CORE 39 ASSESSMENT TASK FORCE
FINAL REPORT

Fall 2015

TASK FORCE MEMBERS

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UNIVERSITY OF SOUTHERN INDIANA

CORE 39 ASSESSMENT TASK FORCE: EXECUTIVE SUMMARY

- The University of Southern Indiana implemented its new general education requirements (CORE 39) in Fall 2014. The first round of assessment data collection occurred at this time. During this time frame, it became apparent that the assessment plans and protocols for CORE 39 were complex and burdensome on the faculty. Furthermore, it was difficult, if not impossible, to "roll up" the assessment data from course-level to categorical level review.
- The CORE 39 Assessment Task Force was created at the end of the 2015 Spring Semester. The group was charged with streamlining the core assessment process. Three principles guided the work of the Task Force: **simplicity, transparency, and less burdensome for faculty.** The Task Force met for two weeks in May 2015 to write a unified assessment plan. Other representatives of the campus community were called upon to help with this process.
- **Assessment.** To simplify the process, the Task Force recommended that each CORE course will have a Key Assignment that is aligned to a rubric for each part of the CORE. The rubrics are nested in the goals, objectives, and outcomes for CORE 39.
- **Rubrics.** The Task Force developed rubrics for the four outcomes of the Ways of Knowing, the three embedded experiences, and the communications foundation courses. The Task Force provided guidance for the development of the rubrics for the Physical Activities and Wellness foundation courses as well as the Composition foundation courses. The mathematics foundation courses and the World Languages BA courses had already developed workable rubrics and assessment plans.
- **WOK Subcategories.** During the 2015-2016 academic year, six teams will be established to develop the rubrics for the Ways of Knowing subcategories: CAE, HI, MER, SMI, SI, and WLC.
- **Infrastructure.** In an attempt to develop a "culture of assessment" across the colleges, the Task Force recommended the use of college-level CCAFs (College Core Assessment Facilitators). The CCAFs' efforts will be coordinated by the UCC Director. The UCC Director will work with OPRA to analyze the data.
- **Training.** Training for faculty will be conducted by the CCAFs, the CETL Director, and UCC Director. This includes software training and "norming" sessions.
- **Review: Course Level.** The assessment plan will have two levels of review. First, there will be an overall CORE 39 review conducted every three years by the University Core Curriculum Committee and the UCC Director. Second, there will be course level review that is conducted by the CCAF. If a course does not meet the established threshold for the assessment, the University Core Curriculum Council will conduct a course review will be conducted. The CCAF and UCC Director will work with the Department Chair and the faculty members to develop strategies to improve student learning within that course.
- **Review: CORE 39.** Based on a ten-year calendar, overall CORE 39 review will occur in Year 2, Year 5, and Year 8 – and will continue on a three year cycle. Course review will occur on a semester-to-semester basis. For example, courses that collect data in Fall 2016 will be reviewed in Spring 2017; courses that collect data in Spring 2017 will be reviewed in Fall 2017.
- **Data**. OPRA will provide the following data based on the artifacts, including (1) frequencies and percentages broken out for exceeds expectations, meets expectations, or does not meet expectations for (a) each of the individual traits on the rubric, (b) aggregated for each category

and subcategory in CORE 39; and (2) broken out by course and by section of course (shared with the UCC Director, CCAF, chairs and instructors).

- **Closing the Loop: Core 39 Review.** The new CORE 39 Assessment Plan is rooted in the idea of continual reflection on student learning outcomes. With the guidance of the University Core Curriculum Council, the UCC Director will write the CORE 39 Review Progress Report and will share the report with the campus community (including the Provost's Office, OPRA, CCAFs, Deans, Chairs, and Faculty Members). The UCC Director will give a short summary of this information during the University Meeting. The CCAFs will report on the college-level implications of the report during the College Meeting. The Department Chairs will review the CORE report with the CCAF and the department's faculty members will reflect upon their courses. If the University Core Curriculum Council sees that the CORE is not meeting its established goals, the UCC Director will inform the Provost of the issue.
- **Closing the Loop: Course Level Review.** The semester-by-semester course level assessment data will be shared with the college CCAF. The CCAF will use this data to develop reports for the departments and will meet with the departments to interpret the results. Chairs and faculty members review the data and discuss how it influences learning objectives. If remediation is indicated, the UCC Director, CCAF, Chair, and Faculty Members will develop and implement an action plan.
- **Benchmarking.** Baselines will be established after the first year of data collection by the Core Council. The Council will also set threshold levels (the proportion of students who meet or exceed expectations) for course review.

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CORE 39: BACKGROUND

ORIGINS. In 2011, the University of Southern Indiana Faculty Senate charged the University Core Curriculum Review Task Force to review the University's general education requirements with "an eye to preparing students for the 21st Century." The Task Force concluded that the University Core Curriculum (referred to here as UCC 50) did not reflect the University's mission statement nor its 2010-15 Strategic Plan. Further examination of assessment data pertaining to UCC 50 led the Task Force to conclude that drafting and proposing a new core curriculum was necessary to prepare students for the 21st Century.

A draft proposal of the new Core Curriculum was formally presented at the August 2011 Fall Faculty meeting. The presentation was followed by breakout sessions where the faculty was given the opportunity to provide feedback on the proposal. The Task Force also hosted town hall meetings for faculty and students and vetted written comments from the campus community. A revised proposal was developed in December 2011; this proposal was presented at the 2012 Spring Faculty meeting. Additional town halls were held and the feedback from these meetings was incorporated into the final model that was presented to the Faculty Senate in March 2012. A second task force, the New University Core Curriculum Implementation Task Force, developed the policies necessary to implement the new core curriculum. These policies were adopted by the Faculty Senate in February 2014. The University Core Curriculum Committee worked with the faculty to review and accept courses into the new core during the 2013-2014 academic year.

The University of Southern Indiana implemented its new general education requirements, known as CORE 39, in Fall 2014.

THE GOAL OF CORE 39. A university education prepares individuals to live wisely in a diverse and global community by helping students acquire both discipline-specific competence and broader knowledge and skills that reach across disciplines. Core 39 includes courses in the broad traditions of the liberal arts and a common set of experiences that are integrated across the curriculum. In our core, students expand foundational skills in communication and critical thinking, explore how different fields create and use knowledge, broaden their viewpoints through the study of diverse and global perspectives, and refine their writing skills through writing intensive experiences.

NUMBER OF COURSES IN CORE 39. As of May 25, 2015, CORE 39 includes 200 courses: 113 from the College of Liberal Arts; 62 from the Pott College of Science, Engineering, and Education; 15 from the College of Nursing and Health Professions; 7 from the Romain College of Business; 2 from Outreach and Engagement; and 1 from University Division.

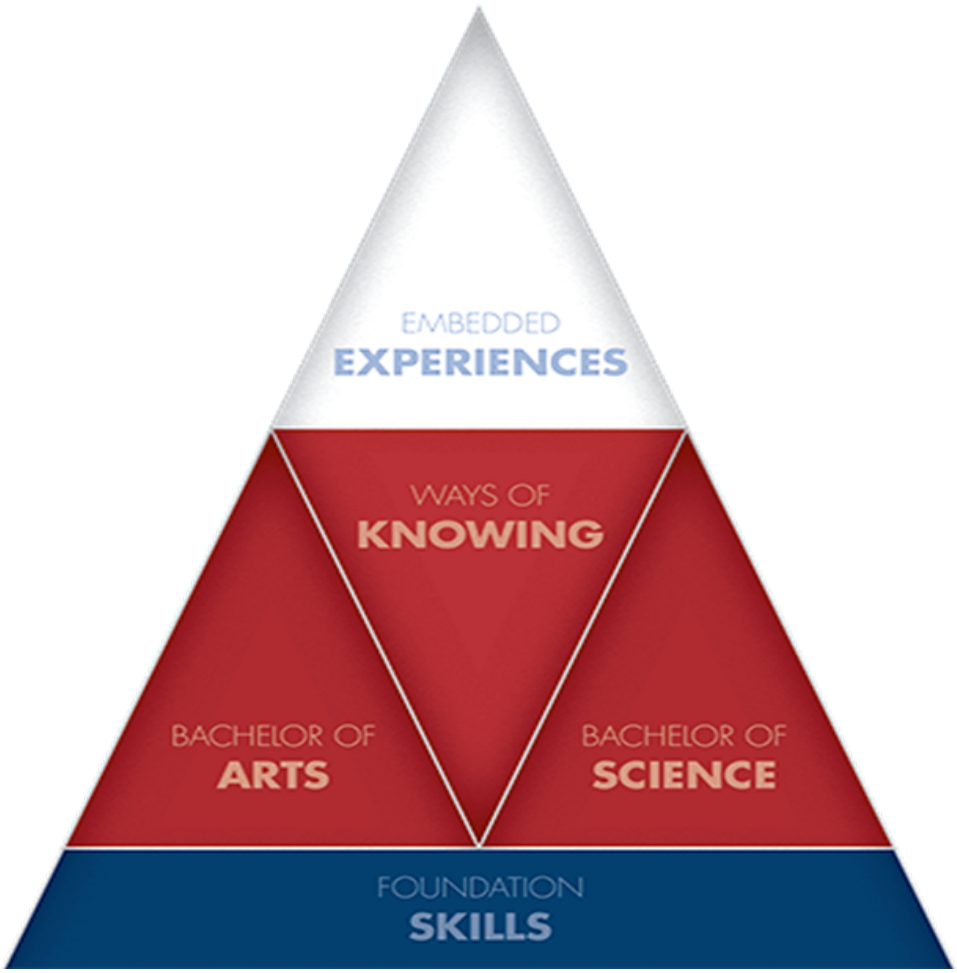


FIGURE 1. COMPONENTS OF CORE 39

CORE 39* is composed of:

- **FOUNDATIONS SKILLS:** Courses in Composition; Communication; Mathematics; Physical Activities and Wellness; and the First Year Experience. There are 12 courses with a foundations skills designation.
- **Ways of Knowing:** Courses in Creative and Aesthetic Expression; Historical Inquiry; Moral and Ethical Reasoning; Scientific and Mathematical Inquiry; Social Inquiry; and World Languages and Culture. There are 91 courses with a Ways of Knowing designation.
- **Embedded Experiences:** Diversity, Global, and Writing Intensive Courses. There are 126 courses with an Embedded Experiences designation.

*** NOTE: A course may be approved for use in multiple categories. For example, PRFS 301 counts as MER-WOK, EEG, and EED.**

- **NATURAL SCIENCES AND SOCIAL SCIENCES:** There are 43 natural science and social science courses that can be used for the Bachelor of Arts/Bachelor of Science requirements.
- **WORLD LANGUAGES:** Courses in Arabic, Chinese, French, German, Japanese, Latin, and Spanish that count towards the language sequence (101, 102, 203, and 204) for a Bachelor of Arts. There are 32 courses with this designation.

CORE 39 ASSESSMENT: YEAR 1 PROBLEM

The University of Southern Indiana implemented CORE 39 in Fall 2014. The first round of assessment data collection occurred at this time. During this time frame, it became apparent that the assessment plans and protocols for CORE 39 were complex and burdensome on the faculty. In essence, we had 200 different assessment plans instead of one assessment plan. Furthermore, it was difficult, if not impossible, to "roll up" the assessment data from course-level to categorical level review.

THE SOLUTION: CREATION OF A UNIFIED CORE 39 ASSESSMENT PLAN

The CORE 39 Assessment Task Force was created at the end of the 2015 Spring Semester. The group was charged with streamlining the core assessment process. Three principles guided the work of the Task Force: **simplicity, transparency, and less burdensome for faculty.** The Task Force met for two weeks in May 2015 to write a unified assessment plan. Other representatives of the campus community were called upon to help with this process.

TASK FORCE MEMBERS. The CORE 39 Assessment Plan was developed by six faculty members representing the four colleges, the Faculty Senate Assessment Committee, and the Chairs and Program Directors: **Bartell Berg**, Assistant Professor of German, College of Liberal Arts; **Julie McCullough**, Associate Professor of Nutrition, College of Nursing and Health Professions; **Sudesh Mujumdar**, Associate Professor of Economics, Romain College of Business; **Tori Shoulders**, Assistant Professor of Education, Pott College of Science, Engineering, and Education; **Zane Mitchell**, Professor of Engineering, Chairs and Program Directors; **Tamara Hunt**, Professor of History, Faculty Senate Assessment Committee. University Core Curriculum Director **Mary Hallock Morris** and **Gregory Johnson,** Research Associate from the Office of Planning, Research, and Assessment, served as the facilitators for the Task Force.

CAMPUS COMMUNITY. Additional input and feedback on the CORE 39 Assessment Plan was received from the following members of the USI community: Rubric Development and Foundations Assessment Planning, **Shelly Blunt,** Associate Professor of Chemistry and Associate Provost for Academic Affairs; **Joan DeJong,** Associate Professor of Art and Assistant Dean of the College of Liberal Arts; **Audrey Hillyer**, Instructor in English and (incoming) Director of Composition; **Patrick Shaw**, Associate Professor of English and (outgoing) Director of Composition; **Stephen Spencer,** Professor of English and Chair of English Department; **Patty Marcum,** Instructor in Kinesiology and Sport; **Doris Mohr**, Associate Professor of Mathematics and Coordinator of Math Outreach; and **Leigh Anne Howard**, Associate Professor of Communication Studies; College Achievement Program, **Jaclyn Dumond,** Manager of School Partnerships; Funding Questions, **Steven Bridges**, Vice President for Finance and Administration; Feedback on Draft Plan, **Katherine Draughon**, Executive Director of Planning, Research, and Assessment; **Rex Strange**, Assistant

Professor of Biology and Faculty Senate Chair; **Ann White**, Professor of Nursing and Dean of the College of Nursing and Health Professions; **Timothy Schibik,** Professor of Economics and Assistant Dean of the Romain College of Business; **Michael Aakhus**, Professor of Art and Dean of the College of Liberal Arts; **Mark Bernhard**, Associate Provost for Outreach and Engagement; **Michael Dixon,** Associate Professor of History and Assistant Dean of the College of Liberal Arts; **Scott Gordon**, Professor of Biology and Dean of the Pott College of Science, Engineering, and Education; **Mohammed Khayum,** Professor of Economics and Dean of the Romain College of Business; **Brian McGuire,** Professor of Accounting and Associate Dean of the Romain College of Business; and **Ronald Rochon**, Provost and Professor of Education.

GUIDING DOCUMENTS. The following documents provided guidance in building the CORE 39 Assessment Plan:

- 2015 CORE 39 Course Brochure. http://USI.edu/core39
- New University Core Curriculum Implementation Task Force (Report). http://www.usi.edu/media/2391501/UCC-Implementation-Task-Force-Final-Report02192014.pdf
- University Core Curriculum Review Task Force: Final Recommendation. (March 2012). http://www.usi.edu/media/1828674/UCCFinalReport03122012.pdf
- Indiana Statewide Transfer General Education Core (May 22, 2013). http://www.in.gov/che/files/STGEC_Guidance_13May22.pdf
- Association of American Colleges & Universities (AAC&U) VALUE Rubrics. https://www.aacu.org/value-rubrics

THE CORE 39 ASSESSMENT PLAN

KEY ASSIGNMENTS & RUBRICS. To simplify the assessment process, the Task Force recommended that each CORE course have a Key Assignment that is aligned to a rubric for each component of the CORE. The rubrics are nested in the goals, objectives, and outcomes for CORE 39. The Task Force used the **Association of American Colleges & Universities (AAC&U) VALUE Rubrics** as a starting point for developing USI's rubrics for the four Ways of Knowing outcomes, the three embedded experiences, and the communications foundation courses. The Task Force provided guidance for the development of the rubrics for the Physical Activities and Wellness and the Composition foundation courses. The completed plans and rubrics for these two areas will be received by August 15, 2015. The mathematics foundations and the World Languages BA courses had already developed workable rubrics and assessment plans. A 10 year artifact collection calendar can be found in **Appendix A**. Data collection will be discussed in more detail in the section named "CORE 39 Data Collection Process."

WAYS OF KNOWING: OUTCOMES. Starting in Fall 2015, each Ways of Knowing course will be assessed on one of the four Ways of Knowing common outcomes:

- **OUTCOME 1:** Students will be able to utilize problem solving, the process of designing, evaluating, and implementing a strategy or strategies to answer an open-ended question or achieve a desired goal, as defined by the way of knowing.

- **OUTCOME 2:** Students will be able to apply methods of inquiry and analysis, the systematic process of exploring issues/objects/works through the collection and process of breaking complex topics or issues into parts to gain a better understanding of them that result in informed conclusions/judgments, as identified by the way of knowing.
- **OUTCOME 3:** The student will demonstrate the ability to know when there is a need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **OUTCOME 4:** The student will design and execute a performance of the way of knowing. A performance is defined as: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.

To implement this section of the plan, the department will select one appropriate outcome for the assessment process. The students in each Ways of Knowing course will complete a Key Assignment across all sections. The Key Assignment does not have to be a high stakes assignment, but it must be a required assignment. It cannot be offered for extra credit. The Key Assignment will be scored against the common rubric for the selected outcome. The common rubrics can be found in **Appendix B.**

WAYS OF KNOWING: SUBCATEGORIES. The Ways of Knowing courses are also divided into six subcategories: Creative and Aesthetic Expression; Historical Inquiry; Moral and Ethical Reasoning; Scientific and Mathematical Inquiry; Social Inquiry; and World Languages and Culture. Each WOK subcategory has its own objectives (but not outcomes). The goals, objectives, and outcomes for CORE 39 can be found in **Appendix C**.

During the 2015-2016 academic year, six teams will be established to develop the rubrics for the Ways of Knowing subcategories. The teams will attend rubric building and assessment trainings in Fall 2015; these trainings will be led by the UCC Director, the CETL Director, and the CORE 39 College Assessment Facilitators. [See Table 1] During the Spring 2016 University Meeting, the six teams will meet during the breakout sessions to start developing the subcategory rubrics. The completed rubrics must be received by the UCC Director and the UCC Committee by February 15, 2016.

Assessment of the Ways of Knowing Subcategories will begin in Fall 2016; each course will be assessed on a three-year rotation.

TABLE 1. WOK SUBCATEGORY RUBRIC DEVELOPMENT TEAM REPRESENTATION

CAE	HI	MER	SMI	SI	WLC
CCAF*	CCAF*	CCAF*	CCAF*	UCC Director*	CCAF*
Art	History	O&E	Chemistry	Economics	WLC
English	History	English	Geology	Teacher Ed	WLC
WLC	Anthropology	HP	Math	Pol. Science	HP
Music	Kinesiology	Philosophy	Biology	Psychology	Geography
Theater	Art	Philosophy	HP	Sociology	English
		Kinesiology	Anthropology	Int. Studies	

* Team Facilitator

BACHELOR OF ARTS/BACHELOR OF SCIENCE. Twenty (20) courses were petitioned into the BA/BS section of CORE 39, but not into a Ways of Knowing or Embedded Experiences category. This does not include World Languages 101, 102, or 203 (Arabic, Chinese, French, German, Japanese, Latin, and Spanish). As stipulated by the New University Core Curriculum Implementation Task Force Report, these courses must select a Ways of Knowing subcategory for assessment purposes. The home departments for these courses will be asked to submit this information to the UCC Core Director during Fall 2015. Representatives from these departments are included in the six teams assigned to develop the rubrics for the Ways of Knowing subcategories. Assessment of these 20 courses will begin in Fall 2016; each course will be assessed on a three-year rotation.

EMBEDDED EXPERIENCES. The Diversity, Global, and Writing Intensive Embedded Experiences will be assessed on a three-year rotation starting in Fall 2016 using the rubrics developed by the CORE 39 Assessment Task Force [**See Appendix B**].

WORLD LANGUAGES. Prior to this Task Force, the World Languages and Cultures Department had developed a comprehensive assessment protocol. Students in LANG 101 and LANG 203 were assessed in Fall 2014. Students in LANG 102 and 204 will be assessed in Spring 2016. For these skills based courses, students complete an Oral Proficiency Interview (OPI). The department's CORE 39 assessment is based on the national standards for foreign language learning as set forth by The American Council of Teaching of Foreign Languages (ACTFL). World Languages courses that are embedded experiences courses will also be assessed with the common EE-Diversity rubric starting in Fall 2017.

NOTE: Any course that is both a Ways of Knowing course and an Embedded Experience course will be assessed one time during the three year cycle. For example, POLS 271 will be assessed for both Social Inquiry and Global Embedded during the same semester.

FOUNDATION SKILLS. During the 2014-2015 Academic Year, the Communications, Math, and Physical Activity and Wellness collected assessment data according to the original plans submitted with their CORE 39 applications. This data is located on OrgSync and can be used to assess the first year of CORE 39.

The Task Force reviewed the assessment plans for the five content areas that make up the Foundation Skills areas of CORE 39, keeping in mind the Task Force's three guiding principles: simplicity, transparency, and less burdensome for faculty. The **Mathematics** Department's assessment plan aligned with these principles and the Task Force recommends that they continue to follow this plan. Artifacts will be collected based on the new data collection schedule.

The Task Force met with representatives from **Physical Activities and Wellness** (PAW) and **English** to provide guidance for the development of simplified assessment plans. PAW will submit its revised plan to the UCC Director by August 15, 2015. After much discussion, the Task Force and the English Department decided that ENG 201 will be evaluated on a three year schedule using one Key Assignment and a standard rubric. Data for ENG 201 will be collected in both the Fall and Spring semesters. The revised English plan and rubric will be submitted to the UCC Director by August 15, 2015.

The Task Force was not able to meet with representatives from **Communication**; however, the assessment coordinator for that Department emailed the Task Force with additional information about its assessment plan. The Task Force worked to align the Communication objectives listed in the New University Core Curriculum Implementation Task Force Report with the outcomes from the Indiana Statewide Transfer General Education Core to create a rubric for CORE 39. The Task Force believes that Communication's current assignment can be easily aligned with this rubric. The UCC Director will meet with the Department's assessment coordinator during Summer 2015 to address this issue.

The Task Force was not able to meet with representatives from the **First Year Experience** (FYE-UNIV 101) course, but did discuss the course with the Associate Provost for Academic Affairs. The Task Force recommends that the UCC Director work with the Assistant Vice President for Academic Success to develop an assessment plan that meets the three guiding principles of simplicity, transparency, and less burdensome for faculty. This assessment plan should be developed during Academic Year 2015-2016 with data collection to begin in Academic Year 2016-2017.

CORE 39 INFRASTRUCTURE

In an attempt to develop a "culture of assessment" across the colleges, the Task Force recommended the use of college-level CCAFs (College CORE 39 Assessment Facilitators). The CCAFs' efforts will be coordinated by the UCC Director. The UCC Director will work with OPRA to analyze the data. The UCC Director will report to the Associate Provost for Academic Affairs.

CORE 39 COLLEGE ASSESSMENT FACILITATOR JOB DESCRIPTION

Job Description: "Assessment Champion." Coordinates artifact collection for the college; monitors compliance ('timelines'); reports college data to the UCC Director; warehouses the artifacts for the college; reviews key assignments to make sure they meet standardized rubric; assists with the development of Phase 2 rubrics; helps with the 3-year periodic review of data; meets with faculty to communicate expectations; works with UCC Director and CETL Director to develop faculty training and Key Assignment norming sessions. Works with UCC Director to help 'close the loop' by providing feedback on data to the college.

Commitment: At least one 3-year data collection cycle

Reassigned Time: Proportional to each college's contribution to Core 39

Additional Requirements: Tenured faculty member or promoted contract faculty member (re: CNHP). Experience with college assessment or willing to attend assessment training. Must attend at least one summer training session. Must be familiar with CORE 39.

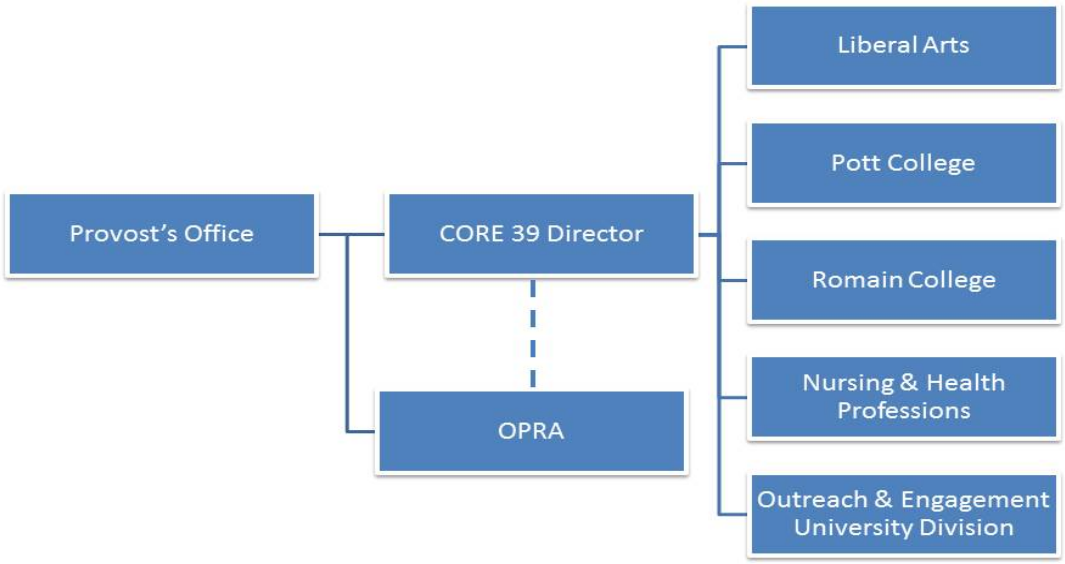
The Task Force recommends the following distribution of CCAFs:

- **Romain College of Business**: One CCAF to coordinate the assessment of the seven courses from this college.

- **College of Nursing and Health Professions**: One CCAF to coordinate the assessment of the 15 courses from this college.
- **Pott College of Science, Engineering, and Education**: Two CCAFs to coordinate the assessment of 62 courses from this college [with additional reassigned time in proportion to the number of CORE 39 courses offered by the college]
- **College of Liberal Arts**: Two CCAFs to coordinate the assessment of 113 courses from this college [Due to the number of courses offered by this college, the Task Force believes that additional reassigned time is necessary for this plan to be successful]
- **Outreach and Engagement and University Division**: One CCAF to coordinate the three courses from these programs, plus to help with CORE 39 assessment for College Achievement Program (CAP courses).

Based on the use of the CCAFs to help coordinate the CORE 39 Assessment Plan, the Task Force recommends the infrastructure shown in Figure 2 below.

FIGURE 2. CORE 39 ASSESSMENT INFRASTRUCTURE



CORE 39 ARTIFACT COLLECTION PROCESS

ARTIFACT COLLECTION: PHASE 1. During Academic Year 2015-2016, artifacts will be collected for the following courses:

- All Ways of Knowing Courses (WOK Outcomes only): ½ courses in Fall, ½ courses in Spring;
- ENG 201: All sections in both Fall and Spring
- LANG 102 & 204: All sections in Spring 2016
- Mathematics: Semester TBD
- Communications: Semester TBD
- Physical Activity and Wellness: Semester TBD

FIGURE 3. ARTIFACT COLLECTION PROCESS

Courses selected for **Fall 2015 data collection** will follow the artifact collection process summarized in Figure 3 and outlined below.

1. WOK COURSES ONLY: Department Chairs and Faculty members select their WOK outcome by September 15, 2015.
2. Faculty members attend rubric review and norming discussion on September 15, 2015.
3. Faculty members turn in their Key Assignment instructions to the CCAFs by October 9, 2015.
4. CCAFs review alignment with WOK Outcome Rubric and gives feedback to faculty members by October 23, 2015.
5. If necessary, faculty members return revised assignment to CCAFs by October 30, 2015.
6. Faculty members administer and score Key Assignments by the end of the semester.
7. Faculty members enter assessment scores into software by December 23, 2015.
8. CCAF checks to make sure that all selected courses have submitted their scores.
9. CCAF submits list of missing assessment materials to the UCC Director by January 15, 2016.

Courses selected for **Spring 2016 data collection** will follow the process outlined above, but with the following deadlines:

1. Faculty members attend rubric review and norming discussion during the breakout sessions of the 2016 Spring University-Wide Meeting.
2. WOK COURSES ONLY: Department Chairs and Faculty members select their WOK outcome by February 21, 2016.
3. Faculty members turn in their Key Assignment instructions to the CCAFs by March 4, 2016

4. CCAFs review alignment with WOK Outcome Rubric and gives feedback to faculty members by March 18, 2016
5. If necessary, faculty members return revised assignment to CCAFs by April 1, 2016.
6. Faculty members administer and score Key Assignments by the end of the semester.
7. Faculty members enter assessment scores into software by May 15, 2016.
8. CCAF checks to make sure that all selected courses have submitted their scores.
9. CCAF submits list of missing assessment materials to the UCC Director by May 30, 2016.

ARTIFACT COLLECTION: PHASE 2. The 'Steady-State' Artifact Collection Cycle will begin in Fall 2016 and is built around a three-year cycle:

- All Ways of Knowing courses (WOK Outcomes plus subcategory outcomes), Embedded Experiences Courses and BA/BS/SS only courses will begin the three year cycle: One-sixths of these courses will be collected each semester during the six-semester cycle.
- ENG 201: All sections in both Fall 2018 and Spring 2019
- LANG 101 & 203: All sections in Fall 2017
- LANG 102 & 204: All sections in Spring 2019
- Mathematics: Academic Year 2018-2019, Semester TBD
- Communications: Academic Year 2018-2019, Semester TBD
- Physical Activity and Wellness: Academic Year 2018-2019, Semester TBD
- First Year Experience (UNIV 101): Academic Year 2016-2017, Semester TBD

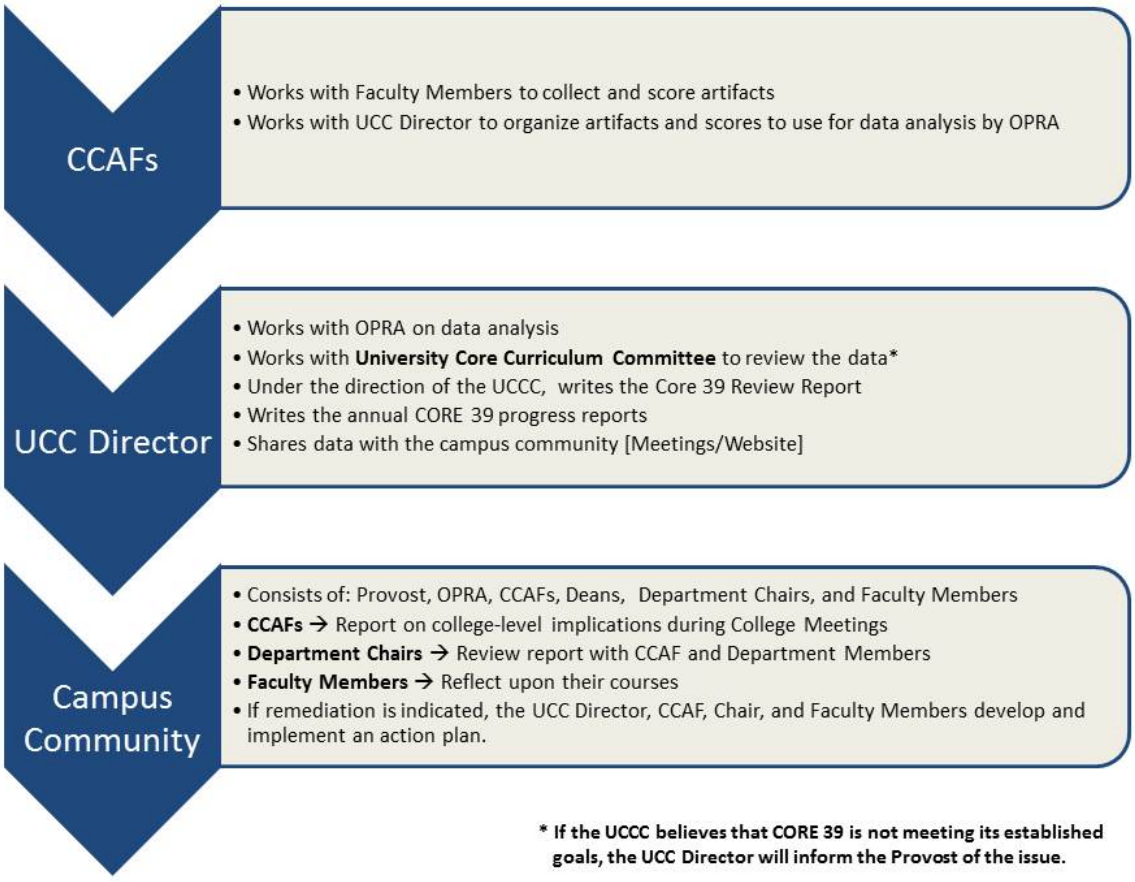
Embedded Experiences, WOK subcategory courses, and BA/BS/SS only course will undergo a similar alignment process to that followed by the WOK outcome alignment. A master calendar will be created by the UCC Director and distributed by Spring 2016.

SUMMARY OF DUTIES AND POLICIES. Faculty members are responsible for scoring their students' artifacts; they will enter their Key Assignment guidelines into the software and use the Core 39 rubric to score the Key Assignment. Faculty members must attend a 'norming' sessions led by CCAFs, UCC Director, and/or the CETL Director. The CCAFs will work with faculty to ensure that the artifacts will be loaded into the software system by specified deadlines. The UCC Director will work with the CCAFs to make sure that the timelines are met. If faculty do not adhere to assessment protocols outlined by the by the CCAFs and the UCC Director, the UCC Director will work with the Department Chairs and Deans. The Department Chairs and Deans will ultimately be responsible for the enforcement of assessment collection. The UCC Director will work with OPRA to process the artifacts and develop the data/reports for review.

DATA COLLECTION CALENDAR. The UCC Director is responsible for establishing the initial data collection schedule. New courses that petition into CORE 39 will be added to the three-year rotation at the time their petition is approved by the University Core Curriculum Committee.

ARTIFACT POLICY. Artifacts and Key Assignment directions should be stored in the software program's archives for two data cycles.

FIGURE 4. CORE 39 REVIEW PROCESS [3 YEAR CYCLE]

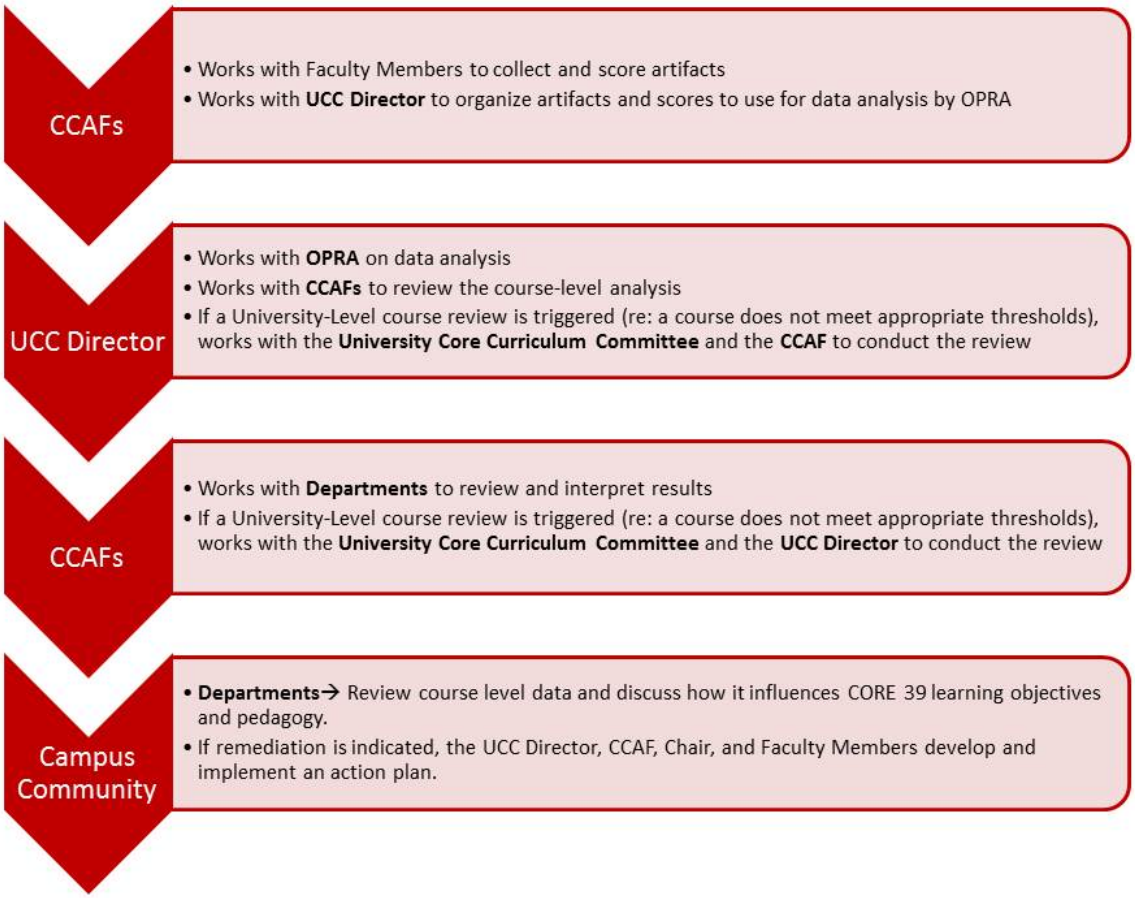


CORE 39 REVIEW PROCESS

The assessment plan will have two levels of review. First, there will be an **overall CORE 39 review** conducted every three years by the University Core Curriculum Committee and the UCC Director. Second, there will be **course level review** that is conducted by the CCAF in conjunction with the UCC Director. If a course does not meet the established threshold for the assessment, the University Core Curriculum Council will conduct a course review will be conducted. The CCAF and UCC Director will work with the Department Chair and the faculty members to develop strategies to improve student learning within that course.

Based on a ten-year calendar, overall CORE 39 review will occur in Academic Year 2016-2017, Academic Year 2019-2020, and Academic Year 2022-2023 – and will continue on a three year cycle. Annual reports based on the academic year will also be generated by the UCC Director. Course review will occur on a semester-to-semester basis. For example, courses that collect data in Fall 2016 will be reviewed in Spring 2017; courses that collect data in Spring 2017 will be reviewed in Fall 2017.

FIGURE 5. COURSE LEVEL REVIEW



DATA. OPRA will provide the following data based on the artifacts, including (1) frequencies and percentages broken out for exceeds expectations, meets expectations, or does not meet expectations for (a) each of the individual traits on the rubric, (b) aggregated for each category and subcategory in CORE 39; and (2) broken out by course and by section of course (shared with the UCC Director, CCAF, chairs and instructors only). Using the Assessment software package will also allow OPRA to "drill down" to the student level; for example, we should be able to develop a snapshot of the skills that a "typical USI student" learned in their CORE 39 courses.

BENCHMARKS. Baselines will be established after the first year of data collection by the Core Council. The Council will also set threshold levels (the proportion of students who meet or exceed expectations) for course review.

CLOSING THE LOOP. The new CORE 39 Assessment Plan is rooted in **the idea of continual reflection on student learning outcomes**. With the guidance of the University Core Curriculum Council, the UCC Director will write the CORE 39 Review Report and will share the report with the campus community (including the Provost's Office, OPRA, CCAFs, Deans, Chairs, and Faculty

Members). The UCC Director will give a short summary of this information during the Fall and Spring University Meetings. The CCAFs will report on the college-level implications of the report during their Fall and Spring College Meetings. The Department Chairs will review the CORE report with the CCAF and the department's faculty members will reflect upon their courses. If the University Core Curriculum Committee sees that the CORE is not meeting its established goals, the UCC Director will inform the Provost of the issue.

The semester-by-semester course level assessment data will be shared with the college CCAF. The CCAF will use this data to develop reports for the departments and will meet with the departments to interpret the results. Chairs and faculty members review the data and discuss how it influences learning objectives and pedagogy. If remediation is indicated, UCC Director, CCAF, Chair, and Faculty Members develop and implement an action plan.

TABLE 2. COURSE LEVEL REVIEW

IF COURSE ARTIFACTS ARE COLLECTED IN:	THE COURSE-LEVEL REVIEW WILL OCCUR IN:
Fall 2015	**Spring 2016**
Spring 2016	**Fall 2016**
Fall 2016	**Spring 2017**
Spring 2017	**Fall 2017**
Fall 2017	**Spring 2018**
Spring 2018	**Fall 2018**
Fall 2018	**Spring 2019**
Spring 2019	**Fall 2019**

TRAINING

Training for faculty members will be conducted by the CCAFs, the CETL Director, and UCC Director. This includes software training and "norming" sessions. The Task Force recommends the following training for 2015-2016:

- Summer 2015: CCAF training
- Summer 2015: Software training for CCAFs and other power users
- Fall 2015: Rubric building and assessment trainings for faculty
- Fall 2015: Assessment Day rubric review and norming session with WOK faculty
- Spring 2016: Breakout Sessions during University meeting for WOK rubric teams
- Spring 2016: Breakout Sessions during University meeting for Assessment training

SOFTWARE

The Task Force recommends the purchase of an Assessment Software package. If this is purchased, a student enrolled in a Core 39 will be required to upload their work into the assessment software as artifacts and will be accessible through the Learning Management Software (i.e. Blackboard). Faculty will be responsible for teaching students to use the software to upload assignment and may be assisted by the CCAFs. Additionally faculty will be responsible for scoring artifacts in the assessment software. [NOTE: Tk20 was purchased in Summer 2015 for this purpose]

The **advantages** of this approach are numerous:

- Artifacts and scores are stored in a central location
- Student artifacts and scores are tied to the student's institution records (grades, major, miscellaneous demographics, application materials) for analysis
- Rubrics and outcomes are already tied to the course
- Faculty responsibilities are primarily focuses on scoring with the established rubrics.
- Artifact upload burden is minimized
- Software allows for easy reporting to close the loop
- Software used is NOT limited to Core 39 Assessment and can be adapted for department and program assessment purposes.
- Portfolio capability
- Simple + Transparent + Less burdensome = Less potential for faculty resistance
- Addresses HLC Concerns of storage, identification of artifacts, transparency, closing the loop, campus awareness of data.

The **disadvantages** include:

- Faculty will require training on the software
- Increases time requirements of adjuncts (estimated 12 hours for software training, rubric norming and artifact scoring)
- Students are responsible for upload
- Software costs covered by student fee [Teacher Education students are already purchase licenses from Tk20]
- Year 1: Assessment fee to cover up front cost
- Year 2: Roll license cost into matriculation fee for new students
- Approx. One-time $100 fee per student

At this time, Greg Johnson from OPRA is working on quotes and determining the proposed student fee. Additional software scenarios are included in **Appendix D.**

FACULTY SENATE CHARGE

The Task Force has charged UCC Director Mary Hallock Morris with the development of a Faculty Senate charge to be considered in Fall 2015. This charge pertains to streamlining the objectives for the Ways of Knowing subcategory and developing measureable outcomes.

UNIVERSITY OF SOUTHERN INDIANA

IMPLEMENTATION TIMELINE

Summer 2015	Provost Approval of Plan & Endorsement Letter to send to Faculty
	Provost Proposes Agenda Item for July BOT Meeting for Accreditation Assessment Fee [6/10/2015]
	CCAFs selected and in place for Fall 2015 [Deans]
	Pursue prices for Assessment Software [OPRA – GREG]
	Software purchased [Provost Office]
	Faculty Senate Executive Committee Endorsement of Plan [UCC Director, Senate]
	Faculty Senate Charge, RE: WOK Objectives [UCC Director, Senate] – 11/1/2015
	Develop Marketing Plan for Fall Meetings [Zane, Tamara, and Sudesh]
	Assign CORE courses onto the 10 Year Assessment Calendar [UCC Director, OPRA]
	Communicate to chairs, courses will be assessed in AY 2015-2016 [UCC Director]
	Redesign CORE course application form, Curriculog [UCC Director]
	Put rubrics and Assessment cycle on CORE 39 website [UCC Director]
	Follow up on COMP rubric [UCC Director]
	Follow up on CMST rubric [UCC Director]
	Follow up on PAW rubric [UCC Director]
	Follow up on MATH 111 rubric [UCC Director]
	CCAF training [UCC Director]
	Software training [UCC Director, IT, and CETL, or Company]
	FOR HLC: Find Assessment Data from 2015-2016 [UCC Director, OPRA Rep]
	FOR HLC: Mark Krahling review of UCC 50 data [UCC Director OPRA Rep]
Fall 2015	UCC Director to Faculty Senate Retreat
	UCC Director to Chairs' Retreat
	University Meeting [Entire Committee, "Consulting Experts"]
	CCAFs: Discuss assessment plan at their college meeting
	CCAFs: Meet with departments that offer CORE 39 courses
	UCC Director/CETL Director/CCAFs host rubric building and assessment trainings
	WOK Faculty/Department Chairs need to pick their WOK outcome for assessment [9/15/2015]
	Training – Rubric Review with Faculty [9/22/2015]

	WOK Faculty work with department chairs to develop Key Assignment
	WOK Faculty submit their KA to CCAF by Friday before Fall Break [10/9/2015]
	CCAF review alignment of KA to Outcome Rubrics within 14 days [10/23/2015]
	CCAF and WOK Faculty | Modified KA returned to CCAF [If Necessary – 10/30/2015]
	WOK Faculty administers KA and score rubric by end of semester
	WOK Faculty enters Assessment scores by December 23.
	CCAF checks to make sure that all assessed courses have submitted their scores
	CCAF submits list of missing assessment materials to UCC Director. [1/15/2016]
Spring 2016	UCC Director to report to faculty at University Meeting
	University Meeting breakout sessions [6 WOK teams] to develop subcategory rubrics UCC Director/CCAFs send out information in fall semester, re: objectives, sample rubrics [First meeting: rubrics must be received by UCC Director by February 15]
	University Meeting | Breakout training for Assessment
	CCAFs to discuss assessment at their college meetings
	CCAFs: Meet with departments that offer CORE 39 courses
	WOK Faculty/Department Chairs need to pick their WOK outcome for assessment [2/21/2016]
	WOK Faculty work with department chairs to develop Key Assignment
	WOK Faculty submit their KA to CCAF by Friday before Spring Break [3/4/2016]
	CCAF review alignment of KA to Outcome Rubrics within 14 days [3/18/2016]
	Report out of data from first semester of assessment [3/29/2016]
	CCAF and WOK Faculty | Modified KA returned to CCAF [If Necessary – 4/1/2016]
	WOK Faculty administers KA and score rubric by end of semester
	WOK Faculty enters Assessment scores by May 15, 2016
	CCAF checks to make sure that all assessed courses have submitted their scores.
	CCAF submits list of missing assessment materials to UCC Director. [5/30/2016]