

Lessons Learned

Implementation of a Re-envisioned University Core Curriculum Assessment

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The Development & Implementation of a New Core Curriculum

- **Spring 2012:** University Core Curriculum Task Force issues final recommendations
- **Spring 2014:** New University Core Curriculum Implementation Task Force issues final recommendations
- **Fall 2014:** Core 39 is implemented
- **Summer 2015:** Core 39 Assessment Task Force is convened
- **Fall 2015 & Spring 2016:** Pilot Year data collection (WOK Outcomes)
- **Fall 2016:** First three-year data collection cycle begins
- **Fall 2019:** Second three-year data collection cycle begins; Categorical reporting and review process begins; and “Closing the Loop” process begins for course-level review.



EMBEDDED
EXPERIENCES

WAYS OF
KNOWING

BACHELOR OF
ARTS

BACHELOR OF
SCIENCE

FOUNDATION
SKILLS

244 Courses

Core 39: Established 2014

N = 25,713 rubrics

The Assessment Data Pool
AY 2016 - 2019





Data Collection Protocols & College Core 39 Assessment Facilitators

- A key assignment is developed for each course and aligned to the rubric(s) for its designated course categories. All sections of the course must use the same or very similar assignments.
- The key assignments are reviewed and approved by the College Core 39 Assessment Facilitators (CCAFs) prior to its first use.
 - *Any future changes to the key assignment must be approved by the CCAFs.*
 - *These approvals are for alignment with the student learning objectives.*
- The key assignment must be a required assignment worth a grade in the course; it cannot be an optional extra-credit assignment.



Data Collection Protocols: Who, What, When, Where, & How?

- During its assessment semester, a course is assessed for all of its core designations.
 - *Assessment data is also collected from high school students who are enrolled in a College Achievement Program (CAP) course.*
- Student artifacts are collected from every student in every section of the assessed course.
- The key assignment is submitted through the Tk20 system.
 - *If the course uses an observation, the artifacts are to be scanned into a .pdf file and submitted to the Core Office for archival storage.*
- In some cases, it is not possible to collect and store a student artifact in the Tk20 system; for example, non-degree seeking students.



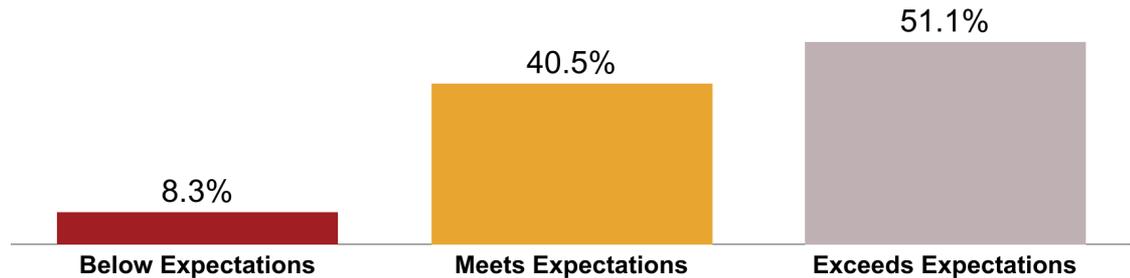
Data Distribution

- *To Instructors*
- *To Chairs*
- *To Deans*
- *To Core 39 Committee*
- *To Faculty Senate*
- *To Provost*
- *To Data Archive*
- *To the Campus Community at Large*

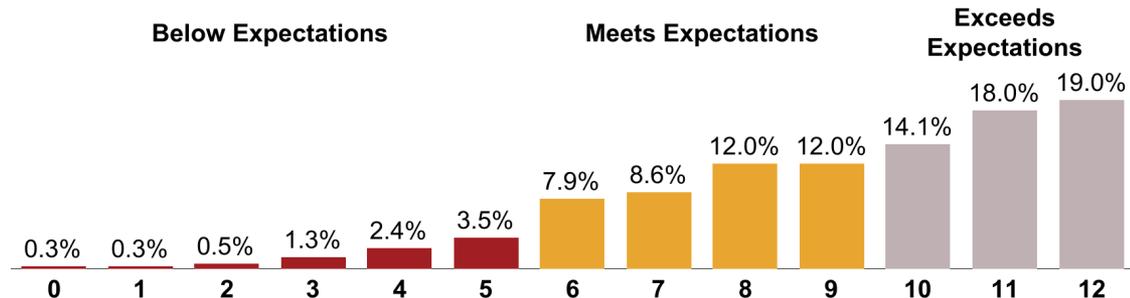
Filters

Term	Course Level	Course	Course Section	Assessor Name
All	200	ENG 201.	All	All

Rubric Outcome



Rubric Total Scores



Rubric Score by Criteria

Criteria	Below Expectations	Meets Expectations	Exceeds Expectations
1) Critical Question	2.8%	30.7%	66.5%
2) Analysis	3.8%	37.3%	58.9%
3) Synthesis	5.2%	45.0%	49.8%
4) Cultural Awareness	3.9%	38.6%	57.4%
5) Language	1.8%	28.5%	69.7%
6) Mechanics	6.7%	51.8%	41.5%



Closing the Loop

What do we do with all this data?

- USI's core assessment takes place at both the categorical and the course-level.
- **Categorical review** is facilitated by the Core 39 Director at the end of the three-year data collection cycle.
- Our categorical review was conducted in Summer & Fall 2019, with categorical data reported to the Core 39 committee in November 2019. The committee discussed the data and the assessment process, making recommendations for changes.
 - *Due to Covid-19, the Director's presentation to the Chairs and Program Directors was cancelled.*
 - *Data from the categorical review and Core 39 Committee recommendations were forwarded to Faculty Senate in early Fall 2020.*



Closing the Loop

What do we do with all this data?

- **Course-level review** is facilitated by the College Core 39 Assessment Facilitators. Core 39's goal is:
 - *Semester 1: Assess the course*
 - *Semester 2: Return the assessment data*
 - *Semester 3: Conduct the Closing the Loop Review*
- **Closing the Loop** review has taken place in the College of Liberal Arts and the Romain College of Business for Fall 2019 data.
- CCAFs meet with the course instructors to discuss the data, using a series of three reflection questions to guide the process.
 - *Action items are developed and implemented by the faculty members.*
- The reports are completed by the CCAFs and are stored in our SharePoint site.



Closing the Loop

Reflection Report Questions

■ Area 1: Student Performance

Reflect upon your impressions of student performance in the assessed class. How did your students perform in the assessed course? Areas to consider include but are not limited to the following:

- *Do the scores on the key assignment reflect the mastery of content and skills that the students gained in the class during the entire semester?*
- *If it seems that the scores on the key assignment and the overall student performance in the course do not align, can you think of a reason why this was the case?*
- *Based on the overall student scores, where did your students show the greatest achievement of core curriculum goals?*
- *What factors do you think helped the students reach the goals you had for them (e.g. good instructions, peer review, submission of a draft, etc.)?*
- *If you had to identify ONE aspect of student performance that most needed improvement, what would that be?*



Closing the Loop

Reflection Report Questions

■ Area 2: Pedagogy and Teaching Strategies

Think about the activities, assignments, and/or teaching methods used in your assessed course. How did your strategies contribute to student success? Areas to consider include but are not limited to the following:

- *What do you think MOST contributed to student success on the key assignment?*
- *Can the practice/s be applied to other courses to improve student learning?*
- *What strategies or resources do you think would be most effective to achieve improvement?*
- *Is this an area that other Core Curriculum courses might identify as needing improvement? If so, do you have suggestions on how we can address this more broadly?*



Closing the Loop

Reflection Report Questions

■ Area 3: Use of Core 39 Assessment

Reflect upon the Core 39 Assessment Process. How did the Assessment process help improve the student learning outcomes and/or your teaching strategies for the assessed course? Areas to consider include but are not limited to the following:

- *Did you use the criteria on the rubric to help you craft the key assignment instructions that you gave to the students?*
- *Do you think that the rubric helped you identify student achievement of the Core Curriculum objectives?*
- *Is the data that is returned to you by your CCAF helpful in terms of understanding student achievement in your classes?*
- *How could we make this assessment more useful for improving teaching and learning?*



Lessons Learned

Our Strengths

Lesson 1

From CCAFs embedded in the colleges to strong ties between the Core 39 and Institutional Research, we have developed a solid assessment infrastructure.



Lessons Learned

Our Concerns

Lesson 2

In order to have meaningful discussions about our assessment data, we must speed up the feedback process.

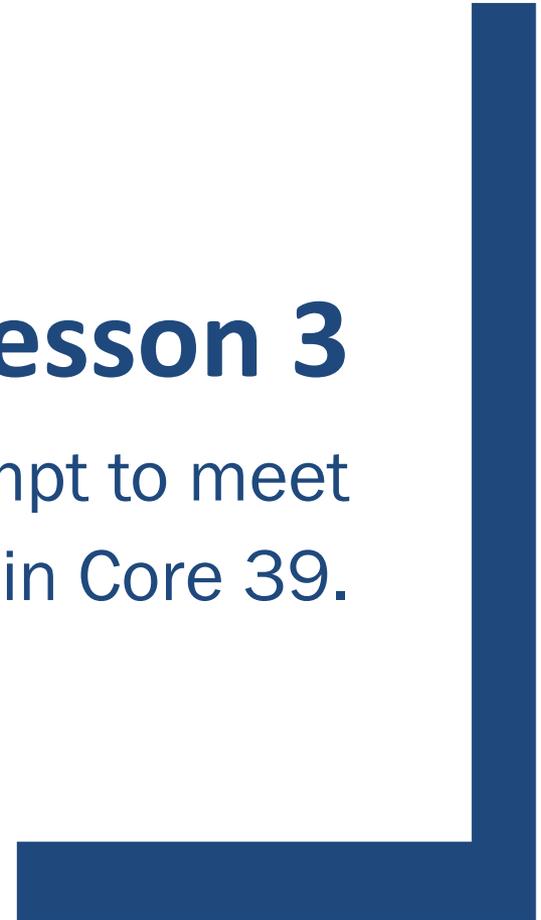


Lessons Learned

Our Concerns

Lesson 3

Individual courses should not attempt to meet more than any two categories in Core 39.





Lessons Learned

Our Concerns

Lesson 4

The student learning objectives for Core 39 categories need to be streamlined.

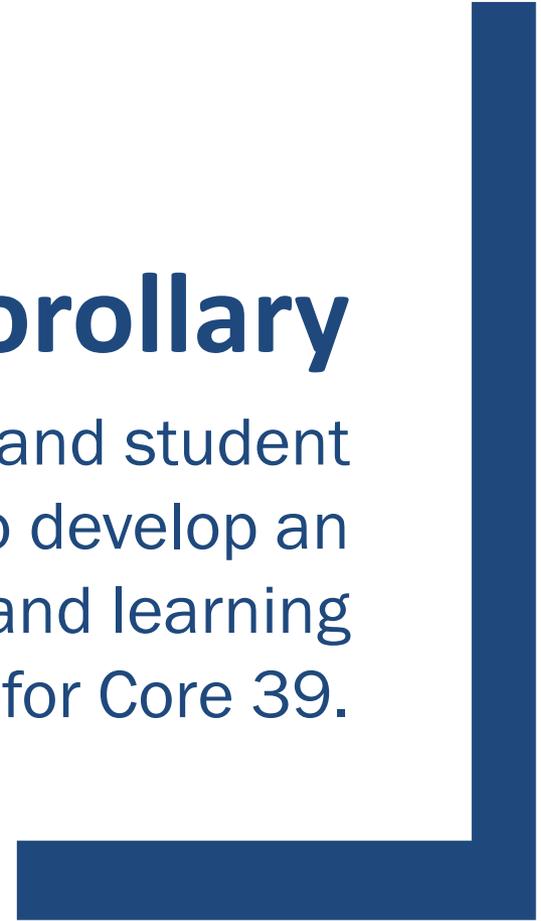


Lessons Learned

Our Concerns

Corollary

Although we have categorical goals and student learning objectives, we need to develop an overarching mission statement and learning objectives for Core 39.



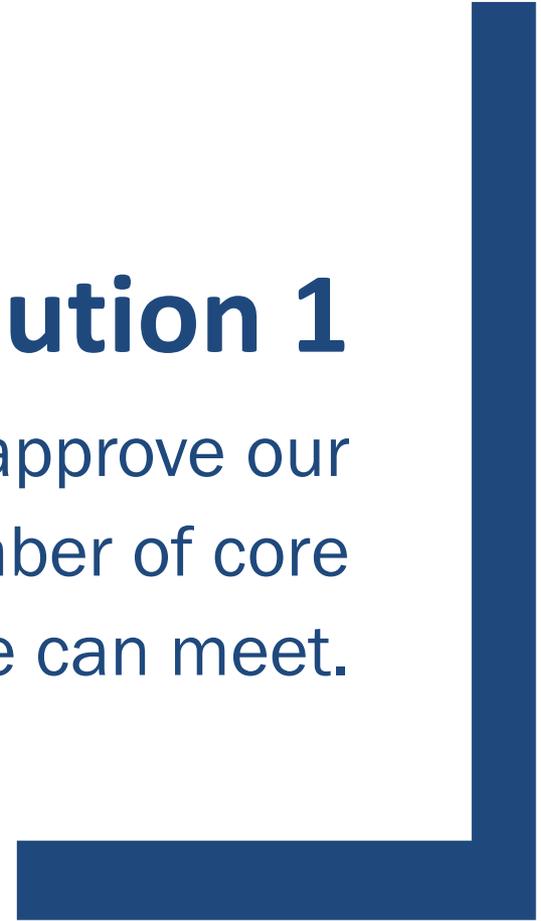


Moving Forward

Our Solutions

Solution 1

USI's Faculty Senate vote to approve our recommendation to cap the number of core categories any individual course can meet.

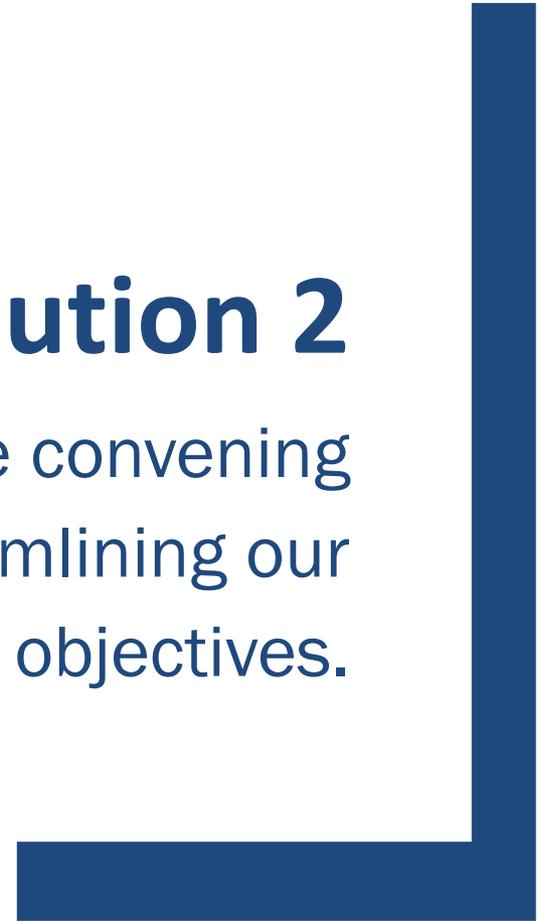




Moving Forward Our Solutions

Solution 2

The Core 39 Committee will be convening subcommittees charged with streamlining our current categorical learning objectives.





**For more information about USI's Core 39
program, please see our website at**

<https://www.usi.edu/core39/>