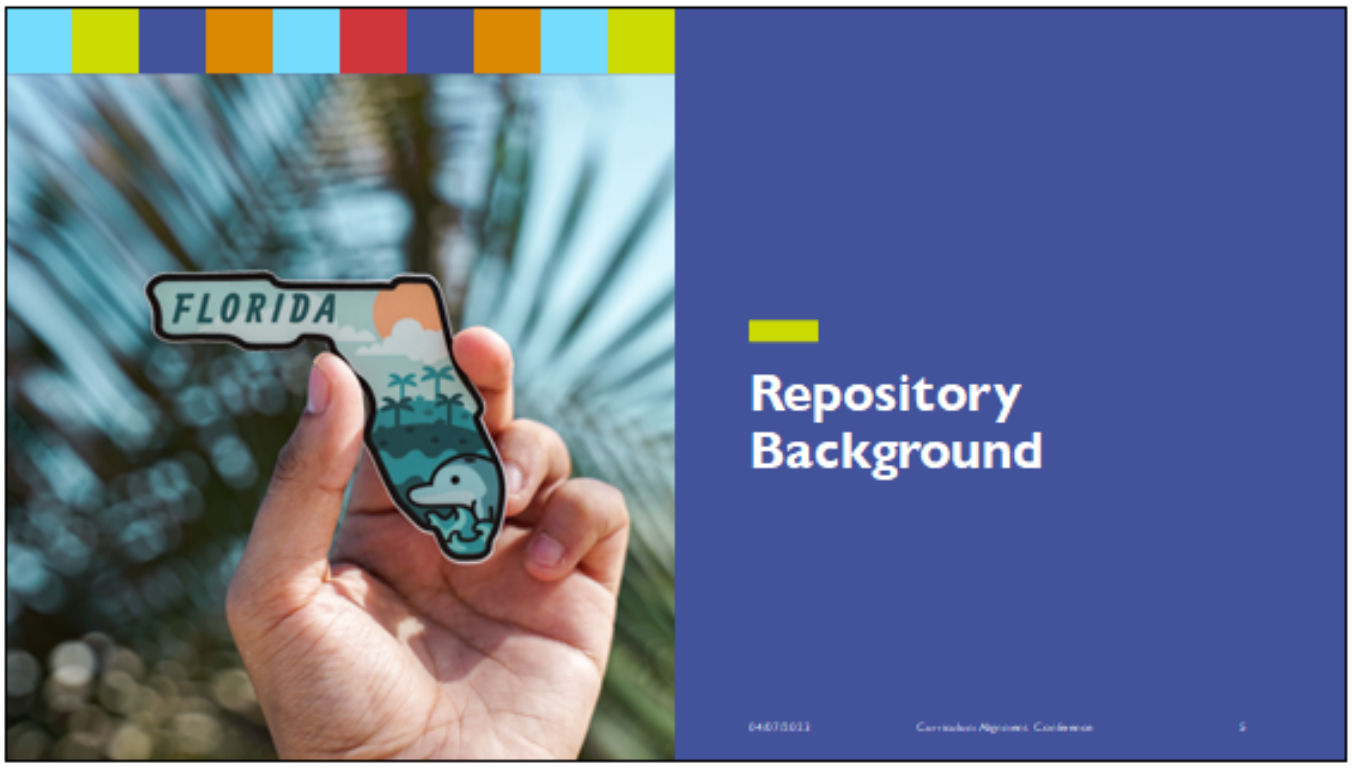
2

What activities, exercises, or assignments did you learn from them?

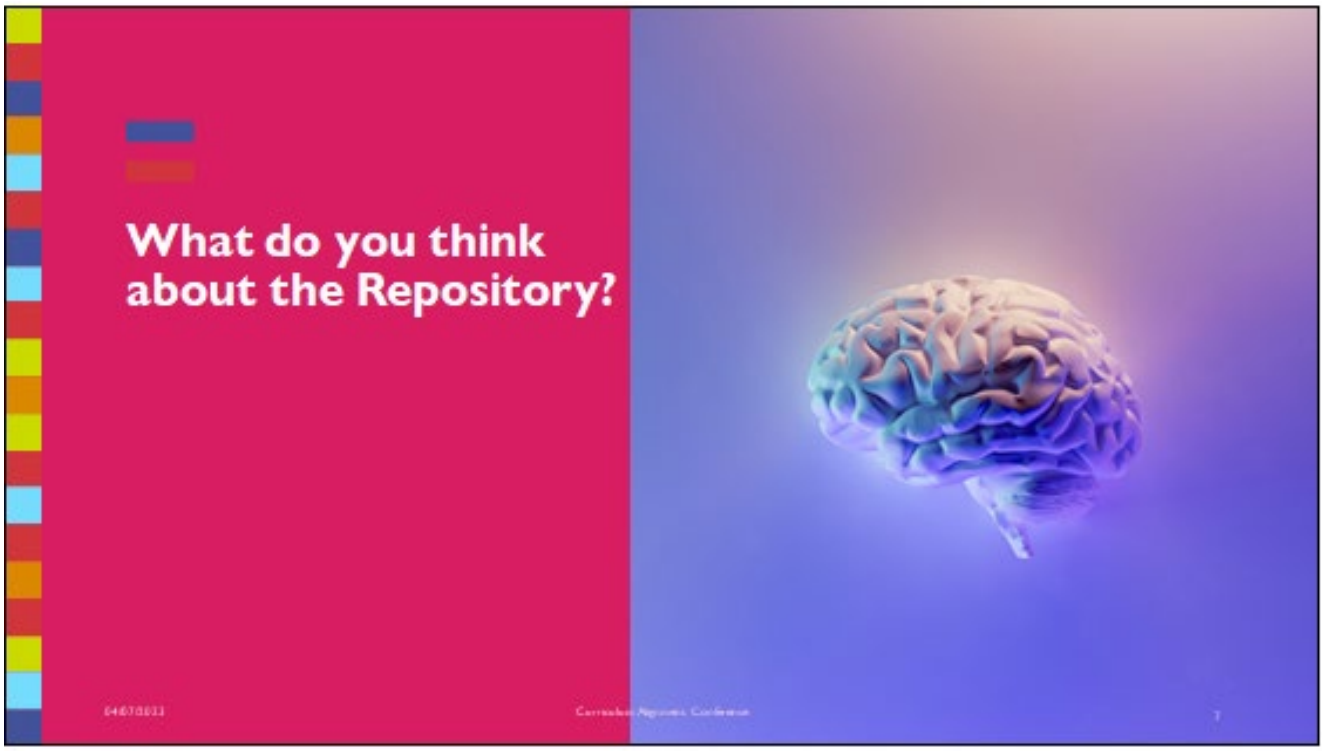
3

Share your answers with each other.

Our Inspirations


FLORIDA
Repository Background


Repository Tour
Create a Free-for-Instructors Account
Scan the QR Code
Access the Repository



Thank You!

- shari.hodgson@ucf.edu

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.

UCF Curriculum Alignment Conference

Track 3: Using Data for Student Success

Daytona State, Room #

April 7th, 2023 11:30am-12:15pm

VALENCIA COLLEGE

Course-Level Assessment for Degree Pathways

Today we will...

Discuss methods for assessing pathway outcomes

Develop example strategies for improving learning within pathways

Today's Panelists

Nichole Jackson, Director of Learning Assessment
- AA Degree Pathways Workteam Co-Chair
- Assessment Coordinating Committee (ACC) Co-Chair

Lynta Thomas, Professor of Chemistry
- Faculty Fellow for Data and Assessment

Lynn Sims, Professor of Biology
- Faculty Lead for AA Degree Pathways STEM Assessment Leadership Team (ALT)

Kristin Abel, Professor of Live Entertainment Design and Production
- Faculty Fellow for Data and Assessment
- Faculty Lead for Live Entertainment Design Assessment Leadership Team (ALT)
- Assessment Coordinating Committee (ACC) Career and Technical Education (CTE) Co-Chair

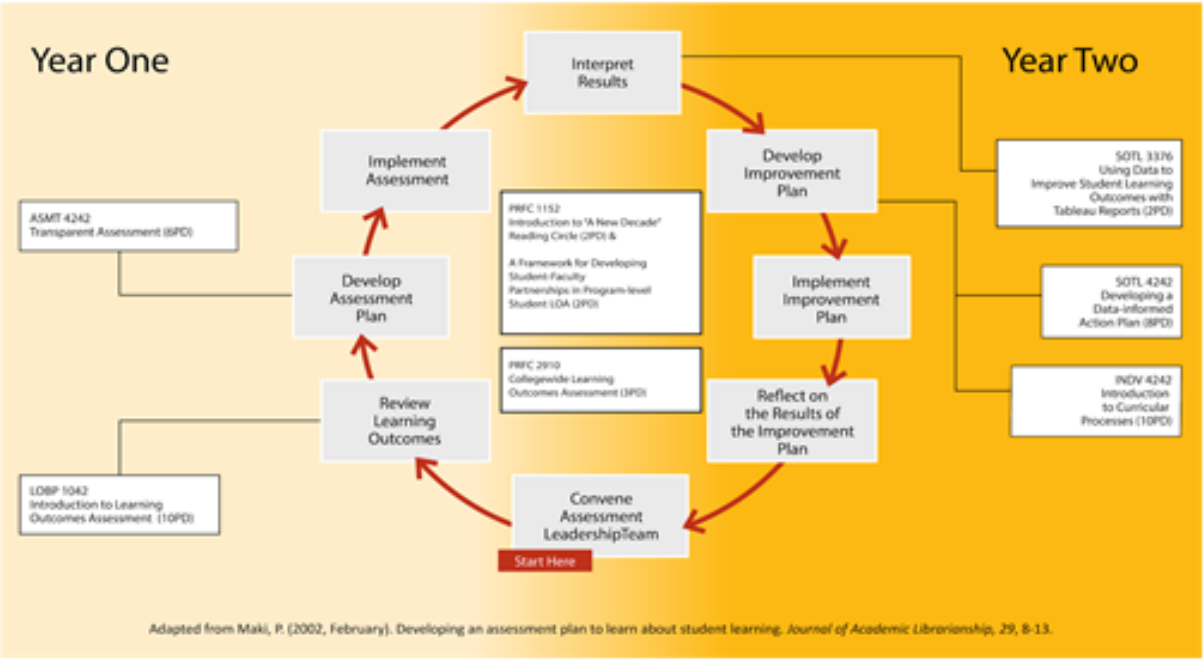
Ravi Rajaravivarma, Professor of Electrical and Computer Engineering Technology
- College Curriculum Committee Faculty Co-Chair
- AA Degree Pathways Workteam Faculty Co-Chair
- Assessment Coordinating Committee (ACC) Career and Technical Education (CTE) Faculty Member

What have we learned about assessing at the course-level?

Faculty Fellows for Data and Assessment Kristin & Lynta

Discuss methods for assessing pathway outcomes

VALENCIA COLLEGE



What are we doing to assess the existing AA degree pathways?

A Degree Pathway: STEM Assessment Leadership Team members: Lynn & Nichole

Discuss methods for assessing pathway outcomes

VALENCIACOLLEGE

Pathway	BSC 1010C General Biology I	BSC 1011C General Biology II	BOT 2010C Botany	BSC 2093C Human Anatomy & Physiology I	BSC 2094C Human Anatomy & Physiology II	CHM 1045C General Chemistry with	CHM 1046C General Chemistry with	CHM 2210C Organic Chemistry I	CHM 2211C Oraganic Chemistry II	PHY 1020 Conceptual Physics	PHY 2048C General Physics with Calculus I	PHY 2049C General Physics with Calculus II
Biology	X	X				X	X	X	X			
Biomedical Sciences	X	X				X	X	X	X			
Chemistry						X	X	X	X			
Computer Science	OR (Two Total)	OR (Two Total)				OR (Two Total)	OR (Two Total)				X	X
Dietetics (UF CALS)	X	X				X	X					
Engineering						X					X	X
Environmental Management	OR (One Total)					X	X					
Food Science	X	X				X	X					
Health Information Management				X	X							
Health Sciences	X	X		X	X	X	X				AND (or PHY 2053C & PHY 2054C)	
Horticultural Science (Organic Horticultural Systems/Science and Technology of Horticultural Crops)	X	X				X				X		
Horticultural Science (Plant Biotechnology and Improvement)	X	X				X	X				OR (One Total)	
Information Technology	OR (One Total)					OR (One Total)					OR (One Total)	
Mathematics	X					X						
Natural Resource Conservation (UF CALS)	X	X				X	X					
Nutritional Sciences												

VALENCIA COLLEGE

What are the challenges when assessing degree pathways?

College Curriculum Committee Faculty co-chair Ravi Rajamiyanna

Develop example strategies for improving learning within pathways

VALENCIA COLLEGE

Continue the conversation!

Nichole Jackson, **njackson18@valenciacollege.edu**
Kristin Abel, **kabel@valenciacollege.edu**
Lynn Sims, **lsims3@valenciacollege.edu**
Lynta Thomas, **lthomas87@valenciacollege.edu**
Ravi Rajaravivarma, **vrajaravivarma@valenciacollege.edu**

What does this look like at your institution?


FLORIDA
CONSORTIUM
OF METROPOLITAN
RESEARCH UNIVERSITIES
Transforming Learning into Talent for Florida.


The Digital Dance: How Technology and Collaboration is Creating an Articulation Platform to Create Smoother Pathways for Transfer

Vision

We leverage the unique assets of
Miami, Orlando, and Tampa Bay
to develop talent which enhances community well-being

Mission

We strengthen Florida's talent pipeline through the sharing of ideas and scalable solutions which accelerate learner achievement and access to economic opportunity

Where the Action Is

The Florida Consortium Photographic Start

Great Cities Need Great Universities and Colleges



The Impact

- 49% — Total SUS Enrollment
- 62% — Pell Eligible Students
- 60% — SUS Minority Enrollment
- 65% — State College Transfers
- 58% — Degrees Earned By Minorities
- 77% — Stay in Florida to work
- 68% — Employed within One Year
- 63% — Six Year Minority Grad Rate
- 41K — Average Starting Salary
- 33K — Bachelors Degrees Awarded

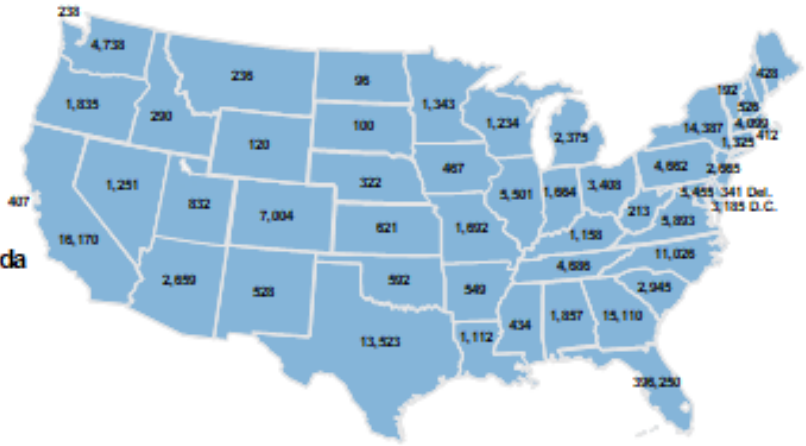
Source: 2021 SUS Accountability Report, 19-20 FETPIP Data, PayScale Report

Florida Consortium Alumni (Lightcast Data)

Total Alumni Working in Florida
- Florida Consortium 396,250
- Rest of SUS 404,746

Alumni Staying and Working in Florida
- Florida Consortium 72.29%
- Rest of SUS 59.03%

Each Year the Florida Consortium produces about **4,500** more graduates who will stay and work in Florida



Our Economic Impact

Florida Consortium members contribute **$19 Billion** annually to Florida's economy

550,000+ Alumni work and live in Florida

That's **18%** of all Florida workers with a bachelor's degree or higher

Collectively we employ **49,800** Full and Part-Time Employees With an average salary of **$52,000**

According to Lightcast Data, every employee in higher education supports 2-3 non-university jobs with an annual economic impact of **$115,000** *per year.*

In FY 21 Florida Consortium Members engaged in **$870 Million** In Funded Research

And were awarded **240** Utility Patents

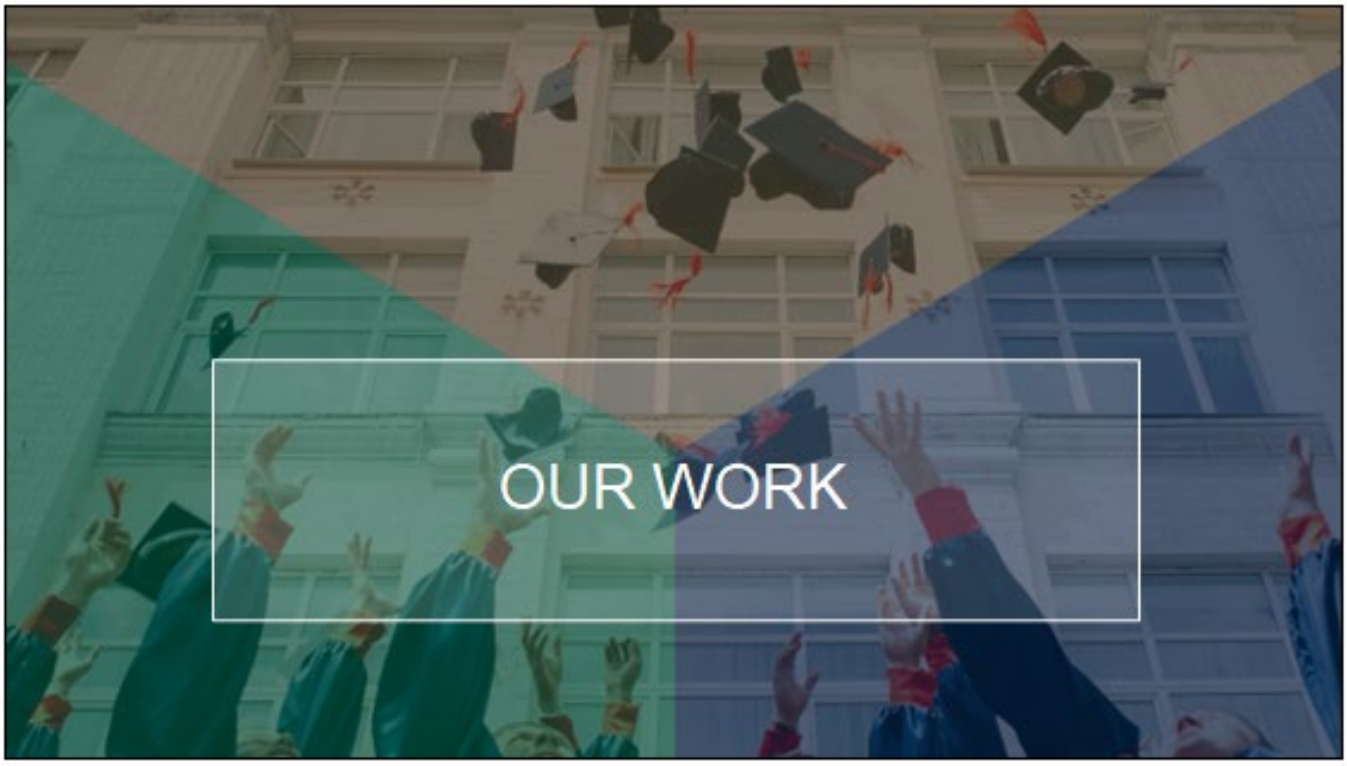
This research has an over 300% Return on Investment

A Florida Consortium University is the top talent source for . .

36 of the **TOP 50** Largest Employers in the State

That's **27%** of ALL Florida 50 Companies Employees

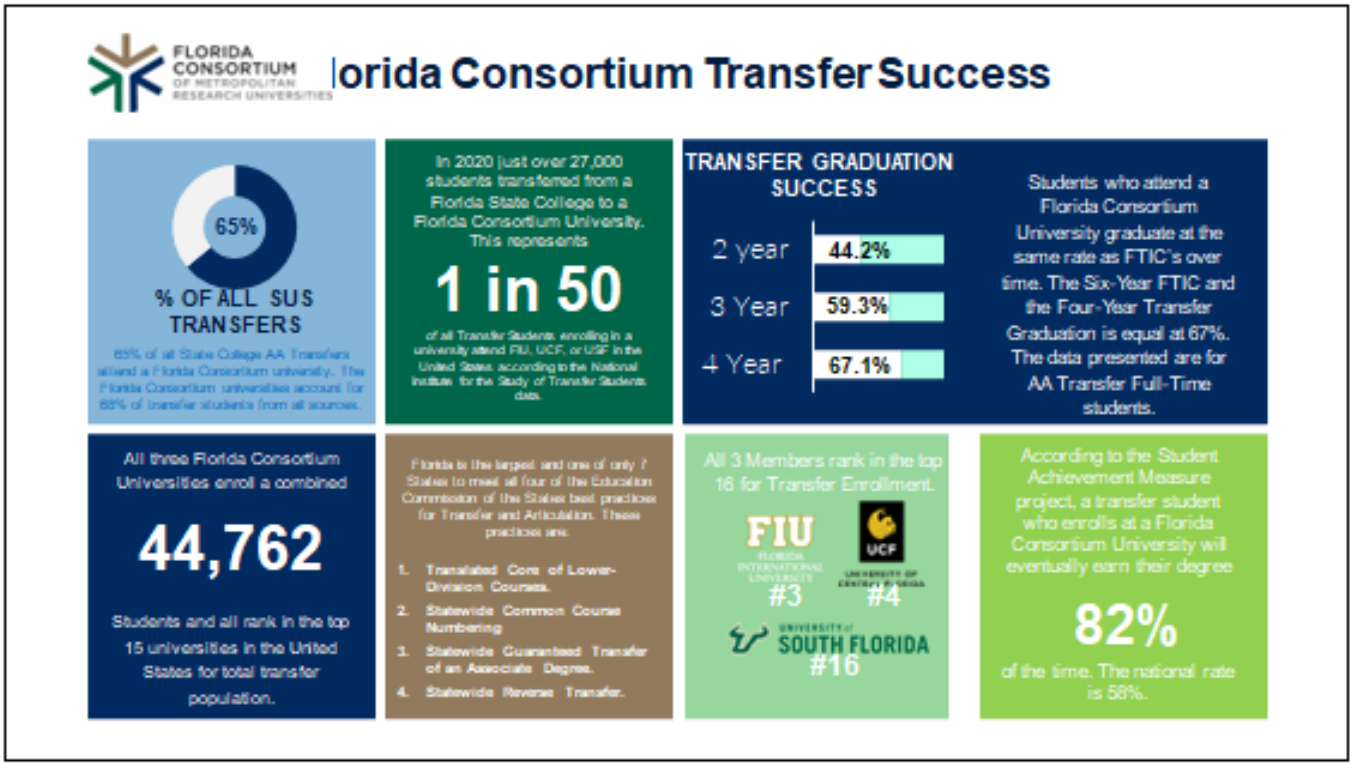
Each year, The Florida Consortium sends over 3,000 more graduates who will live and work in Florida than the rest of the other SUS members COMBINED. That's impact!



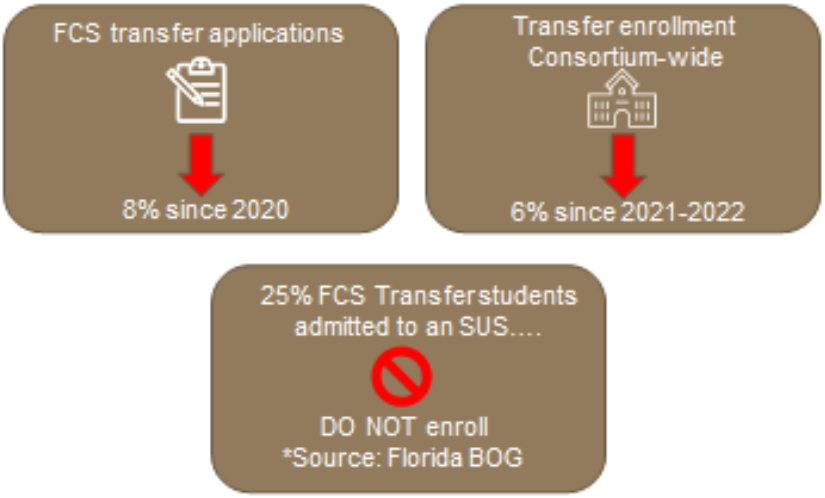
What is the Transfer Success Network?

The purpose of the Transfer Success Network (TSN) is to exchange knowledge, share data, and align best practices between partner institutions with the goals of enhancing the major readiness, preparedness, academic success, and on-time degree completion of our transfer students.


Transfer Success Network
A Four-Year Project for Transfer Success
sponsored by
Helios Education Foundation
Improve 2 Year AA Transfer Grad Rate to
60%


FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES
lorida Consortium Transfer Success
65%
% OF ALL SUS TRANSFERS
85% of all State College AA Transfers attend a Florida Consortium university. The Florida Consortium universities account for 68% of transfer students from all sources.
In 2020 just over 27,000 students transferred from a Florida State College to a Florida Consortium University. This represents
1 in 50
of all Transfer Students enrolling in a university attend FIU, UCF, or USF in the United States, according to the National Institute for the Study of Transfer Students data.
TRANSFER GRADUATION SUCCESS
2 year 44.2%
3 Year 59.3%
4 Year 67.1%
Students who attend a Florida Consortium University graduate at the same rate as FTIC's over time. The Six-Year FTIC and the Four-Year Transfer Graduation is equal at 67%. The data presented are for AA Transfer Full-Time students.
All three Florida Consortium Universities enroll a combined
44,762
Students and all rank in the top 15 universities in the United States for total transfer population.
Florida is the largest and one of only 7 States to meet all four of the Education Commission of the States best practices for Transfer and Articulation. These practices are:
1. Transitional Core of Lower-Division Courses.
2. Statewide Common Course Numbering.
3. Statewide Guaranteed Transfer of an Associate Degree.
4. Statewide Reverse Transfer.
All 3 Members rank in the top 16 for Transfer Enrollment.
FIU #3
UCF #4
SOUTH FLORIDA #16
According to the Student Achievement Measure project, a transfer student who enrolls at a Florida Consortium University will eventually earn their degree
82%
of the time. The national rate is 58%.

However . . . . .



Our Steering Committee

Florida Consortium of Metropolitan Research Universities
- Dr. Michael Preston, Executive Director
- Scott Mauro, Associate Director of Communications and Strategy

Florida International University
- Dr. Janie Valdés, Assistant Vice-President Enrollment Management and Services – LEAD
- Dr. Jennifer Bravo, Director, Transfer and Transition Services

University of Central Florida
- Dr. Pam Cavanaugh, Associate Vice-Provost, UCF Connect – LEAD
- Angelia Smith, Director, Academic Support Services, UCF Connect
- Dr. Jenny Sumner, Assistant Vice-Provost, Academic and Student Digital Initiatives
- Dr. Brian Boyd, UCF Registrar

University of South Florida
- Dr. Fai Howard, Assistant Dean, Upper-Level Initiatives – LEAD
- Jonathan Lee, Associate Director, Office of Transfer Services

Consortium Coaching Academy

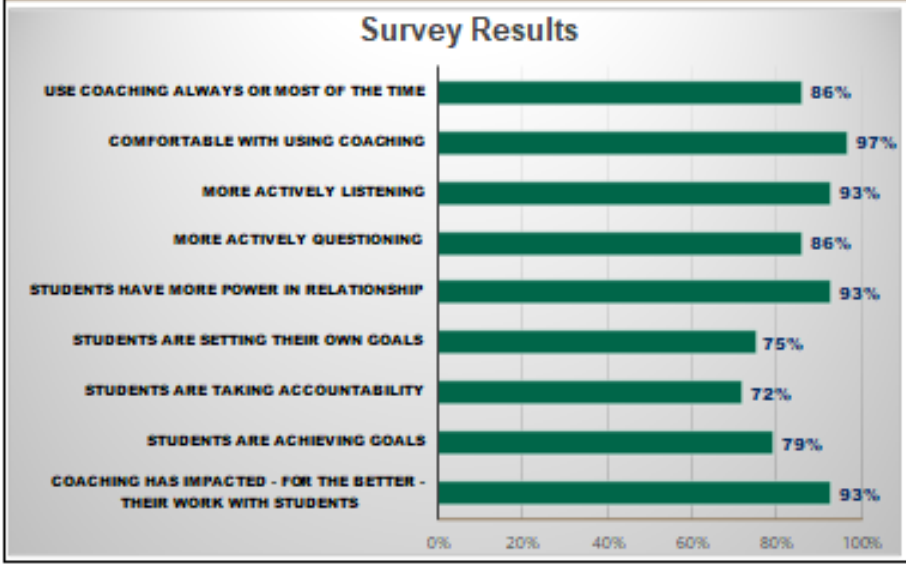
Dr. Jenny Sumner, Assistant Vice Provost, Academic and Student Digital Initiatives designed, and project leads the Coaching Collaborative.

The goal of the Consortium's Coaching Collaborative is to train 500 participants in the practice of coaching by 2025.

Results from 2022
In 2022, the first year of the Consortium's Coaching Collaborative training program, **105 participants from UCF, FIU, and USF, along with their state college partners, completed the 40-hour coach training course**:

- **Spring 2022**
  - UCF = **17** completers [UCF, Eastern Florida State College, Daytona State College, Seminole State College, College of Central Florida, Valencia College, Lake Sumter State College]
- **Summer 2022**
  - FIU = **23** completers [FIU, Broward College, Miami Dade, Palm Beach State College]
  - USF = **22** completers [USF, College of Central Florida]
- **Fall 2022**
  - FIU = **26** completers [FIU, Broward College, Miami Dade, Palm Beach State College]
  - USF = **17** completers [USF, College of Central Florida]

Consortium Coaching Academy



- **Looking ahead for the UCF Higher Education Coaching Academy:**
  - Developing follow-up cohort "reunions" where participants can showcase how they are using their newly acquired skills.
  - Creating mass marketing webinars to promote the Coaching Academy and start building an audience.
  - Write a white paper / journal article on the academy and its effectiveness.

FIU Transfer Success Coach

- Monika Castaneda
  - 1st ever Success Coach
  - Assists students with scholarships
    - Funds helps with books and fees
  - Tracking students impacted by her work to show value for permanent position
  - Goal to help students get closer to 90 credit hours

Getting to this…

or this…

Can feel like this…

What is Articulation Platform Technology?

APT is not just about adding new technology or process automation. It is a about creating a platform where students can retrieve the most up to date and localized information students need for self-guided decision making.

How important are self-service technologies?

According to Educause (2021) over 71% of IT and Technology leaders at our nation's colleges and universities are engaging in a digital transformation strategy where information and processes are merged into user technology aimed at the end user. – But what does that mean?

The Promise and Pitfalls of APT

- The Promises
  - **Strategic Innovation** that transforms student success
  - **Institutional Alignment** that reduces duplication and increases information volume
  - **Data** that works for students in a way students can use this data for self-direction.
- The Pitfalls
  - **But will they use it?** Will students engage with these technologies or ignore them?
  - **Will all parties cooperate?** Asking IT, Transfer, Advising, IKM, and Faculty to align and agree is a big lift.
  - **What happens when it breaks?** Relying on Tech means you are relying on tech.

The Journey to Articulation Platform Technology

We started from a position of three universities committed to transfer success.

We then targeted best practices and needs that could accelerate success.

We communicated those needs and found two funders to support these efforts.

We decided to work together and allow space to work locally to develop plans that worked.

APT sprung from a need to align information students receive and access before transfer

Major Outcomes for the Project

Research provided by the Central Florida Educational Ecosystem Database reports transfer students can be assisted in their path to graduation if we align practices and focus on three data supported solutions:

- Reduce transfer shock by creating a transfer coaching academy focused on major readiness for students through aligned training for state college and university professionals.
- Design a universal and public course equivalency and sequencing database designed to help students avoid double courses credits, maximize prior coursework, and allow students to explore their own major readiness.
- Promote retention through targeted student supports identified by the network.

Articulation Platform Technology

A public facing platform where transfer students can:

- Access a joint Course Equivalency Catalog, Retrieval, and Approval System.
- Identify courses required for degree completion based on reported academic needs.
- Determine time to completion and evaluate transfer readiness based on major course of study
- Initiate course review requests that will provide, when appropriate, credit for prior learning

Articulation Platform Technology

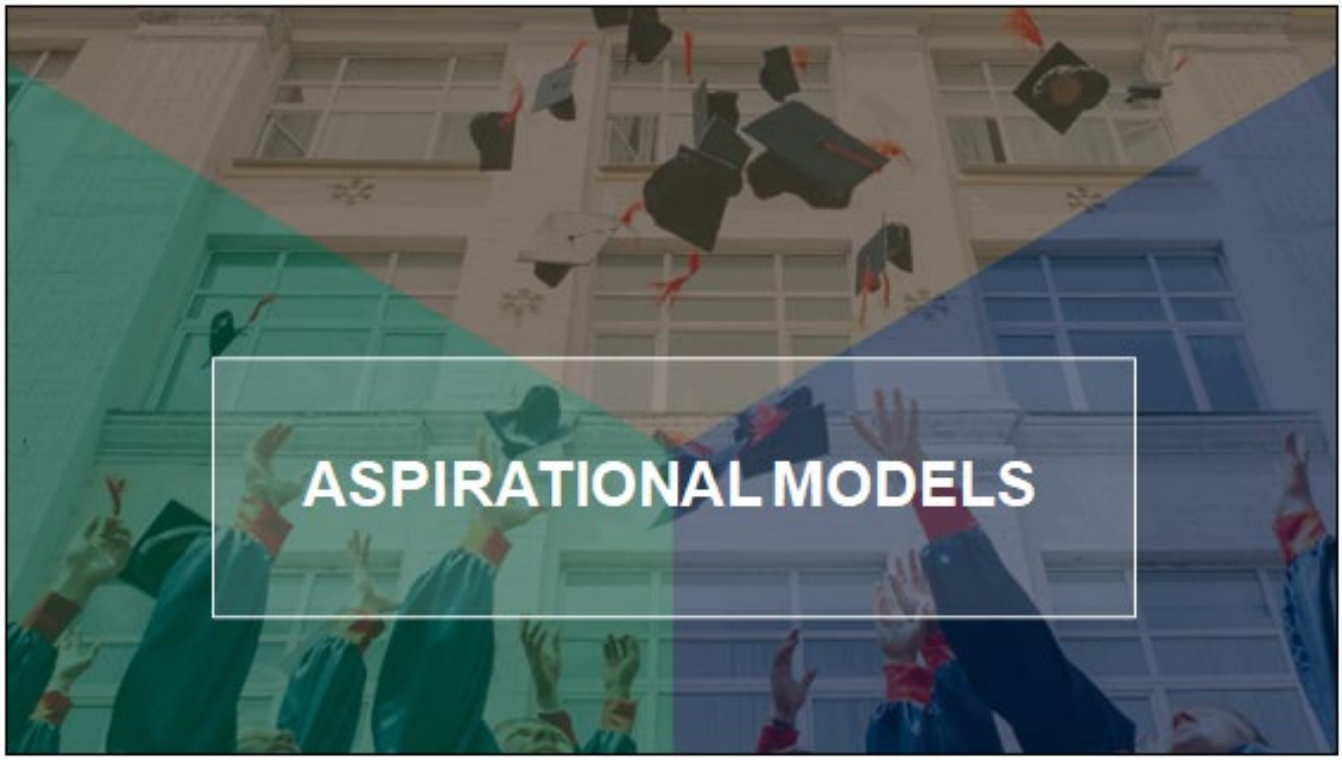
The Big Target

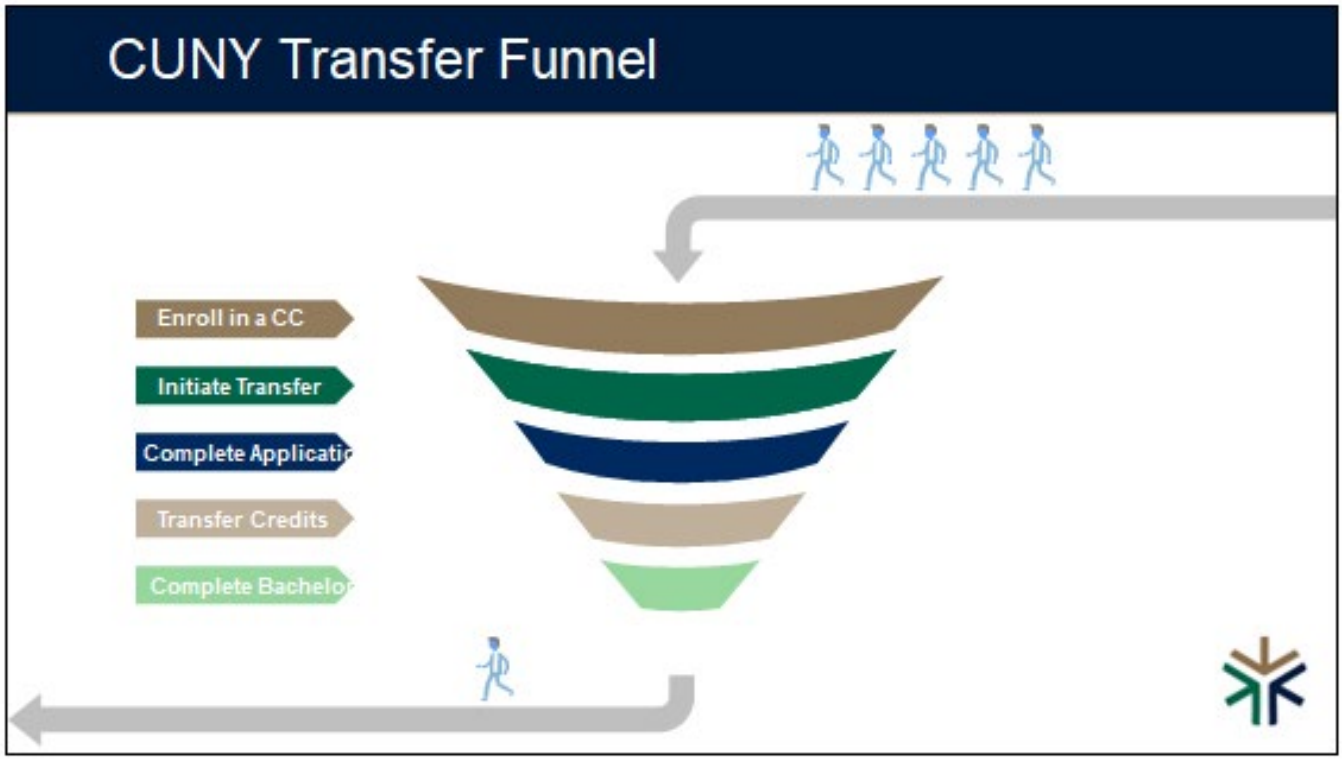
If the goal is for all full-time transfer students to graduate in two years, then how can we help more students accomplish this goal

UNLOCK CREDITS

On-Time Course Mappin

COURSE ALIGNMENT ACROSS INSTITUTIONS

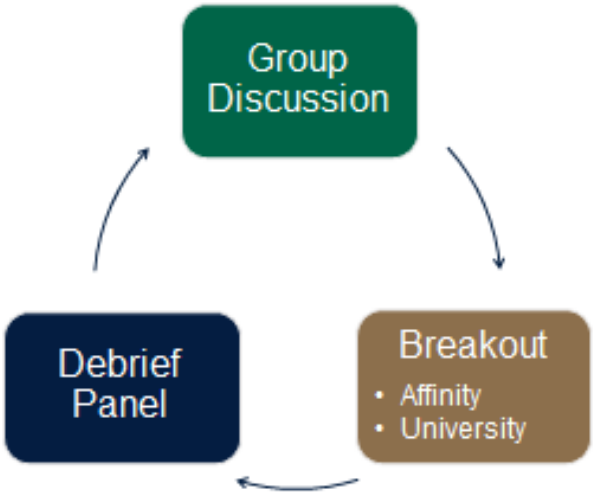

ASPIRATIONAL MODELS


CUNY Transfer Funnel
Enroll in a CC
Initiate Transfer
Complete Applicati
Transfer Credits
Complete Bachelo

MyPath2ASU

FIU'S T.E.D. (Transfer Equivalency Database)

Divergence – Convergence Cycle



APT Symposium Kickoff
January 23–25, 2023

- Approximately 40 APT participants attended the symposium from FIU, UCF, and USF
- Attendees included key stakeholders from Transfer Student Services/Offices, Registrars, IT, and Faculty
- Moderated by Chamberlin & Dunn, and evaluated by Bragg & Associates

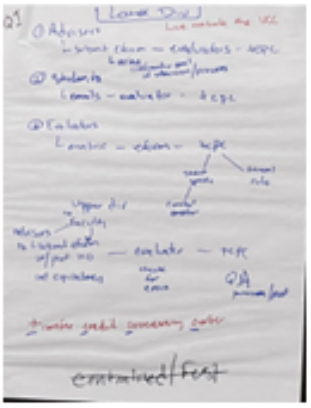
Day 1: Breakouts and Debrief

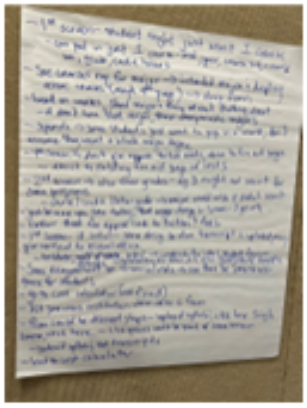
Course information + Course review & Time-to-completion + Other needs	
What elements must a system have?	What elements would be nice to have?

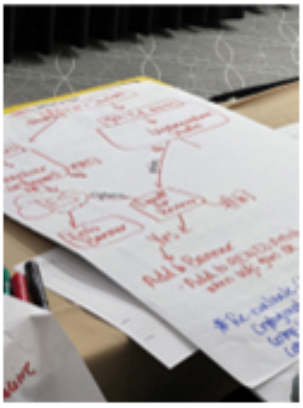
Navigation from Student Perspective	
What goes where?	What is grouped together?

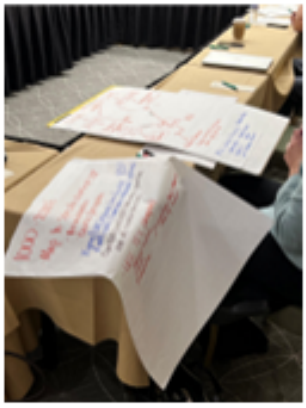
APT Symposium Affinity Breakout Groups

Day 1: Our work in action









What are attendees recommended

"Show students courses taken and how they would count (include timeframe and minimum grade)."

"All degree requirements updated regularly."

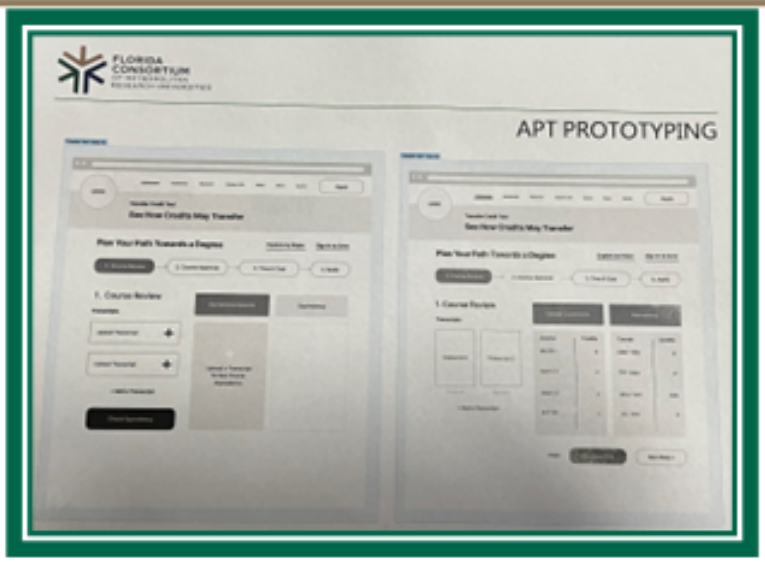
"Identify other possible majors."

"Public facing and smart workflows."

"Match courses to majors...courses that apply and course that do not (for majors)."

"Identi"

APT Prototyping: First Draft



Day 2: Breakouts and Debrief

APT Prototype Questioning

What would you keep or change?	What elements are absent?

Data Mapping

What data would feed into the APT?	What data would come from transfer students/users?	Where does data live? How accessible?	What potential challenges would prevent sharing data?

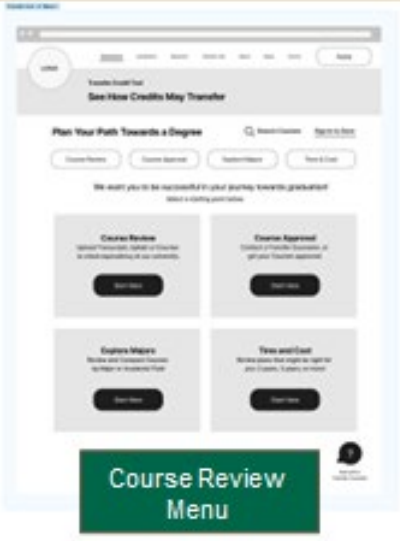
Course Approval Process

How does yours work?	What works well at your institution?	What challenges or barriers do you face?	How will APT improve your process?

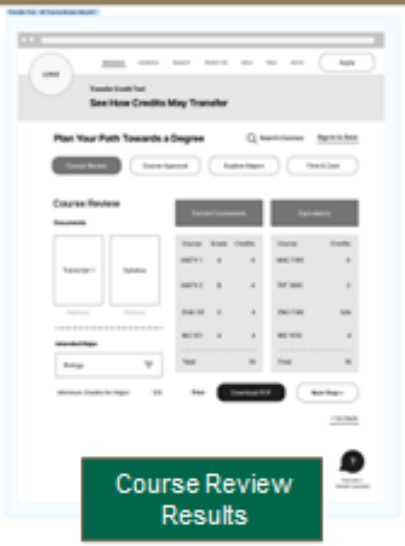
Technology Mapping

What is your current process for data sharing?	Rate Challenges by difficulty and priority: low, medium, high	Highest priority process issues to solve to make APT a reality?

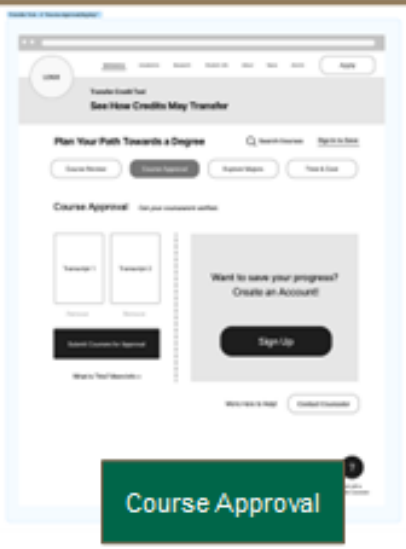
APT Symposium Wireframes



APT Symposium Wireframes

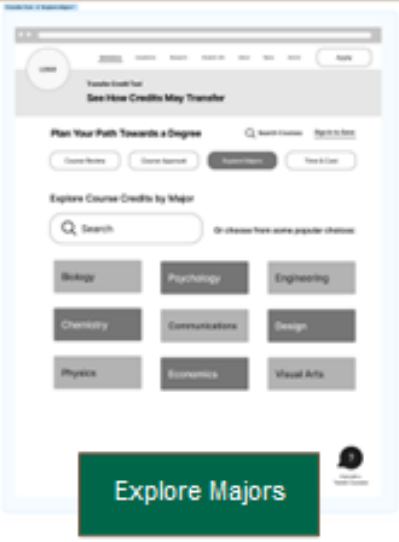


Course Review Results

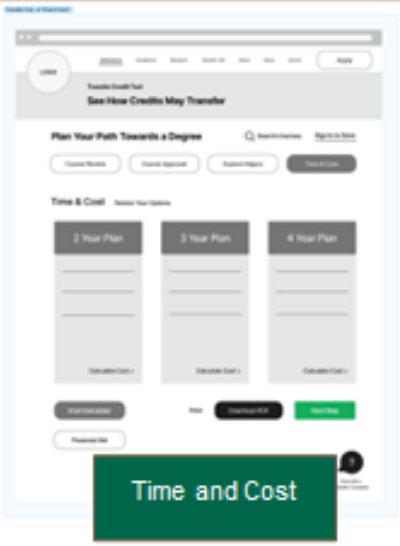


Course Approval

APT Symposium Wireframes



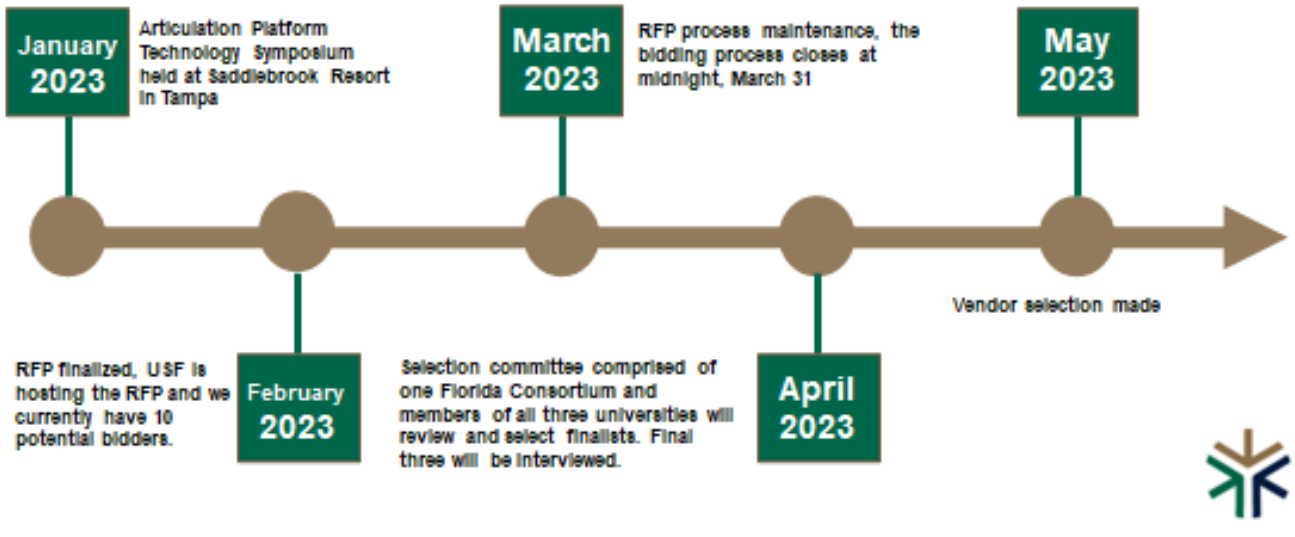
Explore Majors



Time and Cost

Six Steps for Designing our Strategy

Articulation Platform Technology



Upcoming Consortium Sponsored Travel

THE UNIVERSITY OF ARIZONA

Helios Education Foundation

University of Kentucky

Sunshine State Teaching and Learning Conference

A Symposium on Transforming the Foundational Postsecondary Experience

June 12-13, 2023 Asheville, NC

ASU Arizona State University

FLACADA

Talent Strong Florida Summit

2023 Summit on Accelerating Transfer Success

SAVE THE DATE

ACCELERATING TRANSFER SUCCESS

FLORIDA SUMMIT 2023 AT USF

MONDAY, NOVEMBER 6


FLORIDA
CONSORTIUM
OF METROPOLITAN
RESEARCH UNIVERSITIES

Escaping to Reality: How Engaging Students in an Escape Room can Open their Minds to New Possibilities in Research

Presented by AJ Gonzalez and Sue Wheeler

April 7, 2023

Research

Game Based Learning/Gamification

- Gamification is an effective method to create more engaging orientation or induction programs in libraries. It is defined as "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems (Kapp, 2016).

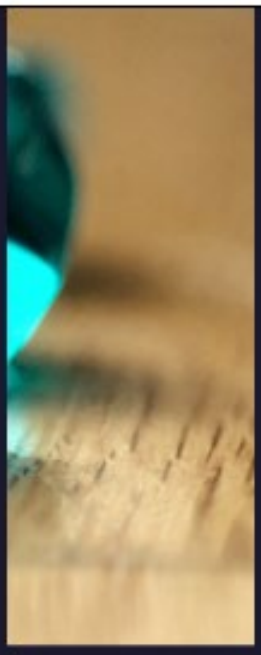
Escape Rooms for Learning

- Digital Natives – think and process information differently (Fotaris & Mastoras, 2019)
- Acute need for educational innovations to make impact on students' educational experience (Serdyukov, 2017)
- Students who take part in gamified learning have increased attendance rates, report higher levels of enjoyment and find learning more interesting (Barata, et al., 2013).

3

Game Based Learning

(GBL) takes advantage of gaming technologies and techniques to create a fun, motivating, and interactive virtual learning environment that promotes situated experiential learning (Csikszentmihalyi, 1990).



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Main Characteristics of Game Rooms

- Borrowed Elements
  - Point and click adventure games
  - Live-action role playing
  - Interactive theatre
  - Treasure Hunts
  - "Live action team-based game wherein players discover clues, solve puzzles, and accomplish tasks in one or more rooms to accomplish a specific goal in a limited amount of time" (Nicholson, 2015)

5

Advantages

- Promotes teamwork and collaboration
- Produces high level of enjoyment
- Engagement
- Learning Gain
- Increased Motivation
- Social Interaction and Motivation

6

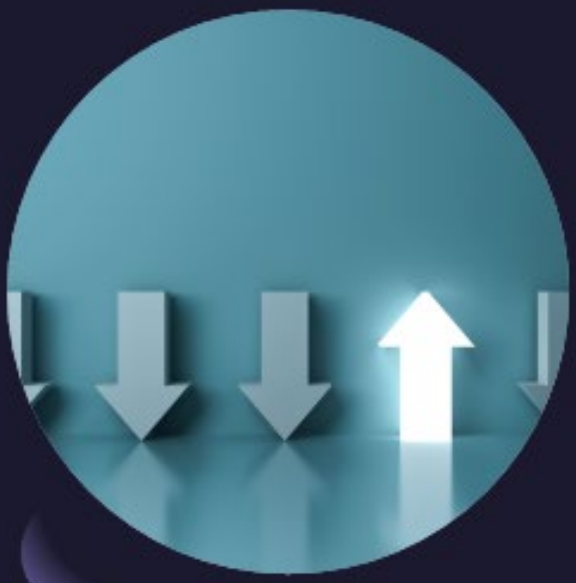
Advantages (Continued)

- Improved Analytical Skills
  - Critical Thinking
  - Problem Solving
  - Creativity
  - Rooms can be reused several times with different groups
  - Provides supplemental method for reviewing material

7

Challenges

- Studies lacked control group and resorted to surveys addressing students' perceptions of the escape room which produced biased results because it was difficult to obtain a significant number of responses.
- Time Commitment – intellectual and physical labor could make it labor intensive and high resource process that may not appeal to educators.
- Budget limitations
- Group sizes (large groups can present a problem).



8

Examples of Library Escape Rooms

https://www.madisonlibrary.org/at-home/digital-escape-rooms

https://platform.breakoutedu.com/game/play/attack-of-the-page-snatchers-311474?fbclid=IwAR2IPUva3g5VYuWKbP3cwrneHepJ6cfkpH4TdlNednWzuEWNWUw7FRGcY

UCF's Integrative General Education Program & the Co-Curricular Student Experience

Wayne Bowen, PhD

Interim Associate Dean for the College of Undergraduate Studies, Director of Interdisciplinary Studies

Annabelle Conroy, PhD

Lecturer, School of Politics, Security & International Affairs, Faculty Fellow

Amy Darty, MA

Senior Instructor, History Department, Faculty Fellow

OUR MISSION

UCF is a public research university invested in unleashing the potential within every individual, enriching the human experience through inclusion, discovery and innovation, and propelling broad-based prosperity for the many communities we serve.

General Education Program (GEP)
Refresh, Review, and Reform
Fall 2016 to Spring 2021

Faculty-led process with 200+ in cohorts, training, or Winter/Summer Conferences

- Validation of Foundation Areas
  - *Communication*
  - *Cultural Interaction*
  - *Interpretation & Evaluation*
  - *Knowledge Application*
  - *Problem Solving*
- Development of Learning Outcomes
  - *Primary and Secondary Learning Outcomes for each course*
- Creation of Assessment Model and Dashboard
- Professional Development and Training
- ***Key for Advisors and Students:***
  No changes to list of courses, foundation areas, credit hours, or GEP requirements

Integrative General Education Program Learning Experience

Five program-level learning outcomes will provide students with a cohesive learning experience that will enable them to plan, connect and reflect as they move through their foundational learning experiences.

KNOWLEDGE APPLICATION

Understand scientific methods and connect and apply them to challenges facing society.

COMMUNICATION

Become successful writers, speakers and producers of digital materials in their academic, civic, and professional worlds.

CULTURAL INTERACTIONS

Understand common human themes, have an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what they learn.

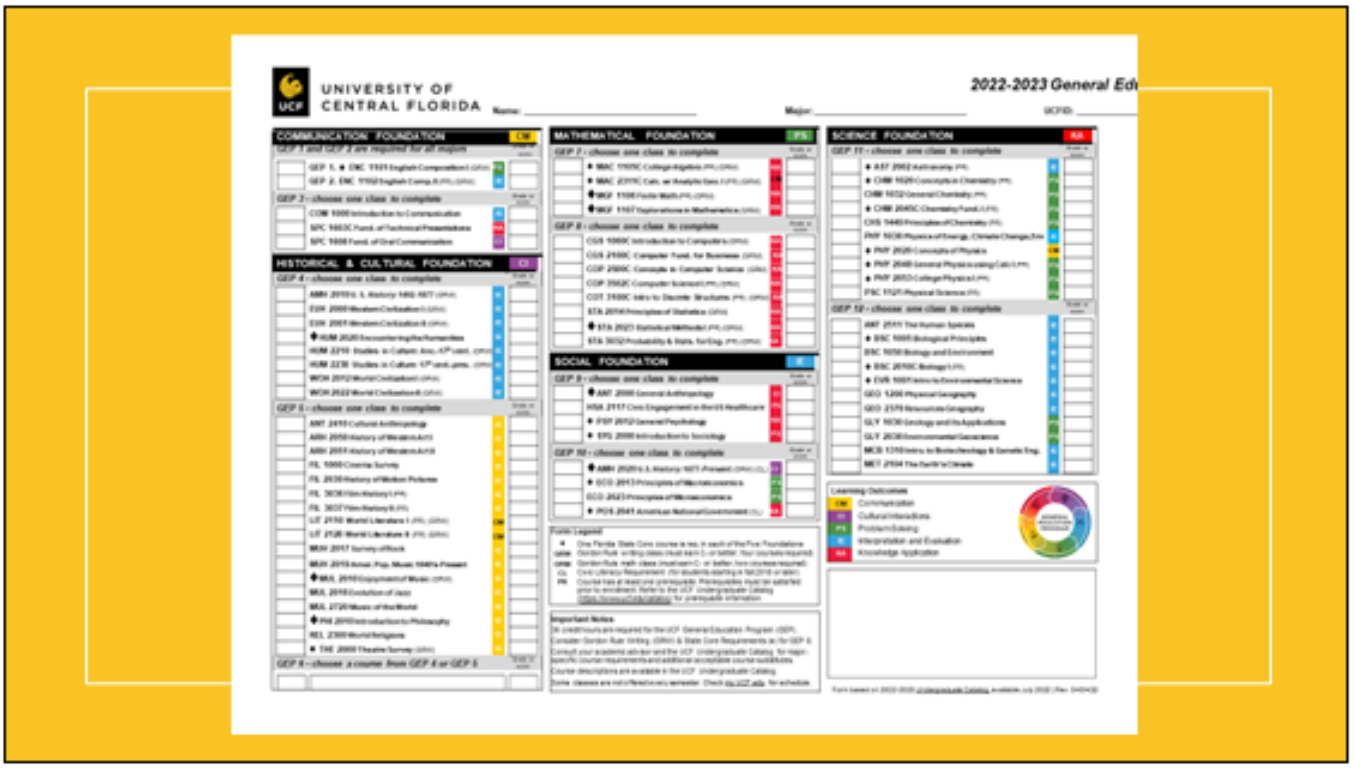
INTERPRETATION AND EVALUATION

Assess and decipher information in a world full of conflicting sources.

PROBLEM SOLVING

Be well-informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically-rich environment.

College of Undergraduate Studies



GEP Implementation Fall 2021& Onward

- **Ongoing communication with 400+ GEP Faculty**: newsletters, emails, Webcourse
- **Implementation (Fall 2022-onward)**
  - Updated Assessment Model
  - Data validation for accreditation
  - Continued Professional Development Opportunities
  - Opening of Kuali Curriculum Management for new/revised courses
  - Continued faculty-led process to benefit students, maintain program strengths, and provide continuous improvement

GEP Leadership

- Vice Provost and Dean, College of Undergraduate Studies
- Interim Associate Dean, College of Undergraduate Studies
- GEP Faculty Fellows (x2)
- Instructional Specialist (*To Be Filled, Summer 2023*)
- GEP Foundation Area Co-Leads
  - Communication (x2)
  - Cultural Interaction (x2)
  - Interpretation & Evaluation (x2)
  - Knowledge Application (x2)
  - Problem Solving (x2)

"How we think and what we do is important to how we become citizens of this country and of the world."
– Dr. Theodorea Regina Berry, Vice Provost and Dean, UCF College of Undergraduate Studies, discussing UCF's vision of student achievement by promoting academic success and student well-being.

UCF GEP's integrative approach and reflective practices promote both aspects.

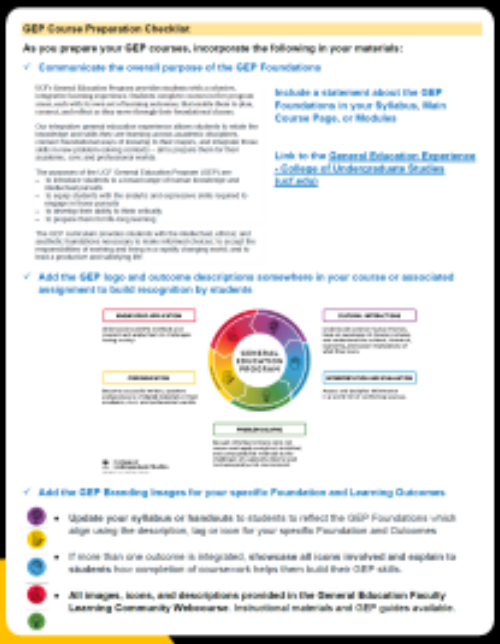
Topic: "Unleashing Potential: Interdisciplinary Approach to Learning"

Academically Speaking podcast

Integrative GEP for Curriculum Alignment & Student Success

- The purposes of the UCF General Education Program (GEP) are to introduce students to a broad range of human knowledge and intellectual pursuits, to equip them with the analytic and expressive skills required to engage in those pursuits, to develop their ability to think critically, and to prepare them for life-long learning.

- The GEP curriculum provides students with the intellectual, ethical, and aesthetic foundations necessary to make informed choices; to accept the responsibilities of working and living in a rapidly changing world; and to lead a productive and satisfying life.


GEP Course Preparation Checklist

As you prepare your GEP courses, incorporate the following in your materials:

✓ Communicate the overall purpose of the GEP Foundations

Include a statement about the GEP Foundations in your Syllabus, Main Course Page, or Modules

Link to the General Education Experience - College of Undergraduate Studies (ucf.edu)

✓ Add the GEP logo and outcome descriptions somewhere in your course or associated assignment to build recognition by students

✓ Add the GEP Branding Images for your specific Foundation and Learning Outcomes

- Update your syllabus or handouts to students to reflect the GEP Foundations which align using the description, tag or icon for your specific Foundation and Outcomes
- If more than one outcome is integrated, showcase all icons involved and explain to students how completion of coursework helps them build their GEP skills.
- All images, icons, and descriptions provided in the General Education Faculty Learning Community Webcourse. Instructional materials and GEP guides available.

FACULTY RESOURCES

AWARENESS / Marketing the rebranded integrative GEP:

- UCF Orientation & First Year Advising
- Direct Connect Planning / Transfer Connect Onboarding
- Aligning the GEP core and the CPP for success transfer of credits and preparation (partner institutions can add UCF GEP materials to student advising, show students alignment similar to matriculation agreements)
- Icon / imagery / Foundation explanation included on syllabi, assignments, course materials, etc.
- Reflective GEP Foundation exercises in coursework, peer review or exist survey/interviews
- Professionalization Resources – help students translate their coursework and GEP preparation to degree path and interconnections between courses/Foundations. Connect to the Digital Badging as value-add for student progress to degree and employment.

Leveraging Digital Resources & Outreach

Newsletter

General Education Faculty Learning Community

Transparency in coursework about the integrative GEP and the value of its Foundations is vital.

Grab-and-Go Marketing for the GEP

- Make visual connections by integrating GEP branding in your course materials.
- Color Coding Foundations
- GEP Core Foundations color wheel branding
- Link the images to the work students complete, or ask them to show use of icons in reflection.

Embedding Icons & Images

Encouraging Dialogue & Reflection

- Teach the GEP Learning Outcomes and Foundations to help students connect the Learning Outcomes to their degree programs and futures.
- Ask students big questions and encourage reflection, self-evaluation, and learning assessment of LOs across their GEP courses.
- Use gaming to help students practice identifying the course's Learning Outcomes.
- Scenario-based GEP Connections
- Learning Checkpoints in Coursework

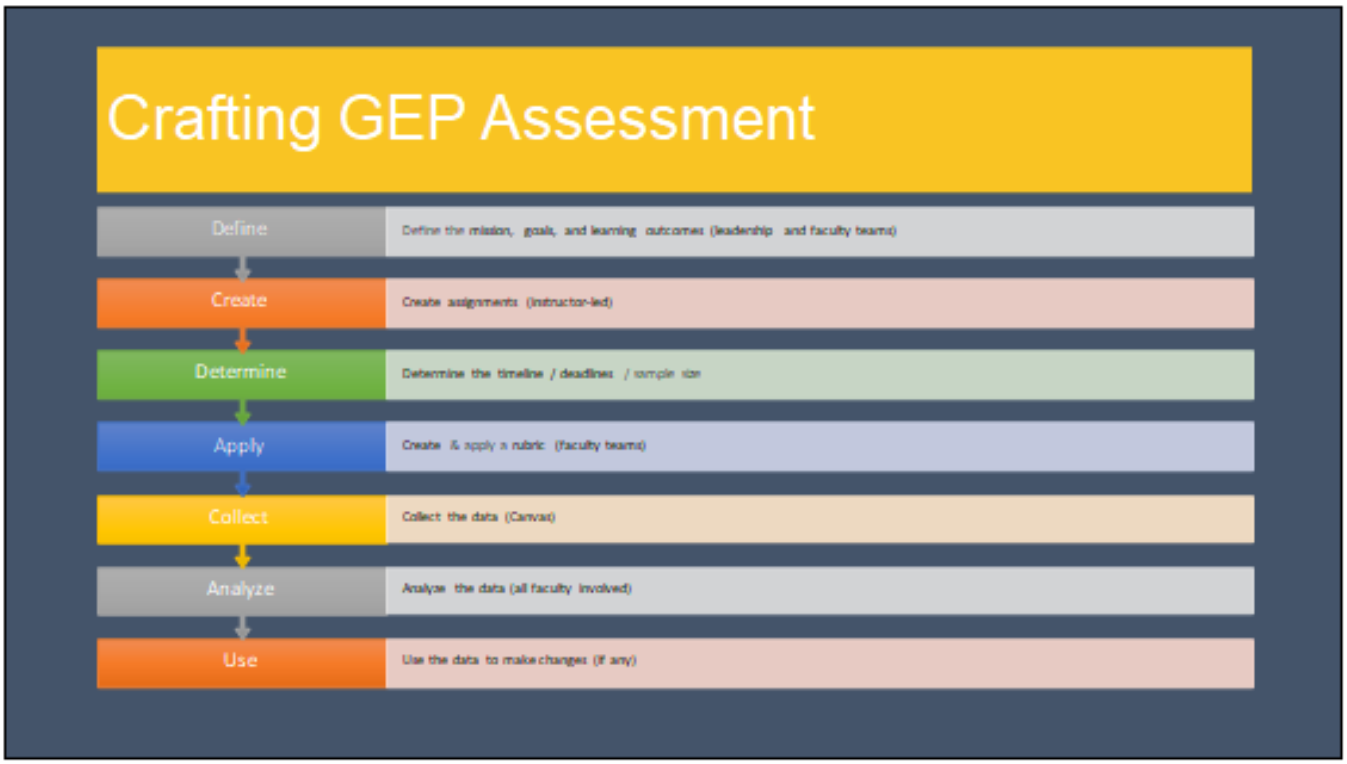
Student Engagement with GEP Foundations & Learning Outcomes

GEP Assessment Process

Five-Year Plan

- Year 1 (2019-20): *Development of mission, foundations, Learning Objectives*
- Year 2 (2020-21): *Training of faculty, implementation of pilot program*
- Year 3 (2021-22): *Pilot, evaluation of pilot results, recalibration, modification, plan*
- Year 4 (2022-23): *Data Collection, recalibration if needed, data analysis*
- Year 5 (2023-24): *Data Collection, recalibration if needed, data analysis*


AC0
The Value of GEP Assessment
TO MEASURE OUR STUDENT ACHIEVEMENT OF LOS
TO SEE IF/WHAT WE NEED TO CHANGE: PEDAGOGY, RESOURCES, PROCESS, FUNDING
TO DEMONSTRATE PROGRAM EFFECTIVENESS (INSTITUTIONAL EFFECTIVENESS)
TO PLAN FOR THE FUTURE
FOR ACCREDITATION


Crafting GEP Assessment
Define
Define the mission, goals, and learning outcomes (leadership and faculty teams)
Create
Create assignments (instructor-led)
Determine
Determine the timeline / deadlines / sample size
Apply
Create & apply a rubric (faculty teams)
Collect
Collect the data (Canvas)
Analyze
Analyze the data (all faculty involved)
Use
Use the data to make changes (if any)

GEP Assessment – Course Data Sampling by Foundations

Foundation Learning Outcome	# of courses
COMMUNICATION	5
CULTURAL INTERACTIONS	25
INTERPRETATION & EVALUATION	7
KNOWLEDGE APPLICATION	23
PROBLEM SOLVING	12
Total	*72*

Assessing Implemented Change/Strategy

- Revisions were introduced into the process
  - New rubric
  - More training / help guides
  - Improvements in Canvas integration
  - Clearer sample guidelines (50 student scores)
- All Foundations participated in the assessment process

Rubric

- The high percentage of "ME / EE" scores (100% in one course), indicated the need to refine the rubric.

3	2	1
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations

- The rubric was modified to include 5 categories based on the AAC&U VALUE rubrics:

4	3	2	1	0
Exemplary	Outstanding	Competent	Developing	Unsatisfactory / No data

Training

Role of Co-leads

Website

Handouts/printable materials

Step-by-step video guides

Canvas Integration

CDL explored ways to automate the process. The New Quiz tool will automate the rubric inclusion and assignment.

Collaboration with CDL, FCTL, and the departments/schools within each Foundation is crucial

Sample guidelines

Problem: many classes are large (50+), placing an additional burden on faculty

Strategy: Sample size 50 max.

Best Practices

- Process should be faculty-led
- Mission and LO should be clearly established
- Start with a small-scale pilot
- Teams of co-leads / task force
- Standardize the rubric
- Make it easy and useful

Activity

DEFINE YOUR MISSION, GOALS, LOS

DETERMINE THE TIMELINE / DEADLINES / SAMPLE SIZE

DECIDE ON THE RUBRIC

References

- American Association of Colleges and Universities (2009): Valid Assessment of Learning in Undergraduate Education (VALUE) Initiative. https://www.aacu.org/initiatives/value

- Baker, Wanda K. (2021): *Assessment 101: Academic Program Assessment. Five Steps to Continuous Improvement of Student Learning.* Council Oak Assessment.

- Gerretson, & Golson, E. (2005). Synopsis of the Use of Course-Embedded Assessment in a Medium Sized Public University's General Education Program. The Journal of General Education (University Park, Pa.), 54(2), 139–149. https://doi.org/10.2307/27798013

- Paredes, Tisha (2020): *Do We Have to Assess General Education?* 2020 SACSCOC Annual Meeting.

- Rickards, William Havens, and Monica Stitt-Bergh. Evaluating Student Learning in Higher Education : Beyond the Public Rhetoric. Ed. William Havens Rickards and Monica Stitt-Bergh. San Francisco, CA: Wiley Subscription Services, Inc., a Wiley Company, at Jossey-Bass, 2016. Print.

Fostering College Readiness in Chemistry through Coordinated High School Manual

April 2023

Orange County Public Schools

Orange County Public Schools

Alexander Stubenbort
Senior Administrator
Secondary Science & K-12 Social Studies

Carey Krzeminski
Program Specialist
Secondary Science

2

Orange County Public Schools

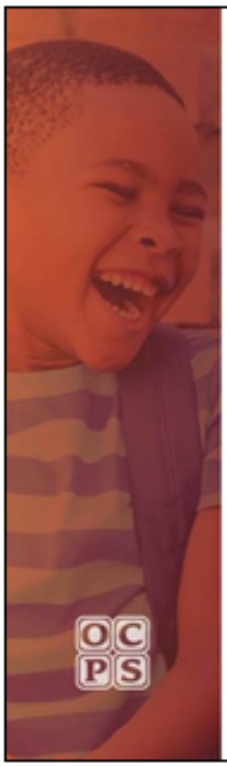
CHEMISTRY ESSENTIAL LABS MANUAL

A lab manual aligned to the chemistry standards provided by the state of Florida.

These labs encourage hands-on learning experiences that support Chemistry instruction.

Created in collaboration with educators from Orange County Public Schools, University of Central Florida, Valencia College and Seminole State College.

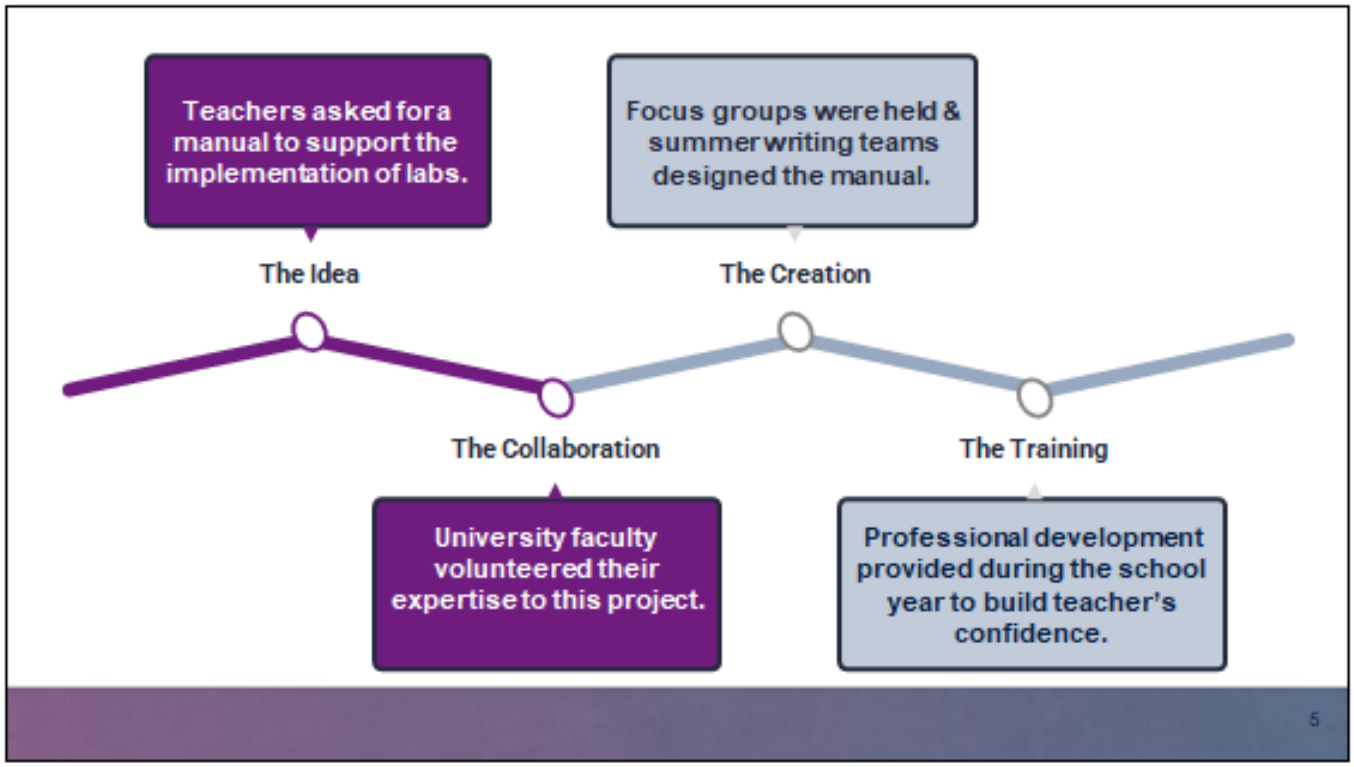
3



Learning Objectives:

- Reflect on how OCPS' approach to building a chemistry essentials lab manual could be accomplished in other content areas to support alignment.
- Integrate perspectives from students, high school educators, and University faculty to increase K-12 ro post secondary instructional alignment

4



The Goal:

- ➔ Two labs per quarter that were standards aligned and address topics students most often struggle with
- ➔ Materials list to accompany the manual

The Process:

Create the lab with a partner

Provide feedback to other pair

Make Revisions

6

➔ University faculty from UCF, Valencia and Seminole State joined us to provide feedback as the labs were written.

➔ The writers had the opportunity to run through their labs after writing to make final revisions.

➔ Each lab includes:

- Teacher Resource
- Student Handout
- Answer key
- Materials list
- Safety Information
- Instructional Strategies

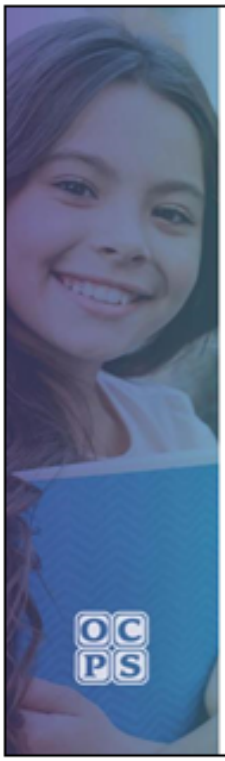

MEASUREMENT LAB: TEACHER RESOURCE

STANDARD ALIGNMENT

TIMING

BEFORE THE LAB

7



The Support:

A professional development series was offered to OCPS teachers during the school year.

The training consisted of:

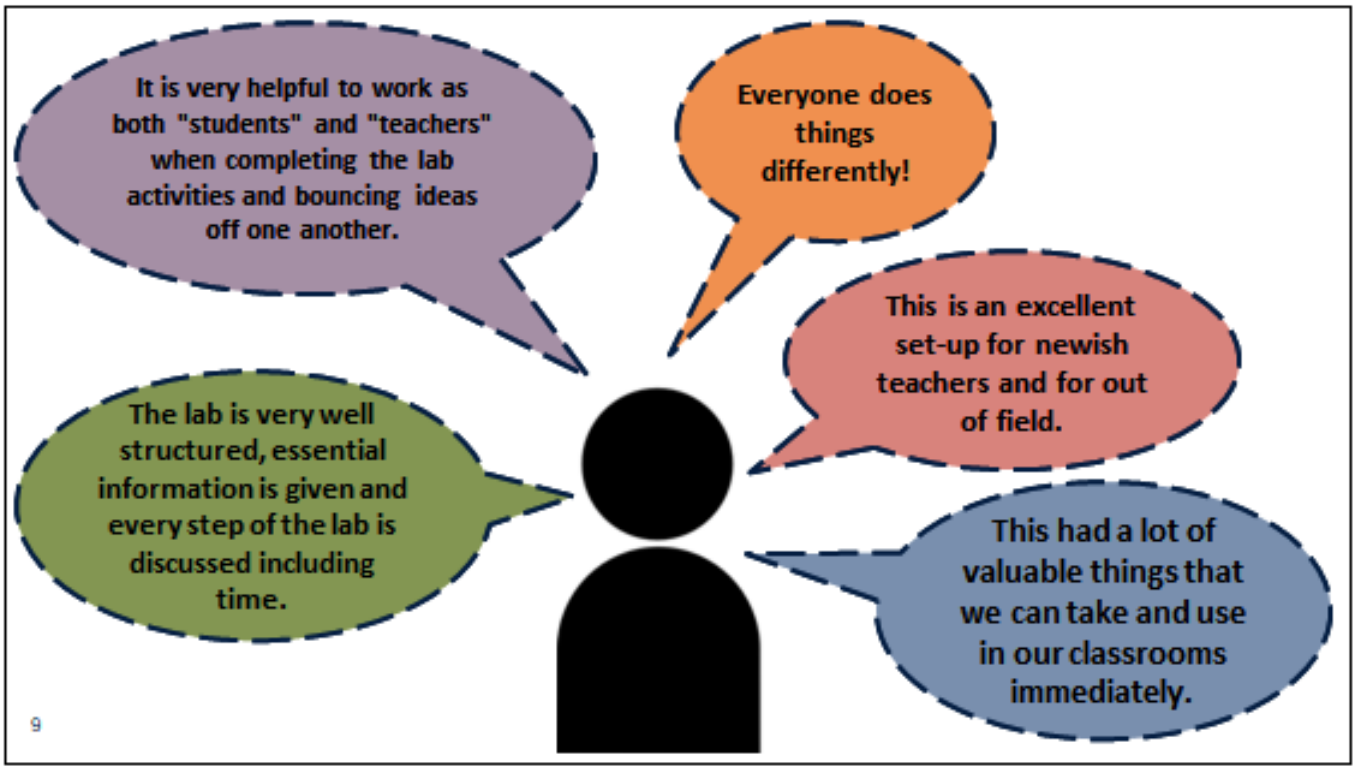
➔ Lab preview for that quarter using a student lens and teacher lens.

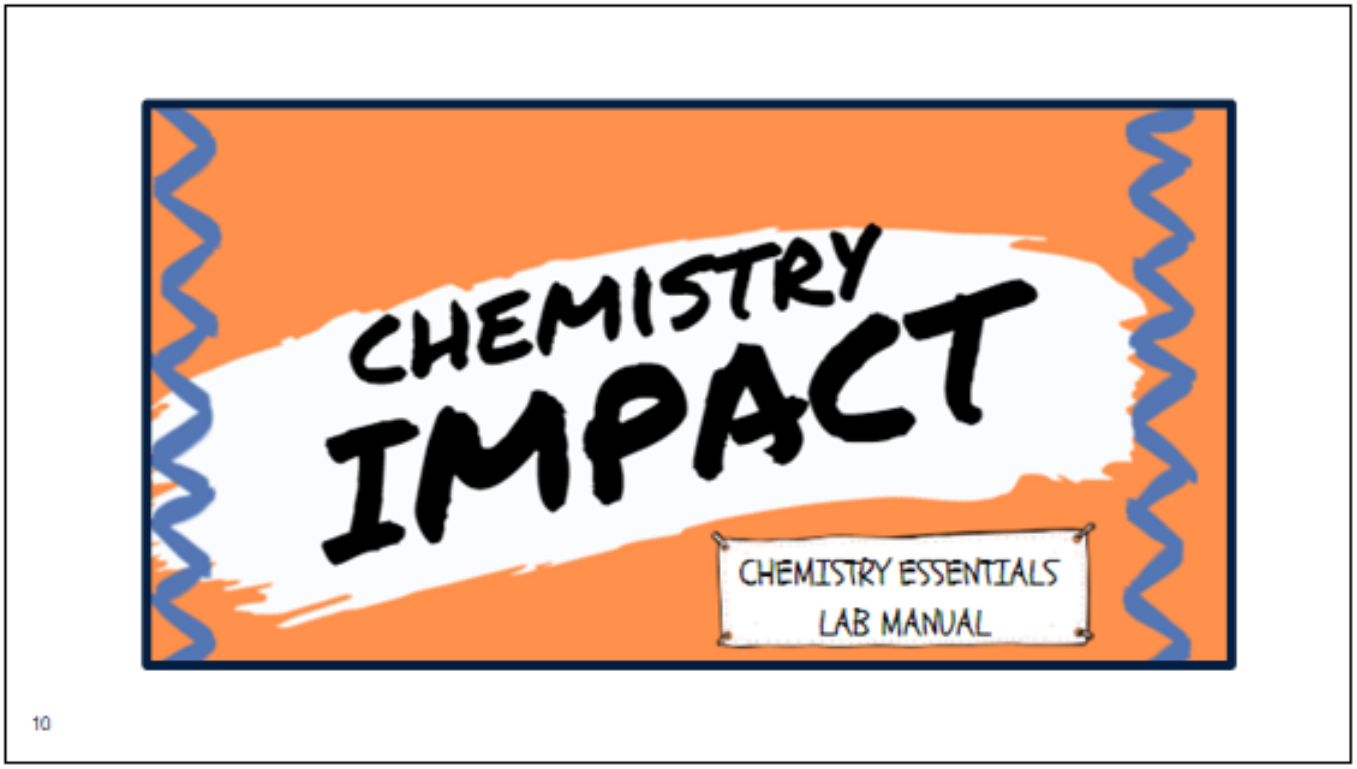
➔ Guest speakers from our local university community.

➔ Professional readings to support professional growth

➔ Structured collaboration with peers

8


It is very helpful to work as both "students" and "teachers" when completing the lab activities and bouncing ideas off one another.
Everyone does things differently!
This is an excellent set-up for newish teachers and for out of field.
The lab is very well structured, essential information is given and every step of the lab is discussed including time.
This had a lot of valuable things that we can take and use in our classrooms immediately.
9


CHEMISTRY
IMPACT
CHEMISTRY ESSENTIALS
LAB MANUAL
10

What's Next

- ➔ Share the resource with neighboring districts
- ➔ Collecting data on the impact
- ➔ Continue to gather feedback and act on it

11

GREAT MINDS

THINK Through the lens of your role, what is a typical gap your your students are experiencing in their transition from secondary to post-secondary studies?

WRITE Record it on your sheet

SHARE Tell your group about it

ASK clarifying ?'s
probing ?'s

SHARE YOUR IDEAS!

12

13

Our Promise. Your Support. Their Success.

Our Promise. Your Support. Their Success.

Our Promise. Your Support. Their Success.

Orange County Public Schools

COURSE SEQUENCE DATA

CURRICULUM ALIGNMENT CONFERENCE
7 APRIL 2023

Dr. Teresa Dorman
Associate Dean, College of Sciences
University of Central Florida

curriculumalignment.ucf.edu

WHEN EXAMINING COURSE SEQUENCE DATA, WE MUST ACKNOWLEDGE DIFFERENT:

- Institutional Missions
- Performance Metrics
- Admissions Protocols
- Use (or not) of Placement Tests
- Campus and Classroom Environments
- Levels of Course Alignment (within and between)

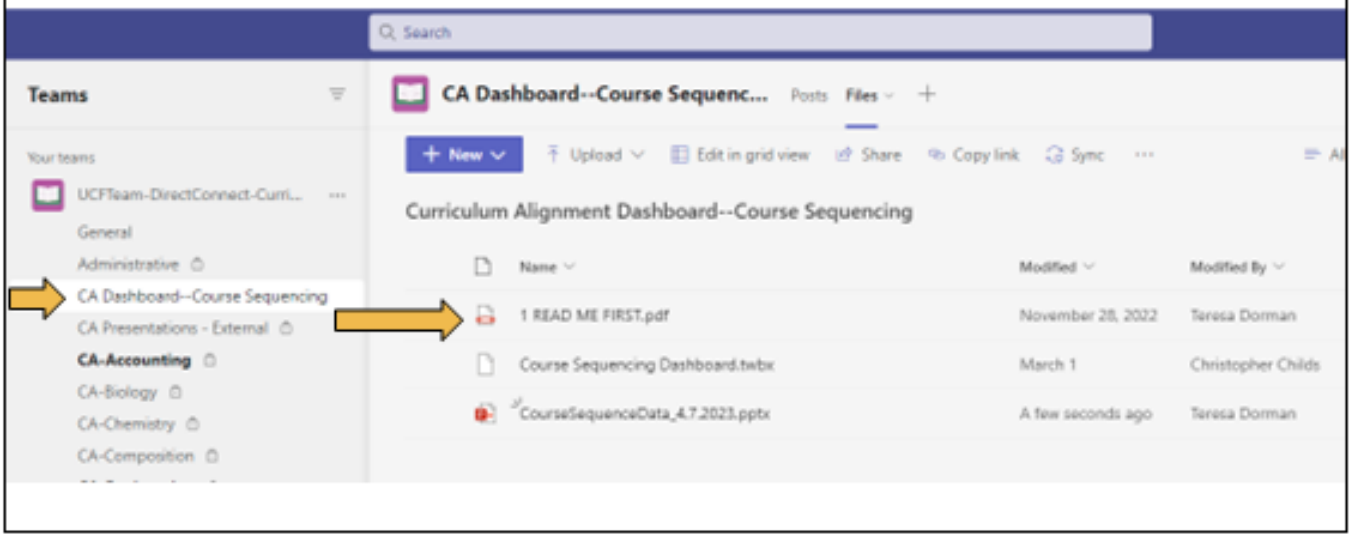
COURSE SEQUENCES

- Analysis of **96** two-course sequences defined as a **prerequisite** and **target**
- All "prerequisite" courses are examined via Curriculum Alignment
- Courses completed at/ as:
  - UCF
  - Direct Connect Partner
  - Other FCS Transfer
  - Other (e.g., out-of-state, international)
  - AP Credit

PREREQUISITE COURSE
A course completed at any institution. These are not always the actual prerequisites, but they are a course that provides foundational knowledge.

TARGET COURSE
A UCF course that is dependent on or follows a "prerequisite" course.

ACCESSING THE DASHBOARD



Data are updated annually.

Permission and Additional Information:

- Notify us if you intend to share these data – we want to ensure you know how to correctly read and interpret the results
- Notify Chris Childs with UCF's IKM before sharing outside of the DirectConnect to UCF® partner institutions

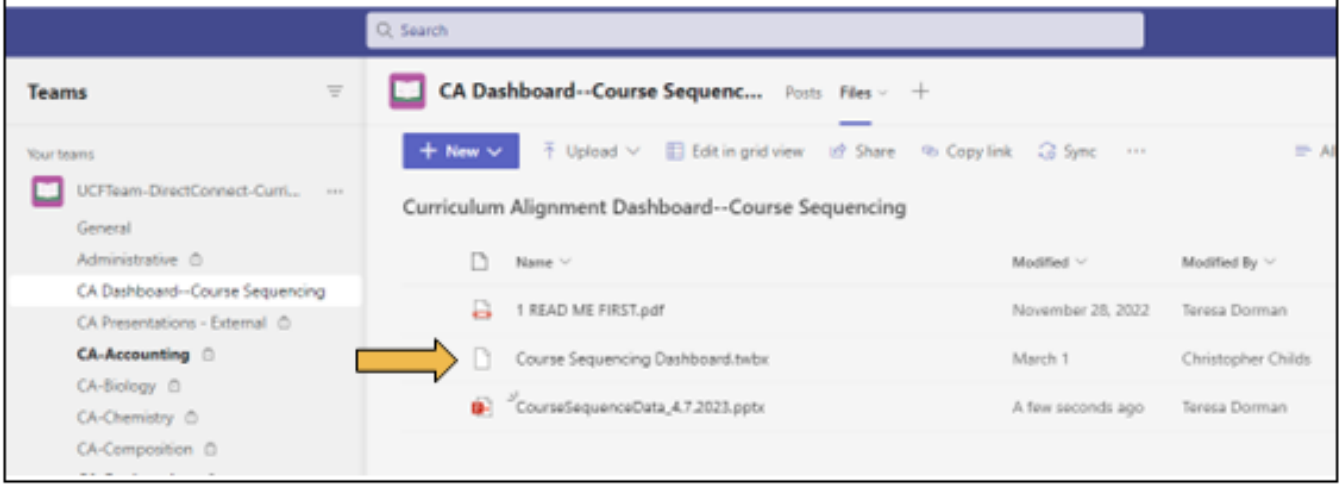
Ethical Use of These Data:

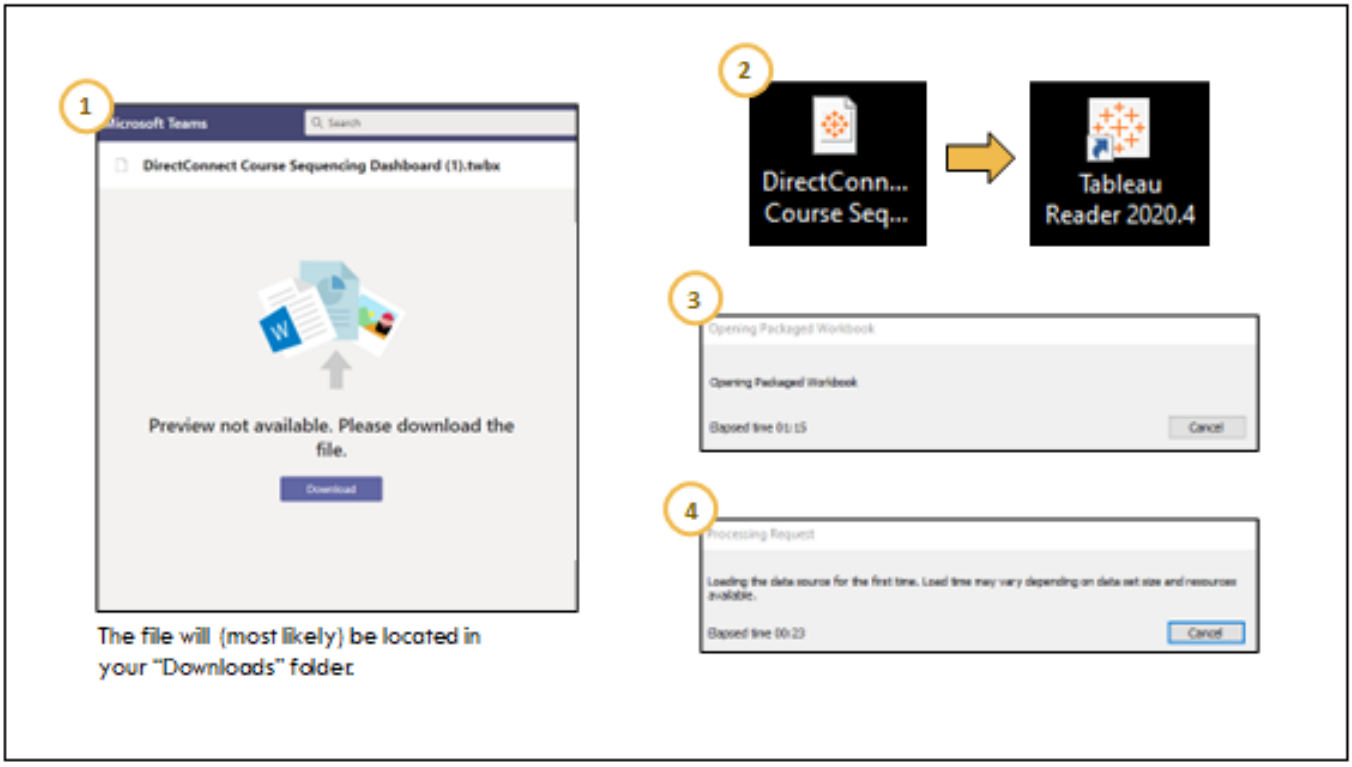
- Many factors may positively or negatively impact student success
- These data are **not intended:**
  - to imply they predict or determine a student's ability to perform and/or succeed
  - to indicate the quality of instruction at a given institution

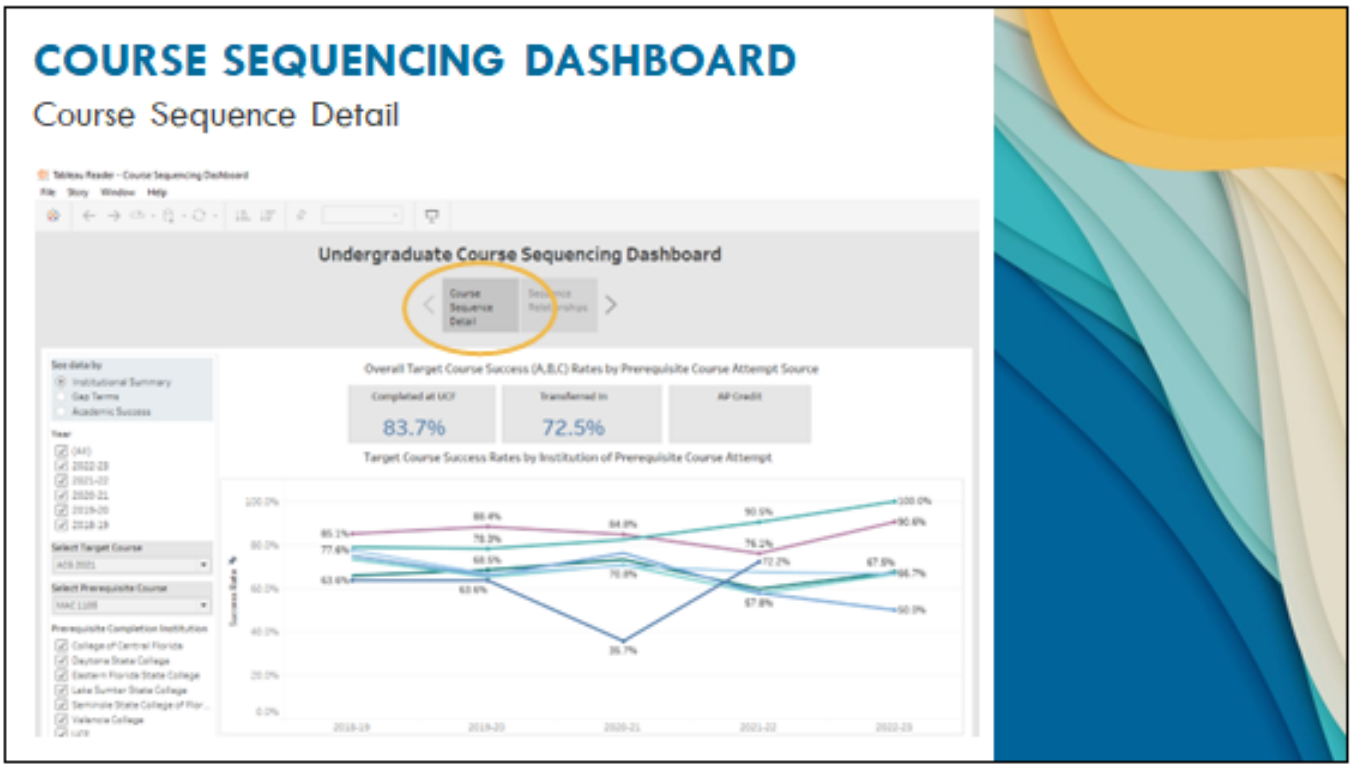
Excerpt from "READ ME FIRST"

DOWNLOADING THE READER AND DASHBOARD

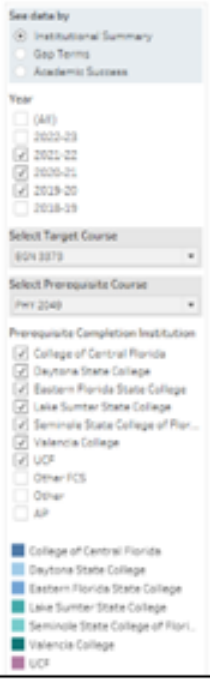
https://www.tableau.com/products/reader/download (free)

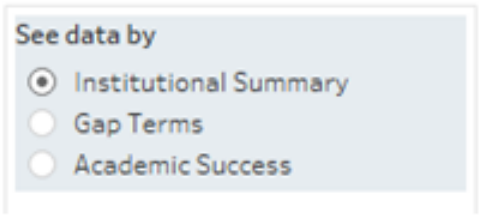



1
Microsoft Teams
Search
DirectConnect Course Sequencing Dashboard (1).twbx
Preview not available. Please download the file.
Download
The file will (most likely) be located in your "Downloads" folder.
2
DirectConn... Course Seq...
Tableau Reader 2020.4
3
Opening Packaged Workbook
Opening Packaged Workbook
Elapsed time 01:15
Cancel
4
Processing Request
Loading the data source for the first time. Load time may vary depending on data set size and resources available.
Elapsed time 00:23
Cancel


COURSE SEQUENCING DASHBOARD
Course Sequence Detail
Undergraduate Course Sequencing Dashboard
Course Sequence Detail
Overall Target Course Success (A,B,C) Rates by Prerequisite Course Attempt Source
Completed at UCF
Transferred In
AP Credit
83.7%
72.5%
Target Course Success Rates by Institution of Prerequisite Course Attempt

COURSE SEQUENCE DETAIL

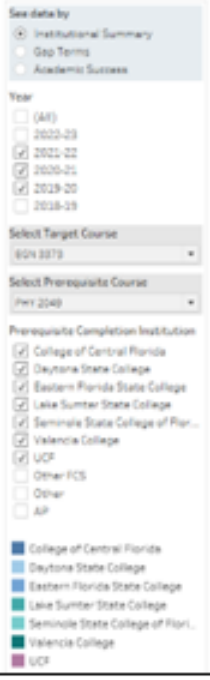


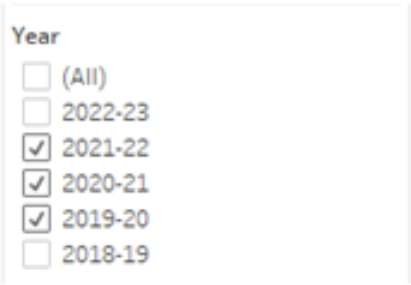


The different ways the data are analyzed.

Click on the "definitions" button at the bottom, left of the dashboard for more information and descriptions of the data outputs.

COURSE SEQUENCE DETAIL

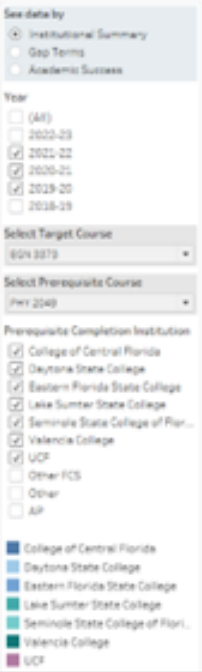




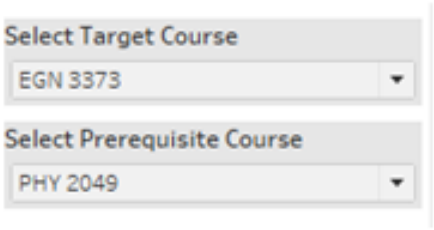
These examples will look at three years of data.

Note: Data are updated annually (in summer), so 2022-23 data will be available in summer 2023.
Keep an eye out for updates on the Teams channel.

COURSE SEQUENCE DETAIL

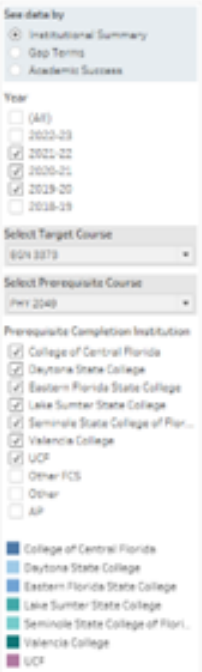


The "Target" course is the UCF course being assessed.

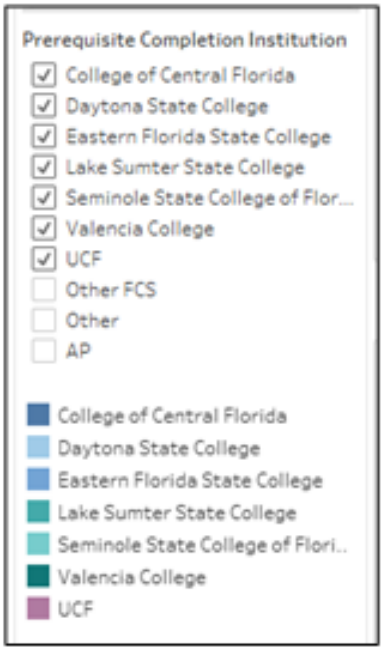


Prerequisite courses do not need to be actual prerequisites, they are courses that provides some foundational knowledge upon which the target course is dependent.

COURSE SEQUENCE DETAIL



Results can be filtered by specific institution and institutional information can be compared.



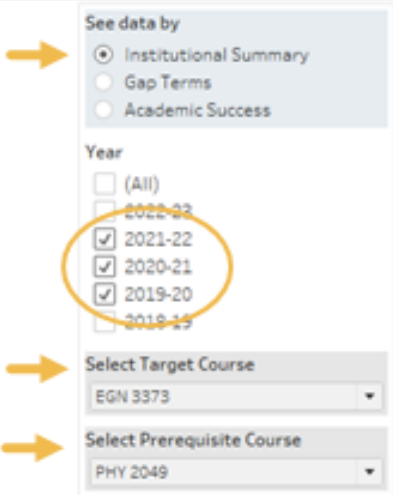
EXAMPLE DATA SETS

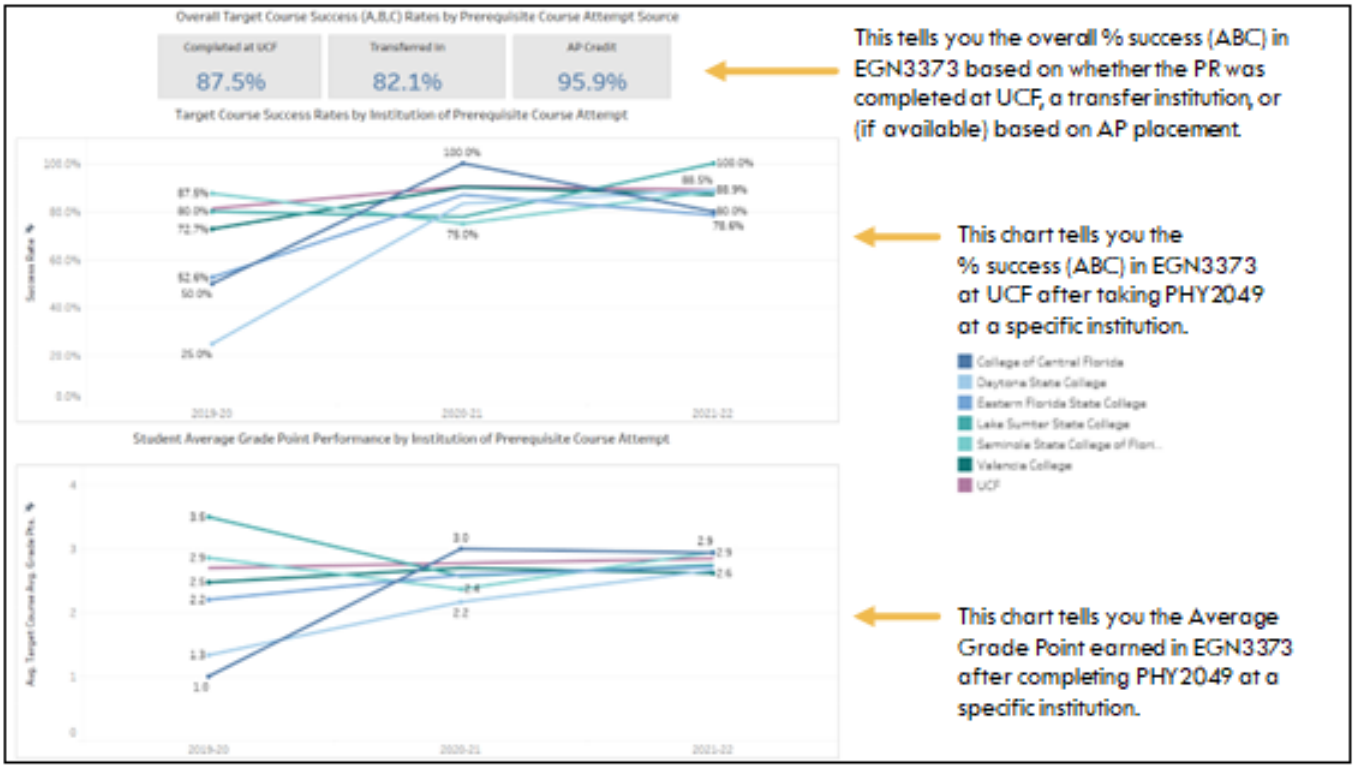
Target	Prerequisite
EGN 3373 Prin of Electrical Engineering	PHY 2049 Physics with Calculus II
ACG 2021 Prin of Financial Acct	MAC 1105 College Algebra
PCB 3063 Genetics	CHM 2046 General Chemistry II

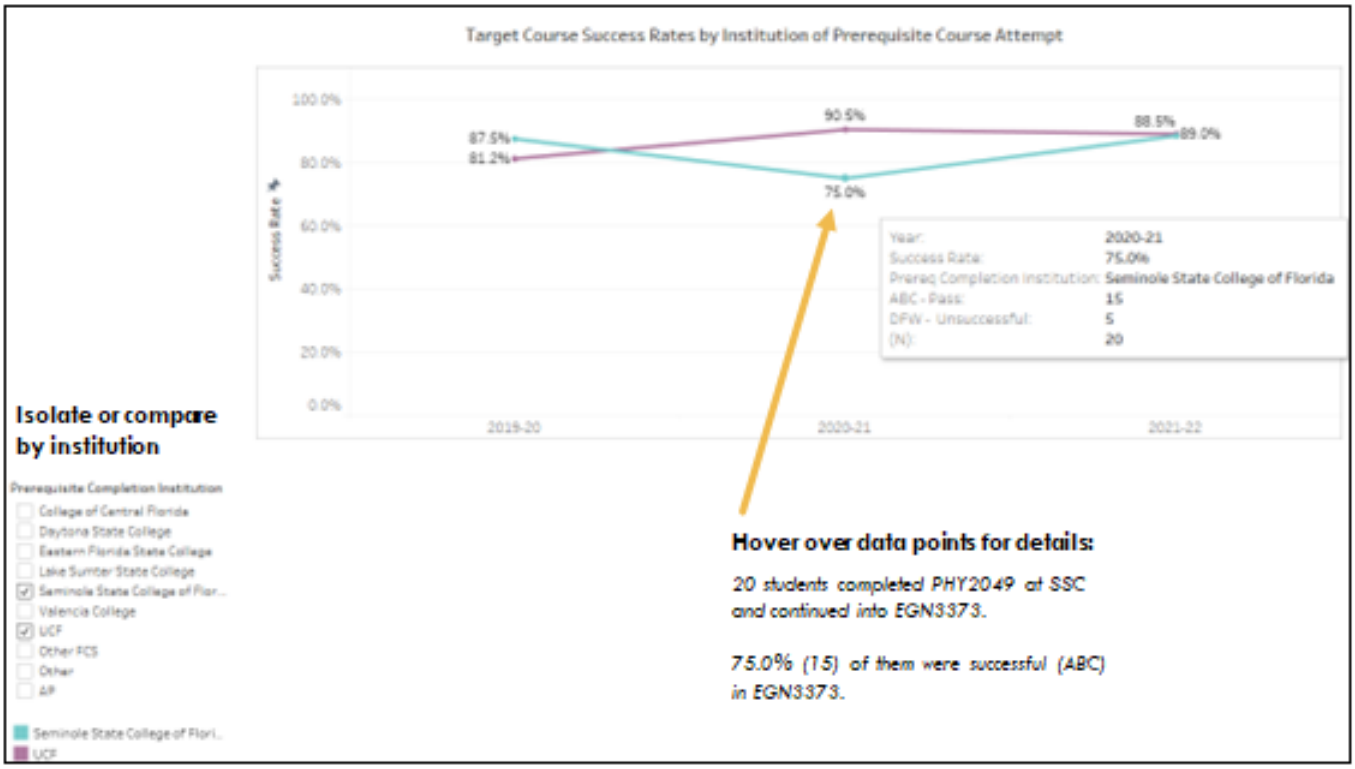
Remember: Target is the course taken at UCF.
Prerequisite is the course taken at any institution and *these are the courses discussed through Curriculum Alignment.*

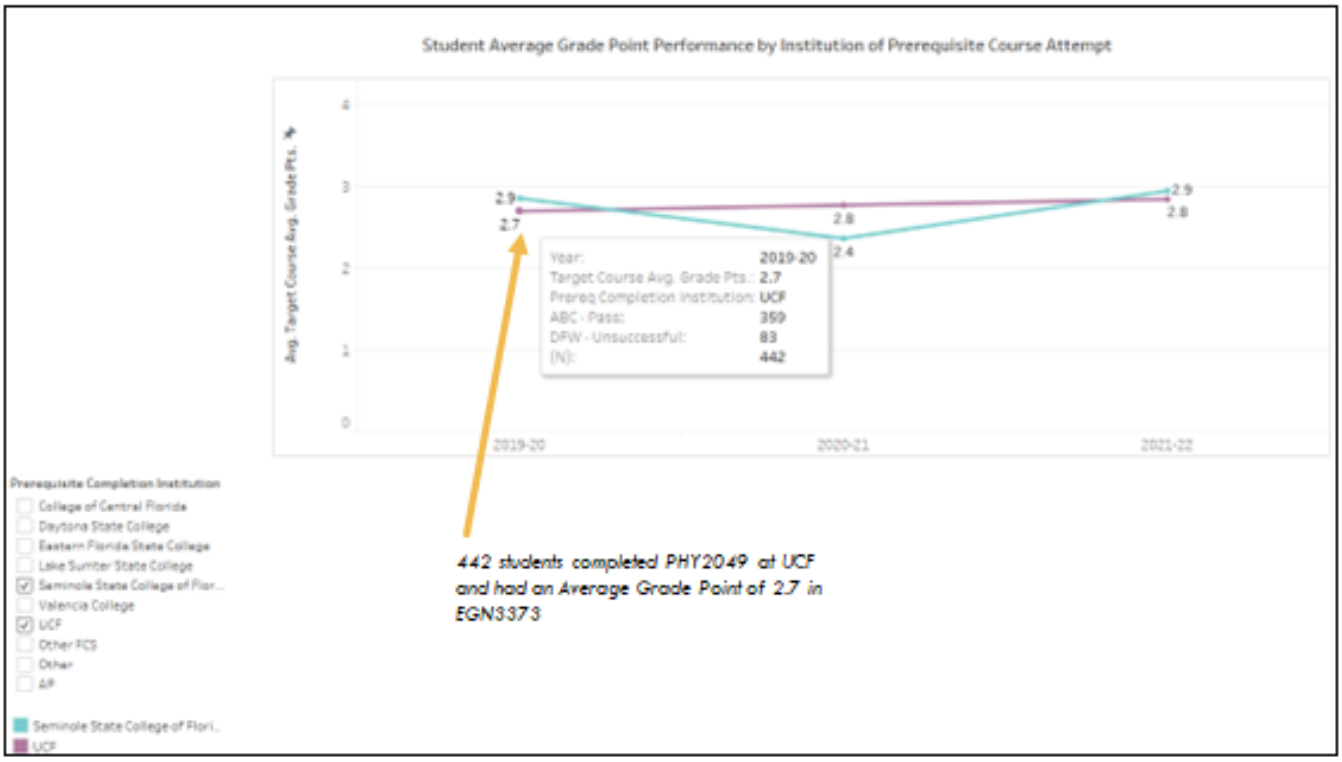
INSTITUTIONAL SUMMARY

- Of the students who completed PHY2049 (at either a partner college or UCF), how did they do in EGN3373 at UCF?
- How do partner college attempts at PHY2049 compare to the students who attempted it at UCF?




Overall Target Course Success (A,B,C) Rates by Prerequisite Course Attempt Source
Completed at UCF
87.5%
Transferred in
82.1%
AP Credit
95.9%
Target Course Success Rates by Institution of Prerequisite Course Attempt
Student Average Grade Point Performance by Institution of Prerequisite Course Attempt
This tells you the overall % success (ABC) in EGN3373 based on whether the PR was completed at UCF, a transfer institution, or (if available) based on AP placement.
This chart tells you the % success (ABC) in EGN3373 at UCF after taking PHY2049 at a specific institution.
College of Central Florida
Daytona State College
Eastern Florida State College
Lake Sumter State College
Seminole State College of Flori..
Valencia College
UCF
This chart tells you the Average Grade Point earned in EGN3373 after completing PHY2049 at a specific institution.

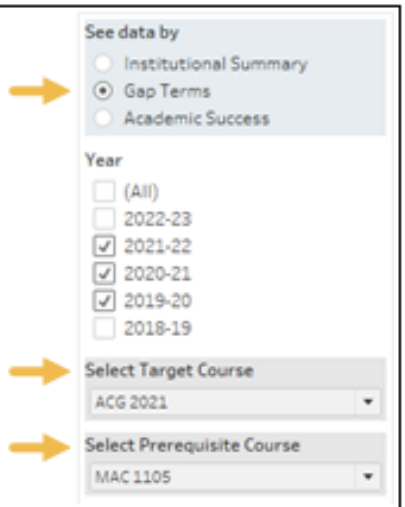

Target Course Success Rates by Institution of Prerequisite Course Attempt
Success Rate %
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
2019-20
2020-21
2021-22
87.5%
81.2%
90.5%
75.0%
88.5%
89.0%
Year: 2020-21
Success Rate: 75.0%
Prereq Completion Institution: Seminole State College of Florida
ABC - Pass: 15
DFW - Unsuccessful: 5
(N): 20
Isolate or compare by institution
Prerequisite Completion Institution
College of Central Florida
Daytona State College
Eastern Florida State College
Lake Sumter State College
Seminole State College of Flor..
Valencia College
UCF
Other FCS
Other
AP
Seminole State College of Flori..
UCF
Hover over data points for details:
20 students completed PHY2049 at SSC and continued into EGN3373.
75.0% (15) of them were successful (ABC) in EGN3373.

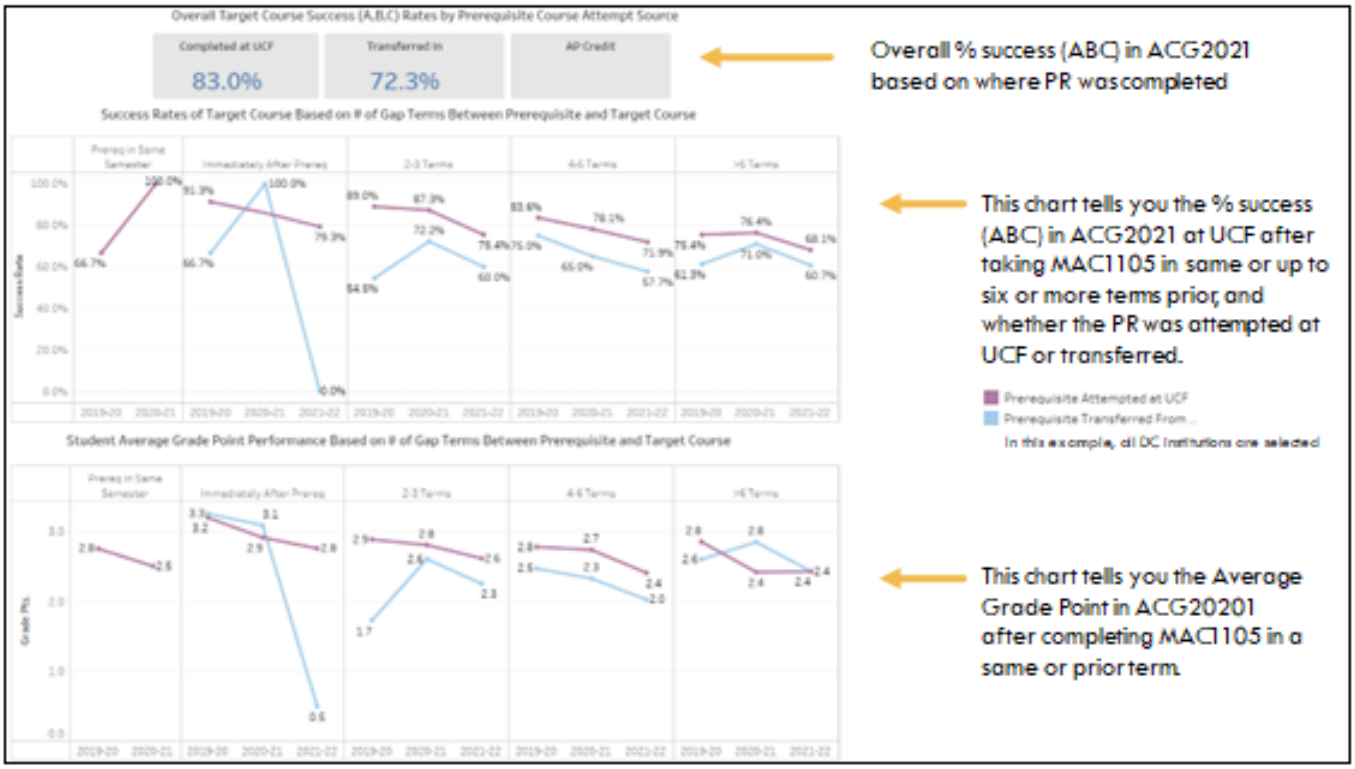


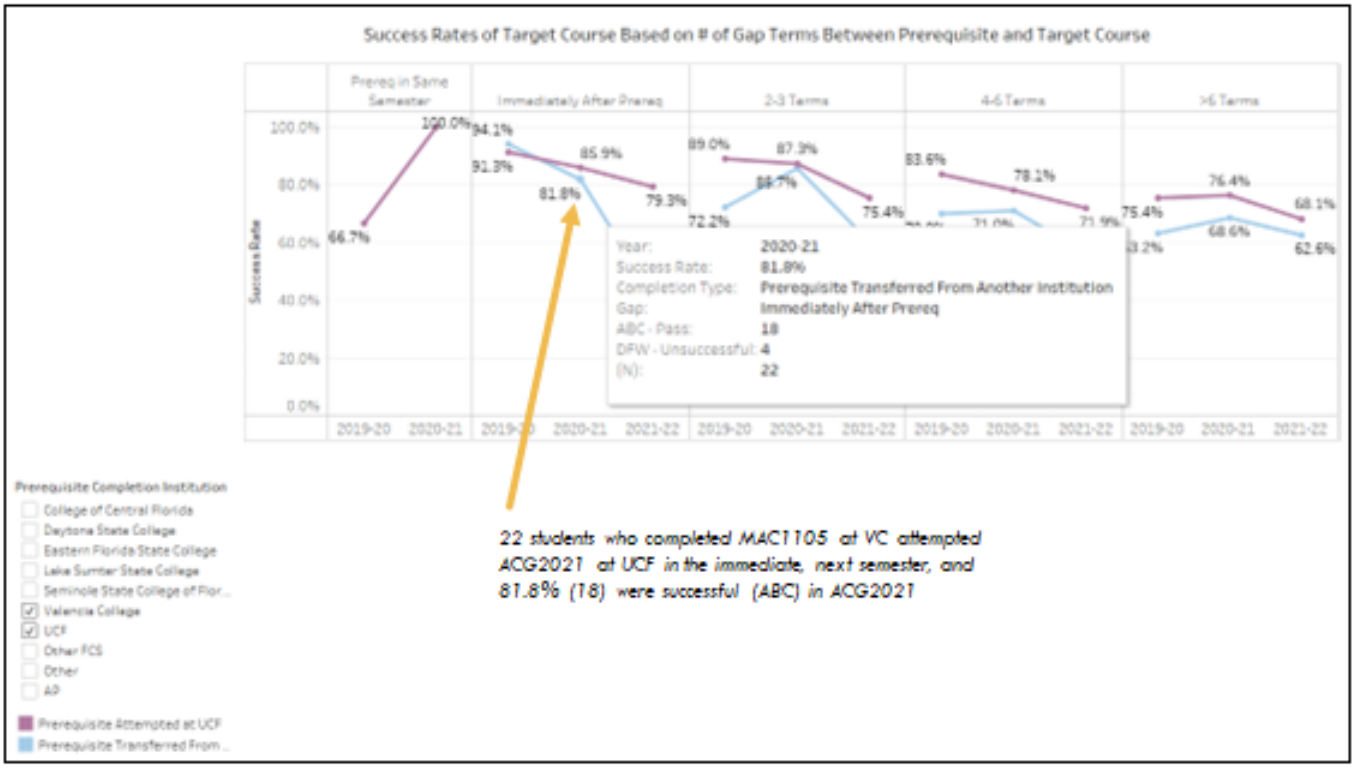
GAP TERMS

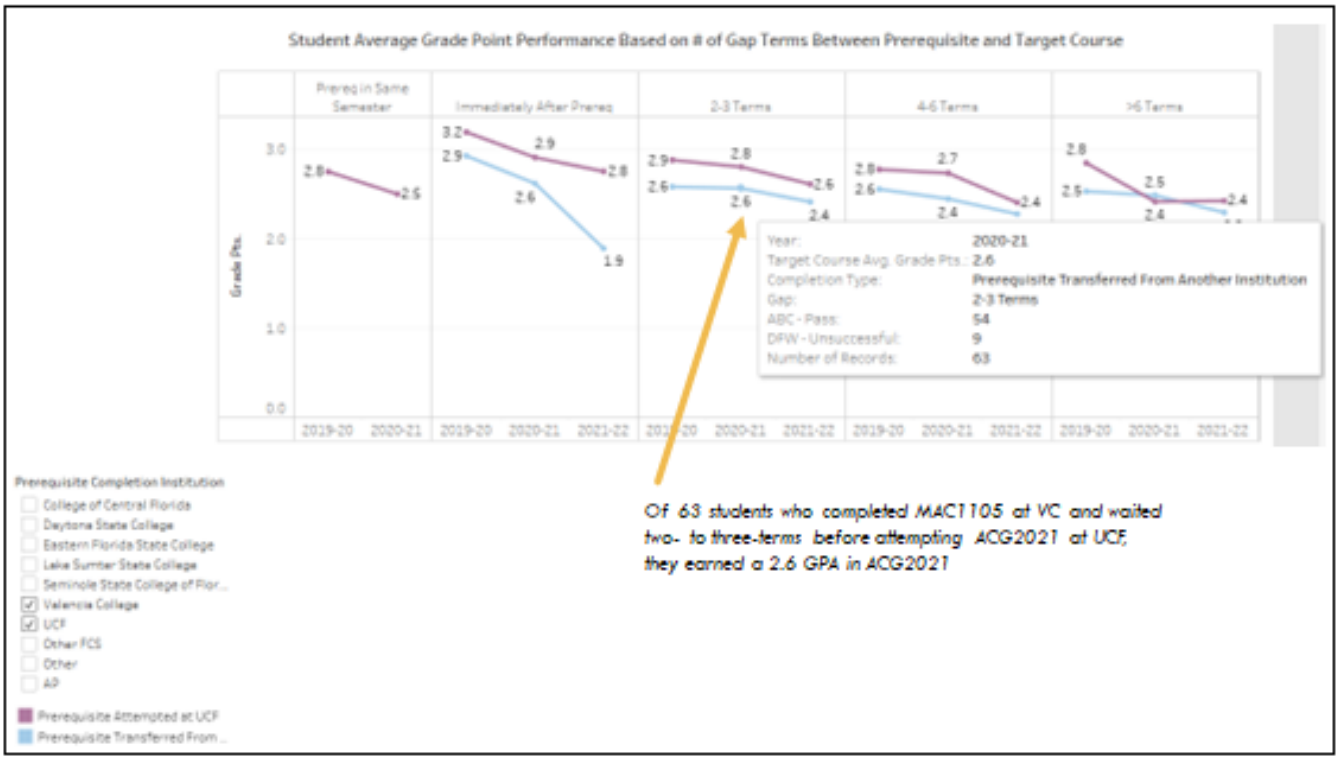
- *These data answer the "recency" question: How does a gap in time between attempts in the prerequisite and target course impact the target course's grade?*

- What is the gap in time between MAC1150 and ACG2021, and how does this affect performance in ACG2021?




Overall Target Course Success (A,B,C) Rates by Prerequisite Course Attempt Source
Completed at UCF
83.0%
Transferred in
72.3%
AP Credit
Overall % success (ABC) in ACG2021 based on where PR was completed
Success Rates of Target Course Based on # of Gap Terms Between Prerequisite and Target Course
This chart tells you the % success (ABC) in ACG2021 at UCF after taking MAC1105 in same or up to six or more terms prior, and whether the PR was attempted at UCF or transferred.
Prerequisite Attempted at UCF
Prerequisite Transferred From ...
In this example, all DC institutions are selected
Student Average Grade Point Performance Based on # of Gap Terms Between Prerequisite and Target Course
This chart tells you the Average Grade Point in ACG20201 after completing MAC1105 in a same or prior term.

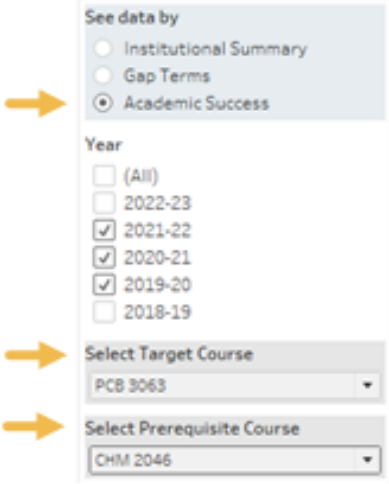

Success Rates of Target Course Based on # of Gap Terms Between Prerequisite and Target Course
Prereq in Same Semester
Immediately After Prereq
2-3 Terms
4-6 Terms
>6 Terms
Success Rate
Year: 2020-21
Success Rate: 81.8%
Completion Type: Prerequisite Transferred From Another Institution
Gap: Immediately After Prereq
ABC - Pass: 18
DFW - Unsuccessful: 4
(N): 22
22 students who completed MAC1105 at VC attempted ACG2021 at UCF in the immediate, next semester, and 81.8% (18) were successful (ABC) in ACG2021
Prerequisite Completion Institution
College of Central Florida
Daytona State College
Eastern Florida State College
Lake Sumter State College
Seminole State College of Flor...
Valencia College
UCF
Other FCS
Other
AP
Prerequisite Attempted at UCF
Prerequisite Transferred From ...

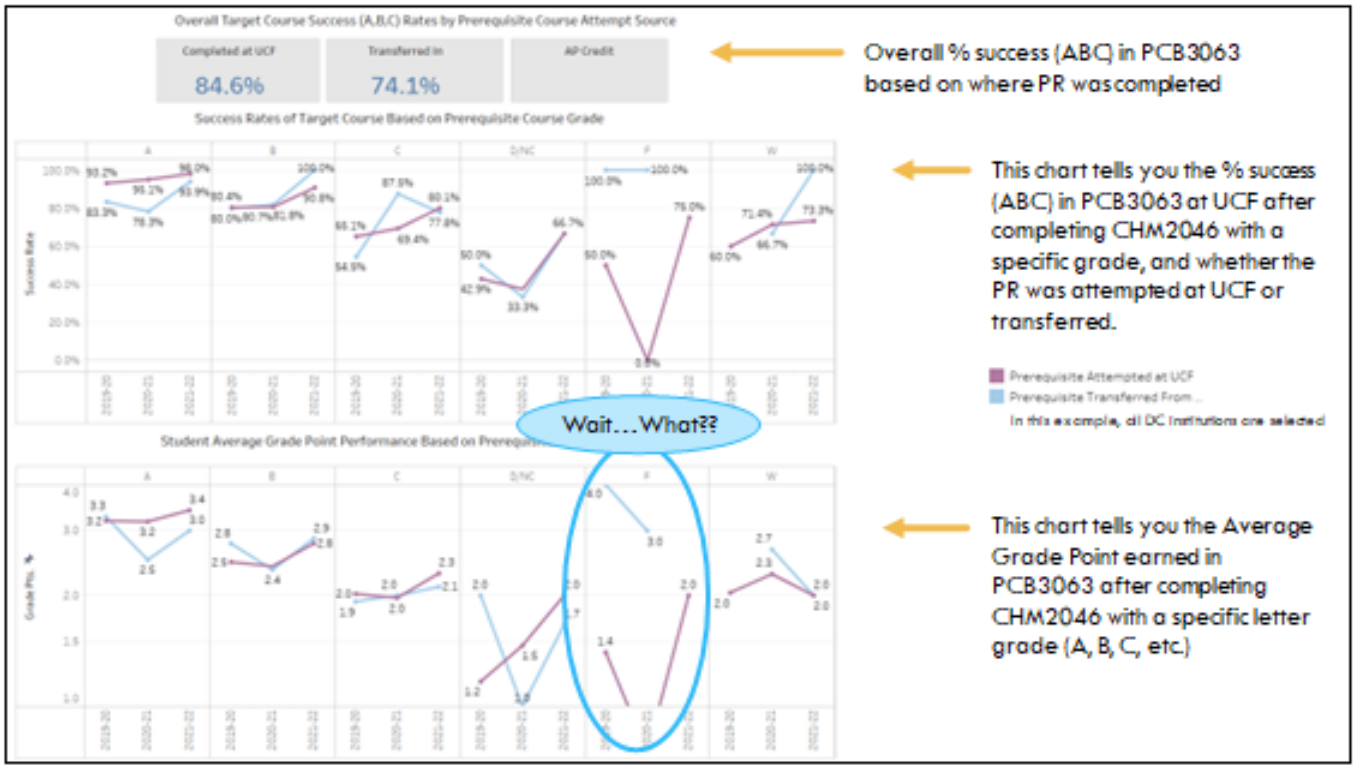


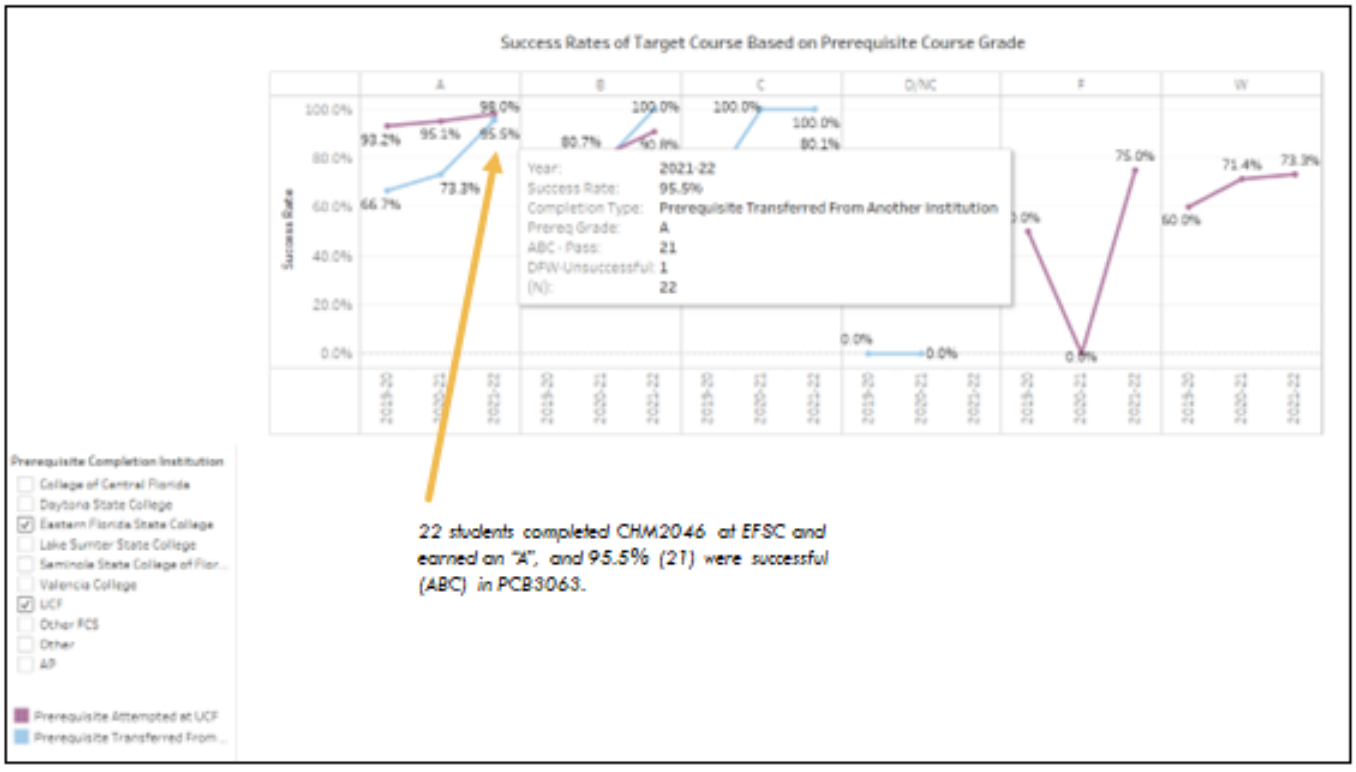
Of 63 students who completed MAC1105 at VC and waited two- to three-terms before attempting ACG2021 at UCF, they earned a 2.6 GPA in ACG2021

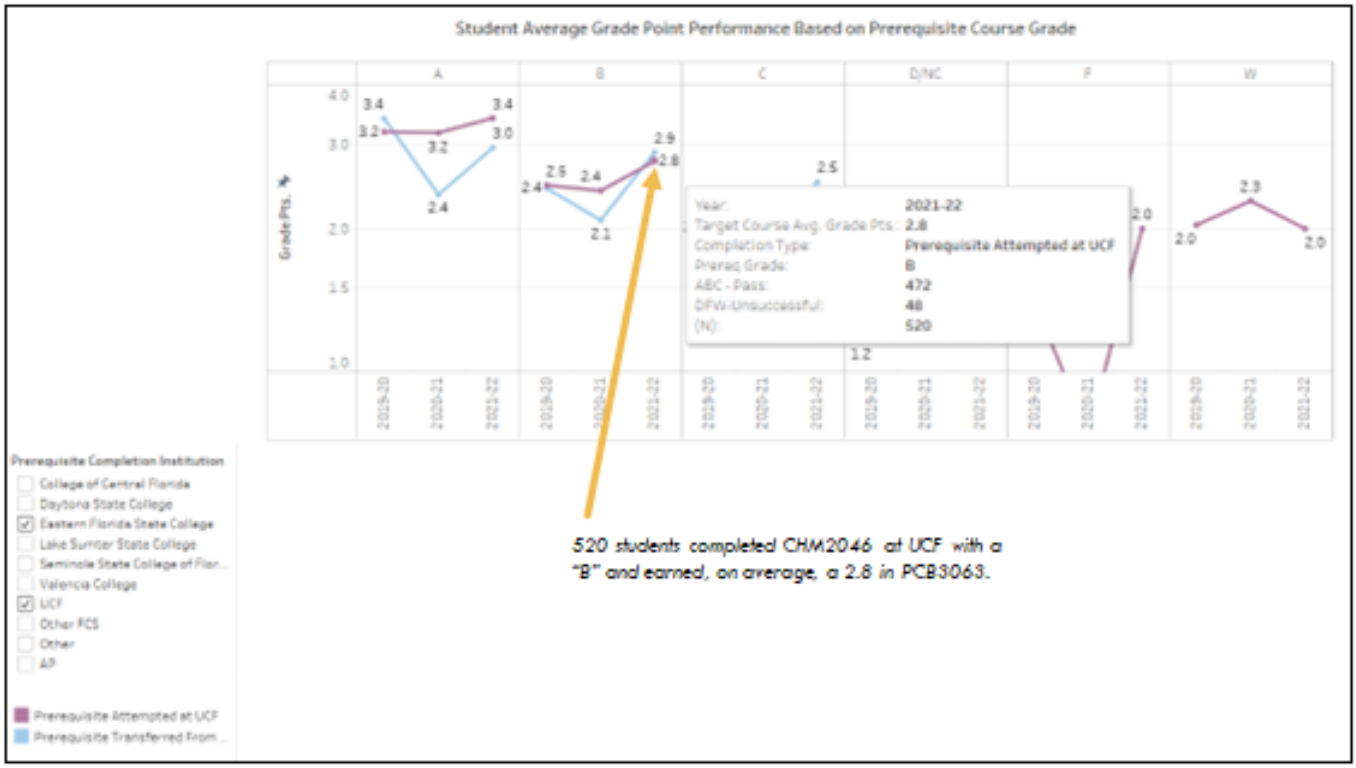
ACADEMIC SUCCESS

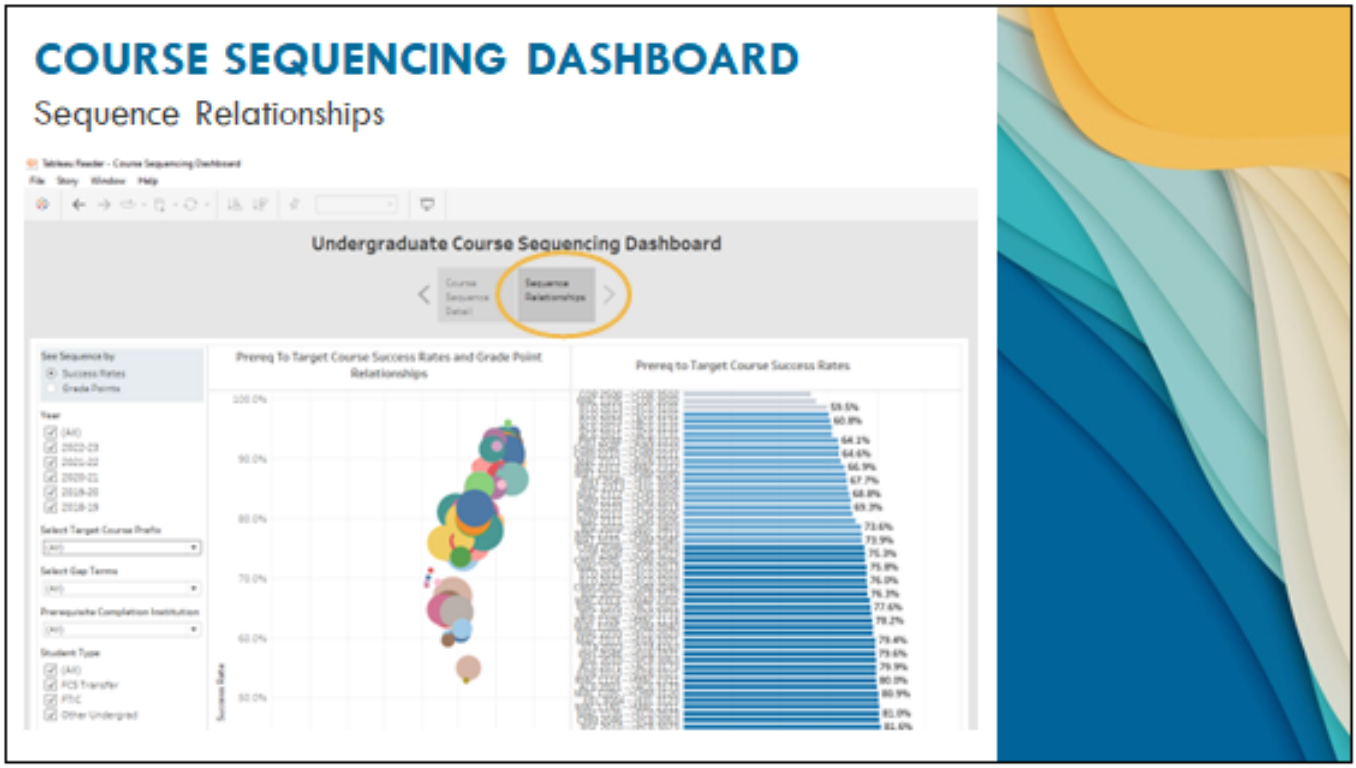
- How successful are students in PCB3063 based on their prerequisite background in CHM2046?
- What does the prerequisite grade in CHM2046 tell me about performance in PCB3063?




Overall Target Course Success (A,B,C) Rates by Prerequisite Course Attempt Source
Completed at UCF
84.6%
Transferred in
74.1%
AP Credit
Overall % success (ABC) in PCB3063 based on where PR was completed
Success Rates of Target Course Based on Prerequisite Course Grade
This chart tells you the % success (ABC) in PCB3063 at UCF after completing CHM2046 with a specific grade, and whether the PR was attempted at UCF or transferred.
Prerequisite Attempted at UCF
Prerequisite Transferred From ...
In this example, all DC Institutions are selected
Wait…What??
Student Average Grade Point Performance Based on Prerequi
This chart tells you the Average Grade Point earned in PCB3063 after completing CHM2046 with a specific letter grade (A, B, C, etc.)

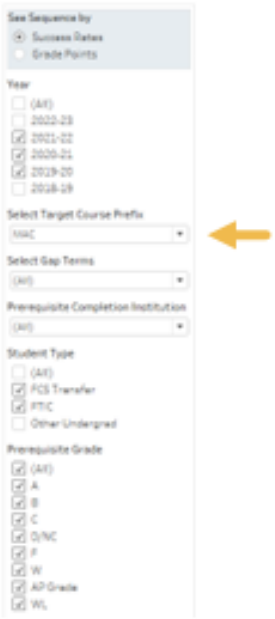

Success Rates of Target Course Based on Prerequisite Course Grade
Year: 2021-22
Success Rate: 95.5%
Completion Type: Prerequisite Transferred From Another Institution
Prereq Grade: A
ABC - Pass: 21
DFW-Unsuccessful: 1
(N): 22
22 students completed CHM2046 at EFSC and earned an "A", and 95.5% (21) were successful (ABC) in PCB3063.
Prerequisite Completion Institution
College of Central Florida
Daytona State College
Eastern Florida State College
Lake Sumter State College
Seminole State College of Flor...
Valencia College
UCF
Other FCS
Other
AP
Prerequisite Attempted at UCF
Prerequisite Transferred From ...


Student Average Grade Point Performance Based on Prerequisite Course Grade
A
B
C
D/NC
F
W
Grade Pts.
Year: 2021-22
Target Course Avg. Grade Pts.: 2.8
Completion Type: Prerequisite Attempted at UCF
Prereq Grade: B
ABC - Pass: 472
DFW-Unsuccessful: 48
(N): 520
Prerequisite Completion Institution
College of Central Florida
Daytona State College
Eastern Florida State College
Lake Sumter State College
Seminole State College of Flor...
Valencia College
UCF
Other FCS
Other
AP
Prerequisite Attempted at UCF
Prerequisite Transferred From ...
520 students completed CHM2046 at UCF with a "B" and earned, on average, a 2.8 in PCB3063.

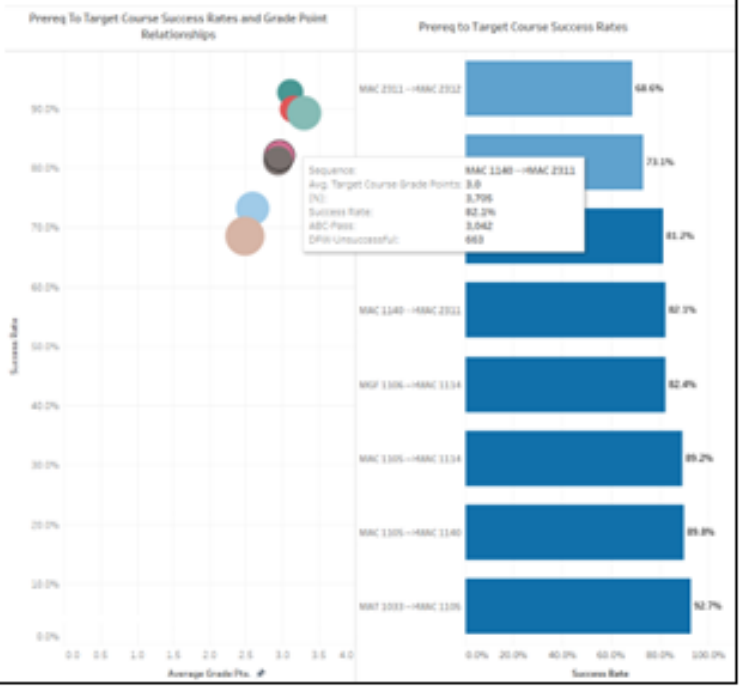

COURSE SEQUENCING DASHBOARD
Sequence Relationships
Undergraduate Course Sequencing Dashboard
Prereq To Target Course Success Rates and Grade Point Relationships
Prereq to Target Course Success Rates

A big picture view of **all sequences** with multiple options for filtering the data.

Filtering options:



Output:



ADDITIONAL DEMO AND Q&A

- What additional sequences should be examined?
  - Lower-level course discussed in alignment
  - Upper-level course offered at UCF
  - *Direct prerequisite not required!*
- What else?

SEQUENCES TO BE ADDED:

- ACG 2071 > ACG 3171
- BSC 2010 > BSC 2011
- COP 3223 > COP 3502C
- PHY 2053 > PHY 2054


THANK YOU!
Contact:
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curriculumalignment.ucf.edu

curriculumalignment.ucf.edu