Institutional Effectiveness Assessment Web Application Training for Assessment Coordinators

Operational Excellence & Assessment Support
Presentation Outline

- IE Assessment web application address and logging in
- Reporting results for the previous cycle
- Inputting assessment plan for the current cycle
- Archives available online
- Resources available online
IE Assessment Web Application URL:

- [www.assessment.ucf.edu](http://www.assessment.ucf.edu)

Enter your username and password. (Default username is your email address that precedes the @ sign in your Outlook account). If you have forgotten your password, click on the link ‘Forgot your password’ and you will receive an email containing the password. You can change your password to something personal using ‘Manage My Account’ under Menu after you have logged in.
When you login, you are directed to the home page, where your name will appear in the center of the screen. The Menu link (upper left) is where most of the navigation of this site will take place – it will list all the roles you have as a user in the system.

Hover your mouse over the menu button and a drop down menu will appear. Move your mouse over “Coordinator” and then click on “Assessment Plan and Results.” This will bring you to the main page for accessing any assessment plans or results you need to work on.
To-do list for Assessment Coordinators

Reporting results for the previous cycle

- Download the IE results to use as a guide. Access from the link (IE Assessment Rubrics) in the Institutional Effectiveness Assessment Resource Center on the menu page
- Report results from the previous cycle or if data are incomplete or missing, provide an explanation
  - Report data collected for each measure
  - Report the use of results
- Enter reflective statement for each outcome
- Report implemented and planned changes
- Report summary of assessment process
To-do list for Assessment Coordinators

Reporting results for the previous cycle (continued)

- Attach assessment instruments if not proprietary
  (Attachments tab)
- Submit the final results for review (View/Submit Results tab)
- You may view your Divisional Review Committee’s (DRC’s) review of previous year’s results on the last tab from the left (if available)
Results Template in IE Assessment Web Application

- Complete all tabs from the Results and Reflective Statements tab through the View/Submit Results tab

**Assessment Plan and Results**
- **Plan Year:** 2013-2014
- **Program/Unit:** Biology - B.S.
- **Status:** Results in Progress
- **Last Updated:** 7/22/2014 3:09:30 PM

**Results and Reflective Statements**
- **Program/Unit:** Biology - B.S.
- **Year:** 2013-2014
- **DRC:** College of Sciences
  - **DRC Chair:** Cynthia Y Young
  - **Coordinator(s):** Frank T Logiduce, Eric Hoffman
  - **Reviewer(s):** Kimberly Renk

**Mission:**
The Department of Biology supports the President's goal to provide the best quality undergraduate program in the state. Towards that goal, the mission of Biology's B.S. degree program is to provide the best quality education for students in the fundamental concepts, knowledge, and laboratory/field techniques and skills of the life sciences in order to (1) prepare them for employment in various biology-related areas and to (2) prepare them in their pursuit of advanced degrees in biology or health-related professional schools.

**Assessment Process:**
The department is approaching IE from several directions in the hopes of getting an overall better comprehensive understanding of the effectiveness of our undergraduate curriculum and teaching methods. Individual assessment processes are described in greater detail with each Learning Outcome and Measure. One area of evaluation is to determine how well prepared our students are and how well our core curriculum has educated them. Towards this end the department has employed Educational Testing Services (ETS) for Learning Outcomes 1 through 5. The ETS is a national exam and provides an excellent measure of Undergraduate Institutional Effectiveness for the Department of Biology at UCF. It compares the results of up to 842 biology programs nationwide. This is a valuable tool for evaluating our students on a national level and to determine their competitiveness. Graduating seniors were required to take the Biology ETS (Educational Testing Services) exam in the semester of graduation. The ETS exam is used to measure overall knowledge and knowledge
Results Template in IE Assessment
Web Application
(Results and Reflective Statements)

- Hover your mouse over Results or Reflective Statement and an Edit link will appear, click on it to start entering your results in the textbox.
Mentoring and Attachment tab - Mentoring and file attachments are collected on this tab. To add attachments, browse for the file and select the Outcome it relates to and click the ‘Add Attachment’ button.
Click on ‘**Edit**’ to enter **assessment methods** (instruments or methods used in the results report.)
Results Template in IE Assessment Web Application

(Improvement in Student Learning & Operations)

- Click on ‘Edit’ to enter improvements in student learning & operations (changes that have taken place and will take place in the current and future assessment cycle respectively)

Quick Links: Edit

Changes to Academic Process:
- Modify Frequency or Schedule of Course Offerings

Is this an implemented or planned change?
- Implemented Change
- Planned Change
- Both

Implemented change in current assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How did you bring about a change?

Outcome: Measure:
Explain the strategy that you implemented to bring about the change:
The Department of Biology has been assessing the variety of courses offered, the number of sections offered, and the frequency of offerings. That continues with the upcoming academic year. Due to a sudden change in the budget for hiring at UCF, the Department of Biology will be allowed to hire two additional instructors for the 2014-2015 academic year. This will increase the number of courses that we will be able to offer. For example, we will be able to offer the very popular Entomology course this fall (although we usually offer it only every other fall). We also offer all of our core courses every term including summer to meet student demands.

Describe the data that you collected to assess the change:

Describe Improvement(s):
(if baseline data or no improvement, please explain next steps)
Describe evidence-based changes that have taken place because of assessment. Also address other factors that have caused changes to be made (e.g., state mandate, accreditation review recommendations.)

Summary of Quality Improvements:

5) Changing the graduation requirement to require a minimum “C”, 2.0, in all Biology offered core classes. As in #4 this should strengthen our student’s knowledge level in their major. It is believed that this may be responsible for the improvements in the results gathered in Learning Measures 1 through 5 (as may have been the case for #5). However, this assessment requires a multi-year sample size so it is too early to state that with any confidence.

6) Increasing avenues of advising. The new WebCT module implemented in Fall 2013 should have a very positive influence in making sure that our students are better able to navigate through meeting major requirements, picking out classes, etc.

7) Thanks in part to IE the department was allowed to hire a faculty member to shore up our weakest subdiscipline, genetics and cellular biology. Looking at the budget situation at UCF last year it is hard to imagine this happening without the solid evidence provided by IE.
To-do list (continued)

Entering assessment plan for the current cycle

- Download the IE results rubric to use as a guide. Access from the link (IE Assessment Rubrics) in the Institutional Effectiveness Assessment Resource Center on the menu page
- Develop assessment plans for current cycle to include:
  - A mission statement which includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders
  - An assessment process is provided and describes assessment strategies, and how the program or unit members are involved
  - Number of outcomes:
    - Administrative units: minimum of three outcomes
    - Graduate academic programs: minimum of three student learning outcomes
    - Undergraduate academic programs: minimum of eight student learning outcomes that incorporate academic learning compacts
To-do list (continued)

Entering assessment plan for the current cycle

- Develop assessment plans for current cycle to include:
  - Minimum of two appropriate measures for each outcome; at least one is a direct measure

- To create a new plan (two options):
  - Create a new plan by copying items from the previous plan
  - Create a new plan without copying any items from the previous plan

- If you decide to create a new plan by copying outcomes and measures from the previous year’s plan, make sure you click on the radio button and continue

- Select the items to be copied over to the next plan:
  - If you want to select all, click on the box ‘Select All Items’
  - Otherwise, select the items you want to copy into the new plan and click next and a new plan will be created
Plan Template in IE Assessment
Web Application
(Create a new plan)

Assessment Plan and Results

Plan Year: 2014-2015
Program/Unit: Science Foundation: BSC 1050 Biology and Environment
Status: Plan Not Created
Last Updated:

We strongly recommend not copying directly from Microsoft Word or Excel to the rich text boxes as the text being copied may contain HTML and/or XML code which may hinder how the document is viewed. We suggest to first paste the text to notepad, then copy the text from notepad to the rich text box.

Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
Assessment Coordinator Instructions

An assessment plan does not exist for this program/unit. Would you like to:

- Create a new plan by copying items from the previous plan
- Create a new plan without copying any items from the previous plan

Continue
Plan Template in IE Assessment

Web Application

(Create a new plan)

Select the items to be copied over to the next plan:

*Neried Programs/Units - If more than one Mission, Assessment Process, and/or Relationship to Strategic Plan is selected, the text from each Program/Unit Plan will be concatenated in the respective section. If more than one Outcome/Measure with the same number have been selected, Outcome/Measure will be renumbered. Measures and Attachments will remain with their respective Outcomes.

Next:

Science Foundation: BSC 1050 Biology and Environment

☐ Select All Items

Mission:
The GEP curriculum provides students with intellectual, ethical, and aesthetic foundations necessary to think critically as defined by Bloom’s Taxonomy (http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy) and to make informed choices. This course will also give the student a basic understanding of science and of the scientific method. The mission supports one of University’s goals to provide the best undergraduate education in Florida.

Assessment Process:
The course instructor will conduct on-line surveys at the beginning of the semester and at the end of the semester by clickers. Students will become more sensitive to the effects of anthropogenic impacts on the environment and recognize that we are a part of nature. There will be a shift in students’ responses on the New Ecological Paradigm (NEP) survey (Dunlap et al, 2000) survey from the beginning to the end of the semester that demonstrates an increase in environmental sensitivity. The assessment instruments are attached to this report.

Relationship to Strategic Plan:
The Department of Biology follows the UCF strategic plan for undergraduate education in a number of ways. We adhere to UCF Goal 1 of attempting to provide the best undergraduate education in our discipline that is possible. The entire Institutional Effectiveness program is designed to evaluate this. This course also evaluates the GEP goal of teaching student critical thinking skills and exposing them to the scientific method.

Participants:
- John Weishampel
- Rani Venkatesulu
To-do list (continued)

Entering assessment plan for the current cycle

- Make necessary changes to the plan
  - Edit mission statement (if necessary)
  - Edit assessment process (if necessary)
  - Edit relationship to strategic plan (if necessary)
  - Edit outcomes and/or measures from previous cycle
  - Enter outcomes and/or measures (if necessary)
  - Delete outcomes and/or measures (if necessary)
  - Report names of assessment coordinator(s) and other participants
  - Attach a draft of instruments used to collect data
  - Submit the final assessment plan for review (from view/submit plan tab)
  - View your Divisional Review Committee’s (DRC’s) plan review (if available) from previous year’s plan review tab
Complete all tabs from the Mission, Process & Strategic Plan tab through to the View/Submit Plan tab.
Plan Template in IE Assessment

Web Application

(Edit Mission, Process & Strategic Plan)

Mission: Edit Mission

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

The Department of Biology supports the President's goal to provide the best quality undergraduate program in the state. Towards that goal, the mission of Biology's B.S. degree program is to provide the best quality education for students in the fundamental concepts, knowledge, and laboratory/field techniques and skills of the life sciences in order to (1) prepare them for employment in various biology-related areas and to (2) prepare them in their pursuit of advanced degrees in biology or health-related professional schools.

Assessment Process: Edit Process

Who is conducting the assessment? What are they doing? What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)? How will you review and analyze the data? How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

The department is approaching IE from several directions in the hopes of getting an overall better comprehensive understanding of the effectiveness of our undergraduate curriculum and teaching methods. Individual assessment processes are described in greater detail with each Learning Outcome and Measure.

One area of evaluation is to determine how well prepared our students are and how well our core curriculum has educated them. Towards this end the department has employed Educational Testing Services (ETS) for Learning Outcomes 1 through 5. The ETS is a national exam and provides an excellent measure of Undergraduate Institutional Effectiveness for the Department of Biology at UCF. It compares the results of up to 442 biology programs nationwide. This is a valuable tool for evaluating our students on a national level and to determine their competitiveness.
Plan Template in IE Assessment
Web Application
(Edit Participants)

<table>
<thead>
<tr>
<th>Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mansfield, King, Logiudice, VonKalm, Thomas, Parkinson, Sotero, Vajravelu, Fedorka, Hoffman, Klowden, Worthy, Harris, Bayer, Diercks, Weishampel, Walters, Savage</td>
</tr>
</tbody>
</table>

1. Select the number of participants:
   - [18]

2. Enter the name(s) of the participants:
   - Mansfield
   - King
   - Logiudice
   - VonKalm
   - Thomas
   - Parkinson
   - Sotero
   - Vajravelu
   - Fedorka
   - Hoffman
   - Klowden
   - Worthy
   - Harris
   - Bayer
   - Diercksen
   - Weishampel
   - Walters
   - Savage

3. Save the list of participants:
   - [Save]
Plan Template in IE Assessment

Web Application
(Add Outcome or Measure)

An exemplary plan builds on previous assessment by including at least one measure to assess the impact of an implemented change from a past assessment cycle, demonstrating a "closed loop."

Outcome: 1

BS Biology graduates will have attained a broad-based knowledge of Biology that compares favorably to their peers at a national level.

Academic Learning Compact (ALC):
- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

Measure: 1.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

1.a. All (100%) graduates are required to take the national ETS Exam in Biology during their senior year. There are three ETS Exam sessions annually. Fall-graduating seniors take the ETS in the fall, spring-graduating seniors take the ETS in the spring, and summer-graduating seniors will take the ETS in the summer. Overall performance on the exam will be used to evaluate student learning. At least 60% of students will score above the 50th percentile.
Plan Template in IE Assessment
Web Application
(Edit or Delete Outcome/Add Measure)

Program/Unit: Biology - B.S.
Year: 2014-2015
Due Date: 05/01/2015

DRC: College of Sciences
DRC Chair: Cynthia Y Young
Coordinator(s): Frank T Loguidice
Reviewer(s):

Quick Links: Add Outcome, Add Measure, Renumber Outcomes and Measures, 2013-2014 Results, Reflective Statements & Planned Changes

An exemplary plan builds on previous assessment by including at least one measure to assess the impact of an implemented change from a past assessment cycle, demonstrating a "closed loop."

Graduates will have attained a broad-based knowledge of Biology that compares favorably to their peers at a national level.

Academic Learning Compact (ALC):
- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

Measure: 1.1
Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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Plan Template in IE Assessment

Web Application

(Edit or Delete Measure)

BS Biology graduates will have attained a broad-based knowledge of Biology that compares favorably to their peers at a national level.

**Academic Learning Compact (ALC):**
- [ ] Communication
- [ ] Critical Thinking
- ✓ Discipline-specific knowledge, skills, attitudes and behaviors
- [ ] Not an ALC

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**Measure: 1.1**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

1.a. All (100%) graduates are required to take the national ETS Exam in Biology during their senior year. There are three ETS Exam sessions annually. Fall-graduating seniors take the ETS in the fall, spring-graduating seniors take the ETS in the spring, and summer-graduating seniors will take the ETS in the summer. Overall performance on the exam will be used to evaluate student learning. At least 60% of students will score above the 50th percentile.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year’s assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window [2013-2014 Results, Reflective Statements & Planned Changes])
- Yes
- No

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**Measure: 1.2**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

1.b. All (100%) graduates are required to take the national ETS Exam in Biology during their senior year. There are three ETS Exam sessions annually. Fall-graduating seniors take the ETS in the fall, spring-graduating seniors take the ETS in the spring, and summer-graduating seniors will take the ETS in the summer. Overall performance on the exam will be used to evaluate student learning. The average raw score for students taking the ETS Exam will be at or above 155.
Plan Template in IE Assessment

Web Application

(Edit Mentoring)

1. In what ways did you interact and receive feedback from your assigned IE Assessment Divisional Review Committee (DRC) reviewer(s) and DRC Chair? (Check all that apply)
   - Email
   - Phone
   - Meetings
   - From the DRC Review in the IE Assessment Web Application
   - I received communication, but was not able to connect with my mentor(s)
   - None prior to the first submission of the plan to the DRC for review
   - Other (Please specify)

2. Choose the statement below that best describes how you used the feedback from your assigned IE Assessment Divisional Review Committee reviewer(s) or DRC Chair.
   - Feedback helped to improve this plan
   - Feedback did not result in improvements to this plan
   - Feedback will help to improve a future plan
   - The plan is being submitted to the DRC for initial review
   - Other (Please specify)
Plan Template in IE Assessment
Web Application
(Add Attachment)

### Attachments

Please attach instruments referred to in the measures. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question.

1. **Select a file:**
   - Choose File
   - No file chosen

2. **Select an Outcome(s):**
   - Outcome 1
   - Outcome 2
   - Outcome 3
   - Outcome 4
   - Outcome 5
   - Outcome 6
   - Outcome 7
   - Outcome 8
   - Outcome 9

3. **Add Attachment**

**Existing Attachments:**

- Outcome 1: ETS_Report_SU12.xlsx [Remove]
- Outcome 1: ETS_Results_SP13.xlsx [Remove]
- Outcome 1: ETS_Results_F12.xlsx [Remove]
Plan Template in IE Assessment Web Application
(View final plan before submission to DRC)

- To submit the plan to DRC for review, click on the button ‘Submit for DRC Review’

Assessment Plan and Results

- Plan Year: 2014-2015
- Program/Unit: Biology - B.S.
- Status: Plan in Progress
- Last Updated: 7/22/2014 3:04:39 PM

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Mission, Process & Strategic Plan
- Program/Unit: Biology - B.S.
- Due Date: 05/01/2015
- DRC: College of Sciences
  - Chair: Cynthia Y Young
  - Coordinator(s): Frank T Logiudice

Quick Links: Submit for DRC Review

Mission:
- What is the primary purpose and functions of the program/unit? Who are the stakeholders?

The Department of Biology supports the President’s goal to provide the best quality undergraduate program in the state. Towards that goal, the mission of Biology’s B.S. degree program is to provide the best quality education for students in the fundamental concepts, knowledge, and laboratory/field techniques and skills of the life sciences in order to (1) prepare them for employment in various biology-related areas and to (2) prepare them in their pursuit of advanced degrees in biology or health-related professional schools.
Plan Template in IE Assessment

Web Application
(previous year’s plan review)

Assessment Plan and Results

Plan Year: 2014-2015
Status: Plan in Progress
Program/Unit: Biology - B.S.
Last Updated: 7/22/2014 3:04:39 PM

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Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
Assessment Coordinator Instructions

Mission:

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

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Assessment Process:

Who is conducting the assessment? What are they doing? What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)? How will you review and analyze the data? How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

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Archives-Plan Review and Results Review

Mission:
The GEP curriculum provides students with intellectual, ethical, and aesthetic foundations necessary to think critically as defined by Bloom's Taxonomy and 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.

Assessment Process:
The course is assessed using questions embedded in tests throughout the semester and questions on the final exam.

Mission Statement and Process Comments:
Clear and concise

Please consider the following:
- Concise
- Lists stakeholders
- States purpose
- States primary functions, learning outcomes, and/or operations
- Supports the institution's mission
- Uniquely related to the Academic Program/Administrative Unit

Revision or explanation needed
Satisfactory

Outcome: 1
BSC 1050 Biology and Environment - To demonstrate an ability to assess the extent to which claims presented as "scientific" satisfy the empirical character of scientific explanations.
Welcome to the portal page for UCF Assessment. If you are an assessment coordinator, Divisional Review Committee (DRC) member, or DRC Chair, please login using your user ID and Password at the left. If you are a visitor, you may view Assessment plans for previous assessment cycles using the visitors link.

Guests and Visitors

Assessment Plans By Year

Resource Center

UCF IE Assessment Rubrics - 2009-2010 Plans & Results to 2012-2013
Plans & Results
Revised UCF IE Assessment Rubrics - 2012-2014 Plans onward
Graduating Student Surveys
Administrative Unit Handbook
Academic Program Handbook
Bloom's Taxonomy
Examples of Direct and Indirect Measures
Format for Writing Student Learning Outcomes and Measures
Format for Writing Operational

OEAS Knowledgebase

OEAS Knowledgebase is a secure portal that provides central access to OEAS statistical and survey study reports such as Graduating Student Surveys, Entering Student Surveys and the National Survey of Student Engagement.

UCF users may use their Assessment Login credentials to access OEAS Knowledgebase. UCF users who do not have an Assessment user name and password may contact oeas@ucf.edu for login credentials to OEAS Knowledgebase.

Success Stories

Success Stories 2013
Success Stories 2012
Success Stories 2011
Success Stories 2010
Success Stories 2009

Success Story Posters

Athletic Training - B.S.
College of Engineering and Computer Science, Dean's Office
Elementary Education - B.S.
For Assistance with the IE Assessment Web Application

Please call or email:

Dr. Divya Bhati
Divya.Bhati@ucf.edu
407-882-0281

Dr. Pat Lancey
Patrice.Lancey@ucf.edu
407-882-0279

Carlos Martinez
Carlos.Martinez@ucf.edu
407-882-0278