

Assessment in Core 39

Want to know more about how Assessment works for Core 39?

- Use of rubrics for the Core 39 categories;
- Difference between grading in Blackboard and in Tk20
- Information you will receive from your College Core 39 Assessment Facilitator (CCAF).
- Why do we do core assessment? – three guiding questions

Today's Agenda

- Why We Assess Core 39
- Who is your CCAF?
- Assignments vs. Observations
- Your Course Feedback
- Closing the Loop

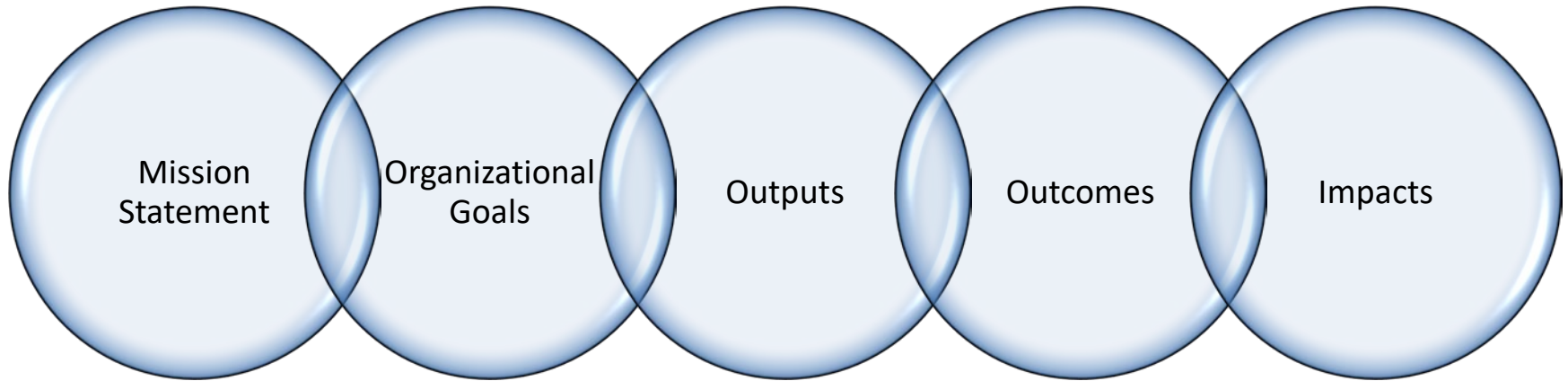
Why We Assess Core 39

- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba and Banta, 1999, p. 4)
- Over the past three decades, the term outcomes assessment in higher education has come to imply aggregating individual measures for the purpose of discovering group strengths and weaknesses that can guide improvement actions. (Banta, Palomba, & Kinzie, 2015)

Quantity of Data Collected

- In our baseline and first full cycle of data collection (Fall 2015 – Spring 2019), we collected 25,713 rubrics from the equivalent of 349 courses or 1,198 sections.

Why We Assess Core 39



Banta, Palomba, & Kinzie (2015): *“Quite simply, assessment has little to no value if results are not shared and used in meaningful ways.”*

Improve Student Learning | Strategic Planning
Curriculum Revision | Comprehensive Program Review

Fall 2021 Assessment Calendar

Instructors & CCAFs Agree on Key Assignments	9/3/21
Core Assessment Director Distributes Rubrics in Tk20	9/18/21
Assessment Data Collected from Instructors	12/22/21

The CCAFs @ USI

- College of Liberal Arts
 - Tamara Hunt, tlhunt@usi.edu
- Pott College
 - Doris Mohr, djmohr@usi.edu
 - Eric McCloud, emccloud@usi.edu
- Romain College
 - Perry Burnett, paburnett@usi.edu
- College of Nursing and Health Professions
 - Beth Young, bayoung12@usi.edu
- CAP
 - Bartell Berg, bmberg@usi.edu

Step 1: Key Assignments

- If this is the first time assessing the course, your liaison will communicate with you about the key assignment that is aligned with the rubric(s) for your core category/categories.
- These assignments should be the same / very similar to those of the courses on campus.
- The Key Assignment should be assigned in the second half of the semester.
- The assignment must be a graded assignment (no extra credit)
- The rubrics are scored as exceeds, meets, or fails to meet for each learning objective.
- Here is an example of a rubric: [WOK-Historical Inquiry](#)

Step 2: Observations

- You will likely complete your assessment as an “observation.”
- An **observation** means that you will collect assignments from your students and complete the rubric in **Tk20**.
- Observations are generally used for a multiple-choice assessment, speeches, or courses that use assessment questions on multiple assignments.



STEP 3

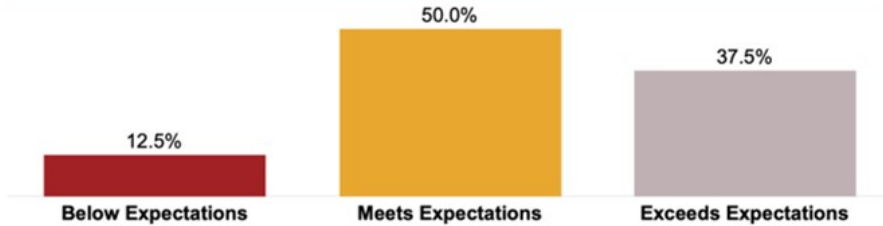
ASSESS YOUR COURSE
& ENTER YOUR DATA



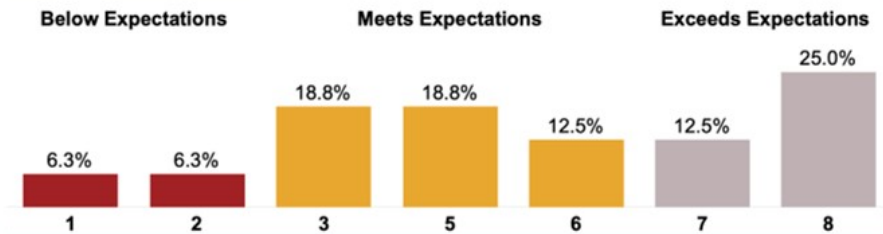
Filters

Term Spring 2018	Course Level All	Course Number POLS 232.	Course Section 001	Assessor Name Morris, Mary
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Rubric Outcome



Rubric Total Scores



Rubric Score by Criteria

	Below Expectations	Meets Expectations	Exceeds Expectations
1) Statement of the Thesis	18.8%	31.3%	50.0%
2) Paragraph Development	6.3%	56.3%	37.5%
3) Complexity of Thought	25.0%	18.8%	56.3%
4) Command of Written English	12.5%	37.5%	50.0%

Step 4: Course Feedback

For each course section that is assessed, you will receive a document that looks like this. You will also receive the aggregated results for all of the courses assessed in that part of Core 39.

Tamara Hunt has developed a VoiceThread that will help you to interpret your results. [Click here to access this VoiceThread.](#)

Step 5: Closing the Loop

- **STUDENT PERFORMANCE**

- HOW WELL DO YOU THINK THE SCORES ON THE KEY ASSIGNMENT REFLECT THE MASTERY OF CONTENT AND SKILLS STUDENTS GAINED DURING THE ENTIRE SEMESTER?
- WHERE DO YOU THINK YOUR STUDENTS SHOWED THE GREATEST STRENGTHS OR ABILITIES?
- IS THERE AN AREA WHERE YOU THINK YOUR STUDENTS COULD IMPROVE?

- **PEDAGOGY & TEACHING STRATEGY**

- WHICH OF YOUR TEACHING STRATEGIES MOST CONTRIBUTED TO STUDENT SUCCESS IN THE COURSE?
- COULD THESE APPROACHES BE APPLIED TO OTHER CLASSES TO IMPROVE STUDENT LEARNING?

- **USE OF CORE 39 ASSESSMENT**

- DID YOUR ASSESSMENT EXPERIENCE LEAD YOU TO USE NEW PEDAGOGICAL APPROACHES OR TEACHING STRATEGIES, AND IF SO, HOW WELL DO YOU THINK THIS CONTRIBUTED TO STUDENT SUCCESS?
- 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 CORE ASSESSMENT MORE USEFUL FOR IMPROVING TEACHING AND LEARNING?

FOR MORE INFORMATION

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

OR CONTACT

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Sources

- Banta, T.W., & C.A. Palomba. (2015). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. (2nd Ed). Jossey-Bass.
- Hallock Morris, M. (2020, February 26). *2019-2020 Core 39 Assessment Report*. Presentation Slides.
- Hallock Morris, Mary (2020, August 19). Core 39 Committee Report to Faculty Senate, 2019-2020 Academic Year. Internal Document.
- Mertens, D.M., & A.T. Wilson. (2019). *Program Evaluation Theory and Practice: A Comprehensive Guide*. (2nd Ed.) Guilford Press.