CORE 39
Ways of Knowing
Assessment Training
September 22, 2015
BACKGROUND
How We Got to Now

• 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.
How We Got to Now

• **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.

• **Rubrics.** The Task Force developed rubrics for the four outcomes of the Ways of Knowing, the three embedded experiences. The rubrics are nested in the goals, objectives, and outcomes for CORE 39.
How We Got to Now

• The University has contracted with Tk20 to provide us with assessment software.

• In most cases:
  – Students will submit their Key Assignment in Tk20 via Bb.
  – Faculty will grade the Key Assignments in Tk20 via Bb.

• Tk20 training will take place later this semester once the rubrics have “gone live.”
DEADLINES, FALL 2014
Deadlines

• **September 15:** Submit WOK Outcome that will be used to assess your WOK course.

• **October 9:** Submit your Key Assignment directions/guidelines to your CCAF.

• **October 23:** Receive feedback on your Key Assignment from the CCAF (re: Alignment with rubric).

• **October 30:** Return modified Key Assignment to CCAF (only if necessary).
Deadlines

• Administer the Key Assignment and score rubric by the end of the semester.

• **December 23:** WOK Faculty should have Assessment rubrics completed.

• **January 1, 2016:** List of missing assessment materials submitted to the UCC Director.
Rubric: A guide listing specific criteria for grading or scoring academic papers, projects, or tests.—Merriam-Webster Dictionary

RUBRICS AND CORE 39 ASSESSMENT
Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards. – Rubistar (University of Kansas)
Ways of Knowing

• **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.
Ways 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.
Screen Shot, WOK Outcome 1
Ways of Knowing: Rubric for Outcome 2

**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.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>○ 2</td>
</tr>
<tr>
<td>NA</td>
<td>Articulates a creative, focused, and manageable thesis or problem statement that addresses potentially significant aspects of the topic.</td>
</tr>
<tr>
<td><strong>Existing Knowledge, Research and/or Views</strong></td>
<td>○ 2</td>
</tr>
<tr>
<td>NA</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>○ 2</td>
</tr>
<tr>
<td>NA</td>
<td>Organizes and synthesizes reliable evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>○ 2</td>
</tr>
<tr>
<td>NA</td>
<td>States a conclusion that is a logical extrapolation from the analysis.</td>
</tr>
</tbody>
</table>

**Rubric Score:**

**Rubric Mean:**

**Comments:**

Screen Shot, WOK Outcome 2
### Ways of Knowing: Rubric for Outcome 3

**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.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of the Information Needed</strong></td>
<td>2</td>
<td>Effectively defines the scope of the research question or thesis.</td>
<td>Defines the scope of the research question or thesis completely. Can determine most key concepts. Some selected sources may not relate to concepts or answer research question.</td>
<td>Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Cannot determine most key concepts. Selected sources do not relate to concepts or answer research question.</td>
<td></td>
</tr>
<tr>
<td><strong>Access the Needed Information</strong></td>
<td>2</td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Accesses information using simple search strategies, retrieves information from limited and similar sources.</td>
<td>Accesses information randomly, retrieves information that lacks relevance and quality.</td>
<td></td>
</tr>
<tr>
<td><strong>Critically Evaluates Information</strong></td>
<td>2</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Information from sources is thoroughly examined.</td>
<td>Information is taken from source(s) with some interpretation/evaluation to create a coherent analysis or synthesis. Information from sources is taken as mostly at face value.</td>
<td>Information is taken from source(s) with minimal or no interpretation/evaluation. Information from sources is taken at face value.</td>
<td></td>
</tr>
<tr>
<td><strong>Effectively and Responsibly Use Information</strong></td>
<td>2</td>
<td>Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
<td>Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
<td>Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</td>
<td></td>
</tr>
</tbody>
</table>

**Rubric Score:**

**Rubric Mean:**
Ways of Knowing: Rubric for Outcome 4

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.

<table>
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<tbody>
<tr>
<td>Specify/ Define the Creative Objective</td>
<td>NA</td>
</tr>
<tr>
<td>Resources Identified</td>
<td>NA</td>
</tr>
<tr>
<td>Idea Generation and Selection</td>
<td>NA</td>
</tr>
<tr>
<td>Execution and Presentation of Work to Audience</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student articulates a purpose statement that may not fully outline the objective.</td>
<td>The student articulates a well-developed purpose statement that outlines the objective.</td>
<td>The student does not articulate a purpose statement or the purpose statement vaguely outlines the objective.</td>
<td></td>
</tr>
<tr>
<td>Identifies resource(s) (e.g., materials, theories, methodologies, and techniques) that are insufficient or incorrect.</td>
<td>Identifies the most appropriate resource(s) (e.g., materials, theories, methodologies, and techniques).</td>
<td>The student expresses an idea that is imitative and/or does not utilize appropriate technique(s) for the project.</td>
<td></td>
</tr>
<tr>
<td>The student expresses a somewhat original idea that utilizes mostly appropriate technique(s) for the project.</td>
<td>Student expresses a unique or original idea that utilizes appropriate technique(s) for the project.</td>
<td>Execution of the final project demonstrates inadequacy in technique(s) and/or creative expression.</td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score:
Rubric Mean:

Comments:
A Few Things about Tk20
{We are still working out the details}

• In most cases:
  – Our intent is for the students to submit their Key Assignment by linking to Tk20 through Bb.
  – Our intent is for the faculty members to be able to complete the rubrics by linking to Tk20 through Bb.

• Tk20 can be accessed through MyUSI using your user name and password.
Aligning Your Key Assignment
Examples Developed by Dr. Tamara Hunt
WHERE TO GET INFORMATION
The Core 39 Website

• Core 39 Rubrics:

• Core 39 Assessment Overview (In Progress):

• The History of Core 39:
  http://www.usi.edu/core39/the-history-of-core-39

• Core 39 Course Petition Process:
  http://www.usi.edu/core39/core-39-course-petition-process
Your CCAFs

• Liberal Arts:
  – Tamara Hunt (tlhunt@usi.edu)
  – Joseph Uduehi (juduehi@usi.edu)

• Nursing and Health Professions:
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QUESTIONS?