Assessing a Core Curriculum Holistically

Special reference to: Cultural Competency, Creativity, Service-Learning
The “A” word

• Main questions on campuses: Why do it? What does it mean to us? Is it useful?

Why?

----First Response: ACCREDITATION!
Introductory Remarks on BU Assessment

The “A” word

TRANSLATION from campus CONSTITUENTS:

➢ This means that it is only an “administrative requirement”
➢ Meaningful
➢ Usefulness
Introductory Remarks on BU Assessment

How can this be solved?

➢ Avoid starting the process with “Accreditation Requirements”
➢ Make data gathering and reporting easier
➢ Involve all the campus constituents to make it a collaborative effort to gather meaningful data for reflection and improvement
➢ Assessment of Butler’s Core Curriculum (GenED) has tried to do this
➢ Today we are presenting some examples in our Core Curriculum that exemplify this: Global & Historical Studies, Perspectives in the Creative Arts & Indianapolis Community Requirement
➢ This focuses on Cultural Competency, Creativity and Service-Learning
Introduction to Core Curriculum Requirements
(Elizabeth Mix)

Six Areas of Inquiry

- Analytic Reasoning
- Texts and Ideas
- Social World
- Speaking Across the Curriculum
- Writing Across the Curriculum
- Physical Well Being
- Perspectives in the Creative Arts

First Year Seminar
Global and Historical Studies
Indianapolis Community Requirement
Butler Cultural Requirement
Global & Historical Studies
(Margaretha Geertsema-Sligh)

- Global and Historical Studies have four student learning outcomes, including:
  Students will understand the benefits and challenges of living in a culturally diverse and increasingly globalized world
- Artifacts are collected through a random sample of students taking Global and Historical Studies
- Faculty committee participates in assessment of artifacts at Assessfest
- Method for assessment: review of final exam or paper based on a rubric to measure whether outcome has been achieved (mastery 4, target 3, progressing 2, developing 1, and does not meet 0)
- Closing the loop by reporting results back to all Global and Historical Studies faculty and discussing them at a meeting
- Recently offered a series of workshops to update one course that scored low on assessment
- Challenge: faculty resistance to quantification of learning experiences
Butler University Core Curriculum Overview: PCA
(James McGrath)
Perspectives in the Creative Arts

Learning Objectives:

- To develop cognitive and affective appreciation for the process and products of artistic creation.
- To participate actively in the creation of an artistic product.
- To reflect on the nature and sources of aesthetic value.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement with in the creative arts.
**Perspectives in the Creative Arts**

**SLO being evaluated: Students will develop cognitive and affective appreciation for the processes and products of artistic creation.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Minimally or not at all (1)</th>
<th>Moderately (2)</th>
<th>Significantly (3)</th>
<th>Exceptionally (4)</th>
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<tbody>
<tr>
<td>To what extent did the student show understanding of the processes involved in artistic creation?</td>
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<tr>
<td>To what extent did the student show appreciation for the processes involved in artistic creation?</td>
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<td>To what extent did the student show comprehension of works of art themselves — their meaning, significance, character, etc.?</td>
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<td>To what extent did the student show aesthetic or other kinds of appreciation for works of art?</td>
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<tr>
<td>To what extent did the student reflect on the nature and sources of aesthetic value?</td>
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Perspectives in the Creative Arts
Challenges include:

- Can the faculty participating in Assessfest meaningfully evaluate student creative work in a format outside their own expertise?
- Is meaningful comparative analysis possible between an essay and a painting?
- Trying to gather data which can show progress/process, without it being a burden to faculty.
- Technological and logistical aspects of gathering artifacts:
  - black & white scans of color art;
  - large files of musical compositions;
  - assignments with more than one part, from which only one was submitted.
Indianapolis Community Requirement (ICR)
(Donald Braid)

- ICR is a graduation requirement.
- “Active involvement with the Indianapolis Community.” (Service-Learning is a model)
- ICR could be a CORE course, a major course, or an elective.
Indianapolis Community Requirement (ICR)

ICR SLOs

Students will:

• engage in learning that integrates academic content with significant activities alongside Indianapolis community partners.

• connect the active learning experience to enlarge their understanding of community and public good in a pluralistic society.

• demonstrate a commitment to ongoing community involvement and citizenship.
SLO2: Students will connect the active learning experience to enlarge their understanding of community and public good in a pluralistic society.

- **Competency with Civic Discourse**
  “Other students who know me well would describe me as a person who can discuss controversial issues with civility and respect.”

- **Competency with Critical Listening**
  “I am able to respond to others with empathy, regardless of their backgrounds.”

- **Cultural Diversity**
  I feel comfortable working with people of diverse backgrounds.

**Post-Then Results SLO2**

(p ≤ .000 for all semesters)

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<th>Semester</th>
<th>Then</th>
<th>Now</th>
<th>Then</th>
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<td>4.79</td>
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<td>4.43</td>
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<td>S 15</td>
<td>4.28</td>
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Indianapolis Community Requirement (ICR)
Rubric Analysis of Reflection Journals

SLO2: Students will connect the active learning experience to enlarge their understanding of community and public good in a pluralistic society.

- Personal Responsibility for Serving the Common Good
- Intercultural Competency
- Critical Listening Competency

Rubric Analysis of Reflection Journals
P ≤ .000 for all semesters

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<th>Pre 13</th>
<th>Post 13</th>
<th>Pre 15</th>
<th>Post 15</th>
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<tr>
<td>Value</td>
<td>1.85</td>
<td>2.88</td>
<td>1.9</td>
<td>2.83</td>
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Direct Assessment Challenges:
Artifact Gathering/Preparation & Data Analysis
(Amia Foston)

Artifact Gathering/Preparation
- Artifact Collection
- Artifact Redaction
- Usable Artifacts

Data Analysis
- Rubric Scoring Consistency
- Artifact Scoring Disagreements
- Meaningful Reporting
### Direct Assessment: Artifact Gathering/Preparation

#### Challenges

1. Artifact Collection
2. Artifact Redaction
3. Usable Artifacts

#### (Tentative) Solutions

1. Repository/Reports/Reminders
2. (try to) Hire temporary help
3. Hold “Key Assignment” workshops
4. Require “Key Assignments” for new Core course proposals
Direct Assessment: Data Analysis

**Challenges**
1. Rubric Scoring Consistency
2. Artifact Scoring Disagreements
3. Meaningful Reporting

**Tentative Solutions**
1. Recommend uniform scoring guidelines
2. Develop policy to handle disagreements
3. Continue dialogue with Core Directors
Thank you!
Any Questions?

<table>
<thead>
<tr>
<th>Presenters</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>1. Nandini Ramaswamy (Overview)</td>
<td>1. <a href="mailto:nramaswa@butler.edu">nramaswa@butler.edu</a></td>
</tr>
<tr>
<td>2. Elizabeth Mix (Core Curriculum)</td>
<td>2. <a href="mailto:emix@butler.edu">emix@butler.edu</a></td>
</tr>
<tr>
<td>3. Margaretha Geertsema-Sligh (GHS)</td>
<td>3. <a href="mailto:mgeertse@butler.edu">mgeertse@butler.edu</a></td>
</tr>
<tr>
<td>4. James McGrath (PCA)</td>
<td>4. <a href="mailto:jfmcgrat@butler.edu">jfmcgrat@butler.edu</a></td>
</tr>
<tr>
<td>5. Donald Braid (ICR)</td>
<td>5. <a href="mailto:dbraid@butler.edu">dbraid@butler.edu</a></td>
</tr>
<tr>
<td>6. Amia Foston (Data)</td>
<td>6. <a href="mailto:afoston@butler.edu">afoston@butler.edu</a></td>
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