

KU Assessment System Online (ASO) User Manual for the KU Core Review Process

General Education Goal 1

**BUILD CORE SKILLS OF CRITICAL THINKING
AND QUANTITATIVE LITERACY**



General Education Goal 2

**STRENGTHEN WRITTEN AND
ORAL COMMUNICATION**



General Education Goal 3

**DEVELOP A BACKGROUND OF KNOWLEDGE
ACROSS FUNDAMENTAL AREAS OF STUDY**



Advanced Education Goal 4

**RESPECT HUMAN DIVERSITY AND EXPAND CULTURAL
UNDERSTANDING AND GLOBAL AWARENESS**



Advanced Education Goal 5

**PRACTICE SOCIAL RESPONSIBILITY AND
DEMONSTRATE ETHICAL BEHAVIOR**



Advanced Education Goal 6

**GAIN THE ABILITY TO INTEGRATE KNOWLEDGE
AND THINK CREATIVELY**



April, 2015

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KU Core Review Process

I: Login

To access the KU Assessment System Online (ASO), please **COPY** and **PASTE** the login URL <http://ku.compliance-assist.com> into your web browser, and use your KU Online ID and Password to login.

II: Dashboard

This online system provides a dashboard to help organize all assessment modules you are assigned to. To access the dashboard, follow the following steps:

1. Click “Planning” on the left side of the landing page.



2. Click “My Dashboard” on the menu bar at the top of the web page.



3. Then you will be directed to the dashboard where you see modules including “My Roles”, “Degree-Level Assessment” and “KU Core Review.”

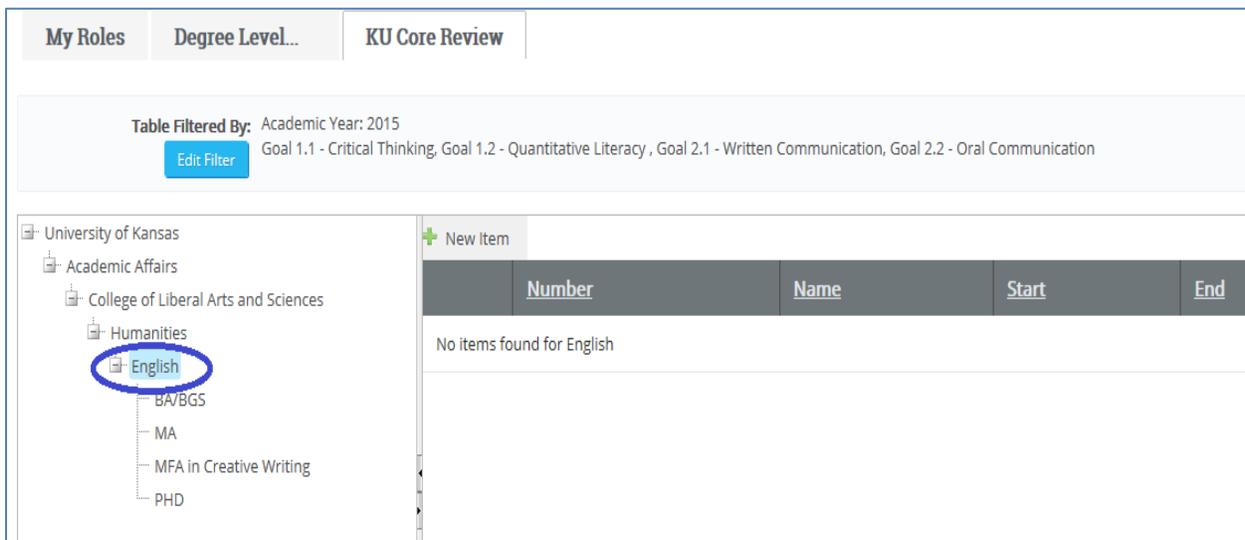


III: Submitting KU Core Review Forms Online

1. First, click the “KU Core Review” tab to access the “KU Core Review” module.



2. Once you are at the “KU Core Review” Module, an organization chart will appear on the left side of the page. Click and highlight the name of your department/program (note: do not click on the degrees) to start the application process.



- Click “New Item” to collapse a drop-down menu. Select a review form (currently, forms are available for Goal 1 and 2) for a KU Core goal your course is contributing to. A new window will pop up for you to enter information regarding your KU Core course.

My Roles | **Degree Level...** | **KU Core Review**

Table Filtered By: Academic Year: 2015
[Edit Filter](#) Goal 1.1 - Critical Thinking, Goal 1.2 - Quantitative Literacy, Goal 2.1 - Written Communication, Goal 2.2 - Oral Communication

- University of Kansas
 - Academic Affairs
 - College of Liberal Arts and Sciences
 - Humanities
 - English**
 - BA/BGS
 - MA
 - MFA in Creative Writing
 - PHD

Number	Name	Start	End
No items found for English			

Table Filtered By: Academic Year: 2015
[Edit Filter](#) Goal 1.1 - Critical Thinking, Goal 1.2 - Quantitative Literacy, Goal 2.1 - Written Communication, Goal 2.2 - Oral Communication

- University of Kansas
 - Academic Affairs
 - College of Liberal Arts and Sciences
 - Humanities
 - English**
 - BA/BGS
 - MA
 - MFA in Creative Writing
 - PHD

Number	Name	Start
	Goal 1.1 - Critical Thinking	
	Goal 1.2 - Quantitative Literacy	
	Goal 2.1 - Written Communication	
	Goal 2.2 - Oral Communication	

Add New Goal 1.1 - Critical Thinking - Compliance Assist

Add New Goal 1.1 - Critical Thinking

Start:

End:

Providing Department: English

Course ID (ex., ENG 101):

Course Name (ex., Introduction to Psychology):

Name of Contact(s):

Period of Assessment:

Recertification Item 1:

Does this course focus substantially on critical thinking as stated in the learning outcome?:

Recertification Item 2:

Does this course include:

4. Follow the prompts and fill out the form with your course information.

Note: This online form is organized a little bit differently from the paper version, but it contains the same questions. You may prepare your responses in a Word document and copy and paste your responses to the online form.

Part I: Recertification: Check “Yes” to confirm each of the recertification statements.

The screenshot shows a web form titled "Add New Goal 1.1 - Critical Thinking" with the following fields and options:

- Start: 7/1/2014 (with a calendar icon) and a "Choose Academic Year Dates" button.
- End: 6/30/2015 (with a calendar icon).
- Providing Department: English
- Course ID (ex., ENG 101): ENGL 101
- Course Name (ex., Introduction to Psychology): Composition
- Name of Contact(s): John Smith
- Period of Assessment: Fall 2014, Spring 2015 (dropdown menu)
- Recertification Item 1: Does this course focus substantially on critical thinking as stated in the learning outcome?: Yes (dropdown menu)
- Recertification Item 2: Does this course include...: Yes (dropdown menu)

Buttons at the bottom: Save, Save & Close, Cancel.

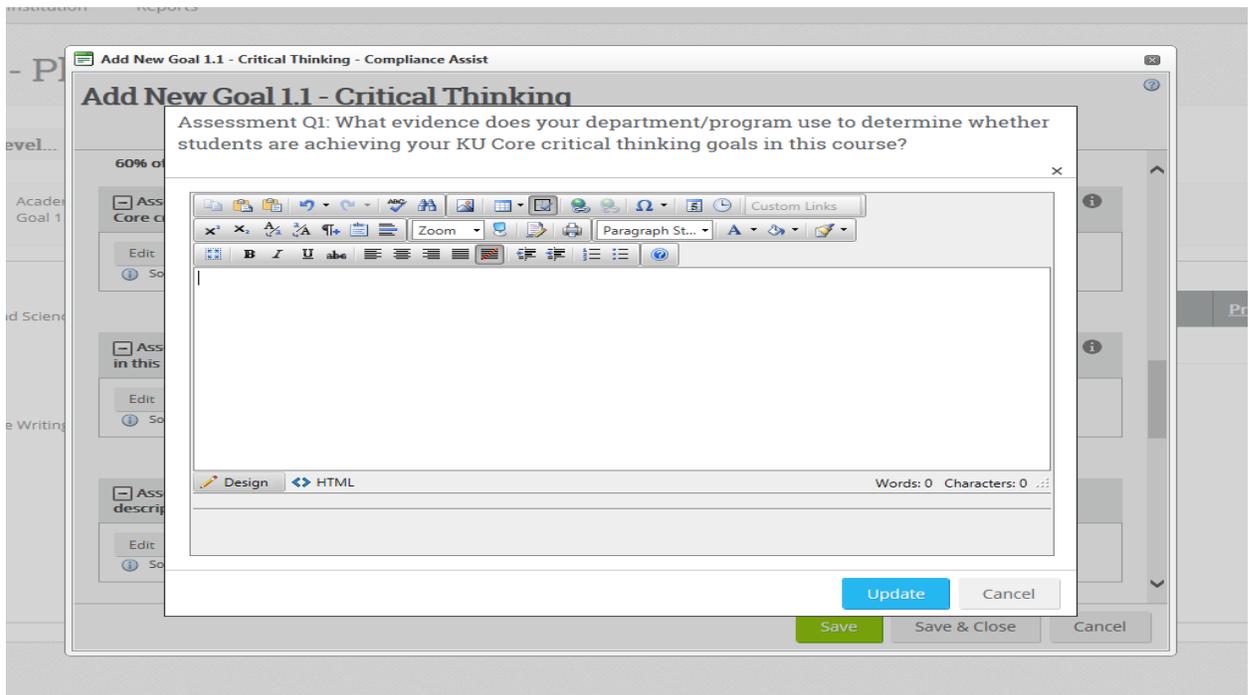
Part II: Assessment: Provide information to the open-ended assessment questions. **Make sure to click the “instruction button”**  **for additional guidelines and clarifications**

The screenshot shows the assessment section of the form with three questions and annotations:

- 60% of the final grade?:
- Assessment Q1: What evidence does your department/program use to determine whether students are achieving your KU Core critical thinking goals in this course?
Annotation: "Click 'Edit' to open up a text box for entering responses to the question." (points to the Edit button)
- Assessment Q2: In what quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core critical thinking goals?
Annotation: "Once you click 'Save' button, you will have the option to upload supporting documents in various file formats." (points to the Save button)
- Assessment Q3: Please describe your evaluation process, including rubric(s), metric(s) and assessment instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the LO.
Annotation: "Instruction for the question." (points to the info icon)

Buttons at the bottom: Save, Save & Close, Cancel.

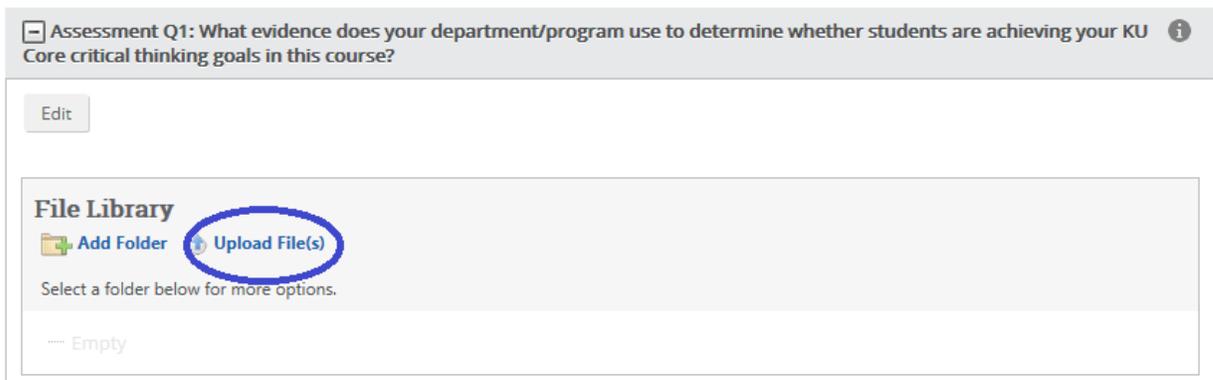
- 1) Click “Edit” button underneath the question itself to bring up a pop-up window for you to enter your responses to the question.



- 2) Once you are done with editing, click “update”  to bring you back to the form. **Please note that “Update” doesn’t save your responses.** In order to save your responses,

you need to click the green “Save” button  at the bottom of the form.

- 3) Once you “Save” your responses, you will have the option to upload files to support your responses to that question.

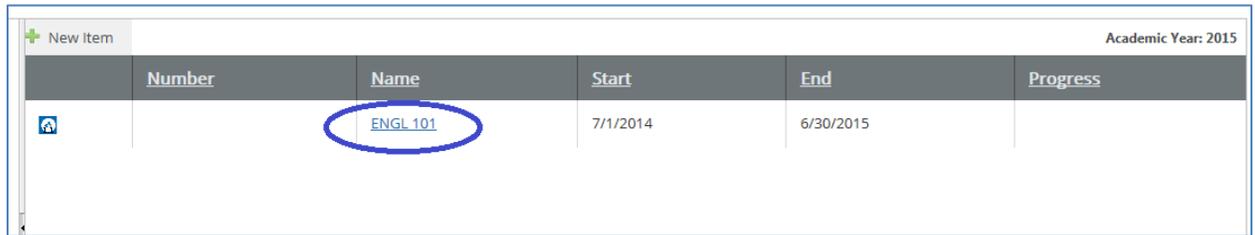


- 4) You don't have to complete your review form at once. Actually, the system allows you to log back in later to continue with your work. Click "Save and Close" button



at the bottom of the form to save the work you have done before you exit.

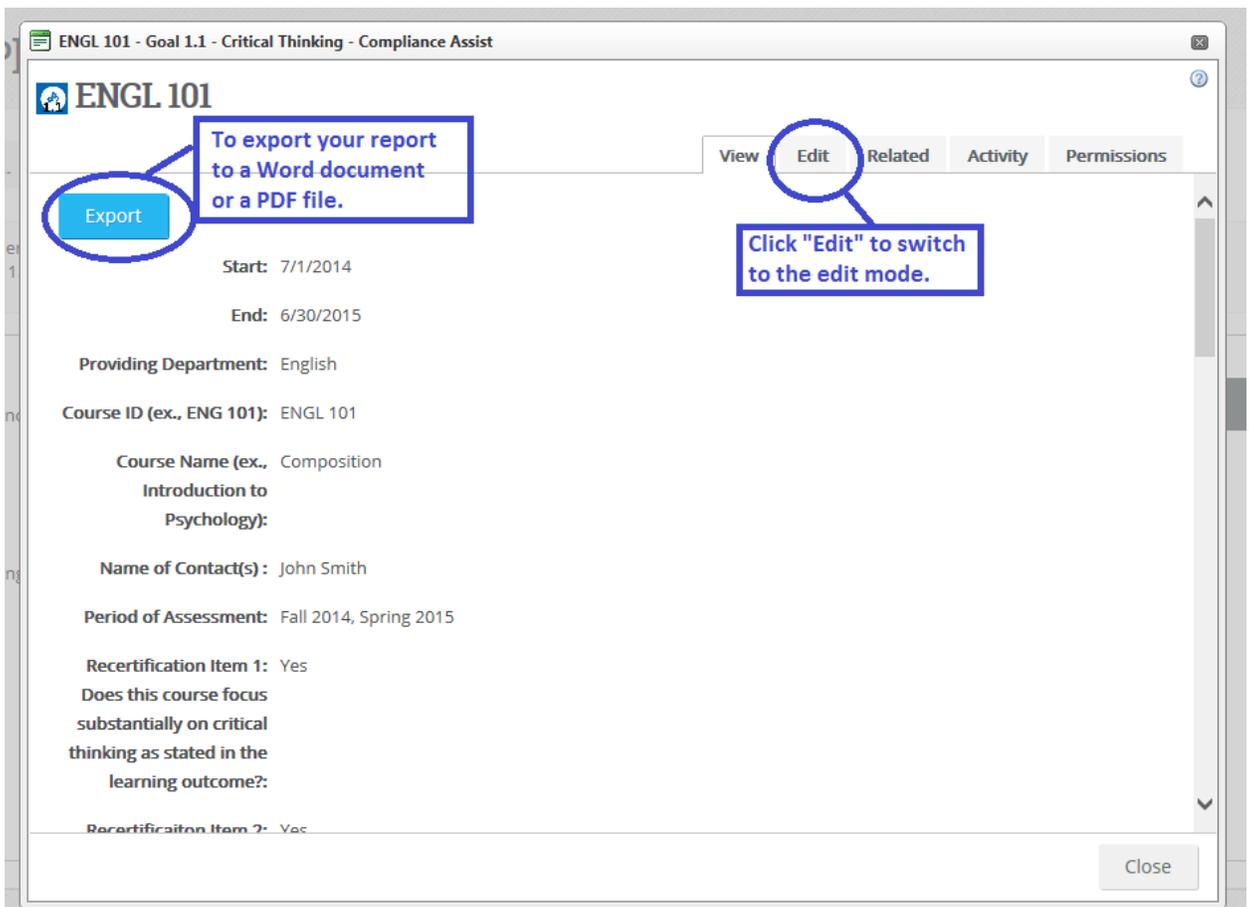
- 5) When you log back into the system at another time, follow the previous steps to get to the "KU Core Review" module. Then click on the course link to bring you back to the form you have worked on earlier.



	Number	Name	Start	End	Progress
		ENGL 101	7/1/2014	6/30/2015	

The screenshot shows a table with a header row and one data row. The data row contains a home icon, an empty cell, the text "ENGL 101" (circled in blue), "7/1/2014", "6/30/2015", and an empty cell. The table is titled "New Item" and "Academic Year: 2015".

- 6) To edit the form, click "Edit" at the upper right corner of the form to switch to the "Edit" mode.

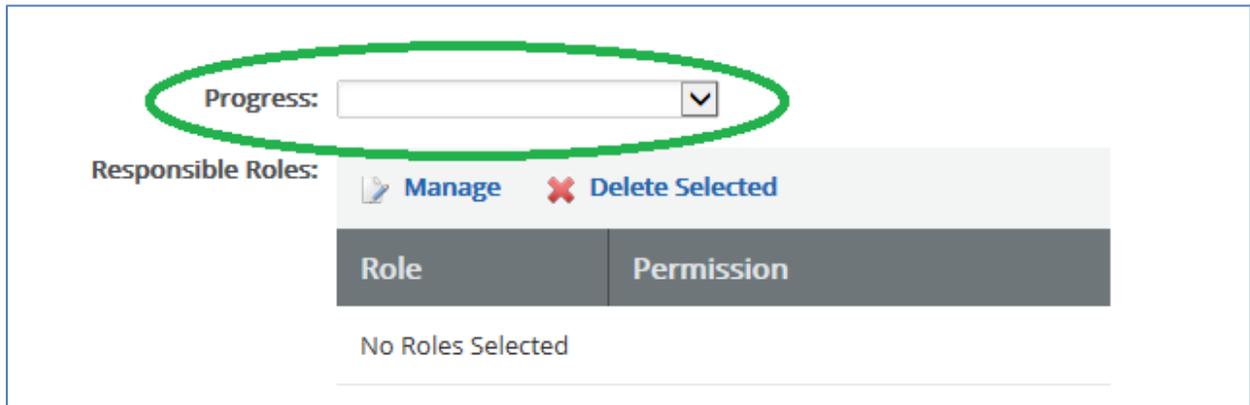


The screenshot shows a form titled "ENGL 101 - Goal 1.1 - Critical Thinking - Compliance Assist". The form has a header with "ENGL 101" and a navigation bar with "View", "Edit", "Related", "Activity", and "Permissions". The "Edit" button is circled in blue. A callout box points to the "Export" button with the text "To export your report to a Word document or a PDF file." Another callout box points to the "Edit" button with the text "Click 'Edit' to switch to the edit mode." The form contains the following information:

- Start: 7/1/2014
- End: 6/30/2015
- Providing Department: English
- Course ID (ex., ENG 101): ENGL 101
- Course Name (ex., Composition Introduction to Psychology):
- Name of Contact(s): John Smith
- Period of Assessment: Fall 2014, Spring 2015
- Recertification Item 1: Yes
- Does this course focus substantially on critical thinking as stated in the learning outcome?:
- Recertification Item 2: Yes

A "Close" button is located at the bottom right of the form.

- 7) When the review form is ready to be submitted for review, change the “Progress” to “Completed”, and click “Save and Close” button  to exit.



- 8) Repeat the same process for another course’s review application.

Appendix A: KU Core Review Instruction

UCCC & Undergraduate Studies

April 2015

Overview

The University Core Curriculum Committee (UCCC) is responsible for recertifying all KU Core courses. In order to achieve this goal, the UCCC asks all departments and programs that offer KU Core courses to submit a report for each course and goal/learning outcome. In the case of a course approved for more than one goal/learning outcome, departments and programs will make separate submissions for each KU Core goal/learning outcome. The UCCC will review courses on a 6-year cycle, grouped by KU Core Goal/learning outcome, as follows:

Year 1: Goal 1.1 + Goal 1.2 (First review due in Sept. 2015)

Year 2: Goal 2.1 + Goal 2.2 + Goal 3 (Arts & Humanities)

Year 3: Goal 4.1 + Goal 3 (Natural Sciences & Mathematics)

Year 4: Goal 4.2

Year 5: Goal 5 + Goal 3 (Social & Behavioral Sciences)

Year 6: Goal 6

Data Collection

Departments should collect data on achievement of the learning outcome each semester/year that the course is offered. The most efficient way to complete this task is to agree as a department to include an assignment in each course that covers the dimensions of the learning outcome that the department wishes to collectively assess, and to grade at least those dimensions by a common rubric. (See the [First Year Seminar assessment of Goal 1.1](#) for an example of how this can be done while allowing for variability in content and teaching style across a common course.)

KU Core Review Outline

The KU Core Course Review consists of two parts:

Part 1: Recertification is a self-report by the department or program offering the course certifying that the course complies with the required criteria of the KU Core Goal and Learning Outcome for which it has been approved.

Part 2: Assessment is a self-report by the department or program offering the course of measured student achievement of the learning outcome. The report describes how course assessment items align to dimensions of the learning outcome, a report of the measurements taken on those items across a representative sample of students, a descriptive analysis of the data, and finally, a description of changes those data suggest in order to improve student achievement of the learning outcome.

Reporting Process

Departments will submit reports in September for each of their courses that fulfills a learning outcome that is due for review that academic year. Reports will be submitted through [Assessment System Online](#). The system provides prompts the user with the appropriate question for each goal/learning outcome, and the user can easily cut and paste from a Word document answers to questions requiring narrative response. As with Degree-Level Assessment, only [designated department users](#) may submit the materials. *Note: If your department/program needs to add additional department users to the ASO system, please send your request to Ying Xiong at yxiong@ku.edu.*

UCCC Review

The UCCC will evaluate each report and provide written feedback to departments. In some cases the Committee may require additional information or data in order to recertify the course. The goal of the review is to motivate and document continuous, evidence-based improvement of student learning outcomes.

Appendix B: KU Core Review Forms (Paper Version)

Goal 1.1 Critical Thinking

PART 1 – RECERTIFICATION

Please confirm that each time your department or program offers this course it meets the requirements of Goal 1.1 and has done so since its acceptance into the KU Core or last recertification. All items must be confirmed with “Yes” in order to receive recertification.

- Yes** **No** Does this course focus substantially on critical thinking as stated in the learning outcome?
- Yes** **No** Does this course include assignments, projects, and/or tests that require students to form judgments about the assumptions or claims presented?
- Yes** **No** Does this course include assignments, projects, and/or tests that require students to analyze and synthesize information?
- Yes** **No** Does this course include assignments, projects, and/or tests that require students to make evidence-based arguments to support conclusions?
- Yes** **No** Does this course evaluate student performance in the tasks above, and uses this evaluation for at least 60% of the final grade?

PART 2 – ASSESSMENT

Please answer the following five questions to provide an assessment of student achievement in your course over the period of the assessment for the Goal 1.1 learning outcome:

Upon reaching this goal, students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools.

1. What evidence does your department/program use to determine whether students are achieving the KU Core critical thinking goals in this course?
2. What quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core critical thinking goal?

Instruction: For example, your instructors could use the UCCC’s suggested rubric for critical thinking (https://kucore.ku.edu/sites/kucore.drupal.ku.edu/files/docs/GILO1_Rubric.pdf). They could also create rubrics of their own, or develop other evaluation metrics that permit insight into the degree to which this course is achieving the Goal 1.1 learning outcome.

3. Please describe your evaluation process, including rubric(s), metric(s) and assessment instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the learning outcome.
4. Please provide a quantitative summary of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the learning outcome or a single comprehensive assessment of the learning outcome.

Instruction: For example, if you use the suggested rubric, you might use some or all of the following dimensions: *Explanation of issues, Evidence selection, Influence of contexts and assumptions, Implications and consequences.*

Please normalize your scoring to a scale from zero to four, where 0= "Outcome Not Achieved" and 4= "Exemplary Achievement" and arrange your data in the following sort of table. Feel free to add more rows or use fewer rows. Please include in your assessment only those students who completed the course. If there are deficiencies in your data collection, please explain how you plan to remedy them going forward.

<i>Dimension</i>	<i>% of "Exemplary Achievement" (4)</i>	<i>% of "Good Achievement" (3)</i>	<i>% of "Satisfactory Achievement" (2)</i>	<i>% of "Basic Achievement" (2)</i>	<i>% of "Outcome Not Achieved" (0)</i>
<i>Dimension 1: (Please describe)</i>					
<i>Dimension 2: (Please describe)</i>					
<i>Dimension 3: (Please describe)</i>					

5. Taking into account your weighting of the various dimensions above, what percentage of the students achieved at least basic overall competency in this learning outcome. Please also briefly state how you have defined basic competency for this purpose.
6. Please provide a descriptive summary of student achievement in meeting the Goal 1.1 learning outcome.
7. The intent of this assessment is to promote improvement in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this learning outcome? (Please limit your response to 500 words.)

Goal 1.2 Quantitative Literacy

PART 1 – RECERTIFICATION

Please confirm that each time your department or program offers this course it meets the requirements of Goal 1.2 and has done so since its acceptance into the KU Core or last recertification. All items must be confirmed with “Yes” in order to receive recertification.

- Yes** **No** Does this course focus substantially on solving problems using functions and numerical techniques?
- Yes** **No** Does this course require students to apply mathematical or statistical principles to organize or process numerical information?
- Yes** **No** Does this course require students to use specific quantitative methods to solve problems, and choose appropriate methods for given problems?
- Yes** **No** Does this course evaluate student performance in the tasks above, and uses this evaluation for at least 60% of the final grade?

PART 2 – ASSESSMENT

Please answer the following five questions to provide an assessment of student achievement in your course over the period of the assessment for the Goal 1.2 learning outcome:

Upon reaching this goal, students will be able to define a problem, analyze numerical information, apply mathematical principles, and integrate quantitative methods into problem solving.

1. What evidence does your department/program use to determine whether students are achieving the KU Core quantitative literacy goals in this course?
2. What quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core quantitative literacy goal?

Instruction: For example, your instructors could use the UCCC’s suggested rubric for quantitative literacy (https://kucore.ku.edu/sites/kucore.drupal.ku.edu/files/docs/GILO2_Rubric.pdf). They could also create rubrics of their own, or develop other evaluation metrics that permit insight into the degree to which this course is achieving the Goal 1.2 learning outcome.

3. Please describe your evaluation process, including rubric(s), metric(s) and assessment instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the learning outcome.

- Please provide a quantitative summary of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the learning outcome or a single comprehensive assessment of the learning outcome.

Instruction: For example, if you use the suggested rubric, you might use some or all of the following dimensions: Representation, Methodology, Computation, and Interpretation. Please normalize your scoring to a scale from zero to four, where 0= "Outcome Not Achieved" and 4="Exemplary Achievement" and arrange your data in the following sort of table. Feel free to add more rows or use fewer rows. Please include in your assessment only those students who completed the course. If there are deficiencies in your data collection, please explain how you plan to remedy them going forward.

<i>Dimension</i>	<i>% of "Exemplary Achievement" (4)</i>	<i>% of "Good Achievement" (3)</i>	<i>% of "Satisfactory Achievement" (2)</i>	<i>% of "Basic Achievement" (2)</i>	<i>% of "Outcome Not Achieved" (0)</i>
<i>Dimension 1: (Please describe)</i>					
<i>Dimension 2: (Please describe)</i>					
<i>Dimension 3: (Please describe)</i>					

- Taking into account your weighting of the various dimensions above, what percentage of the students achieved at least basic overall competency in this learning outcome. Please also briefly state how you have defined basic competency for this purpose.
- Please provide a descriptive summary of student achievement in meeting the Goal 1.2 learning outcome.
- The intent of this assessment is to promote improvement in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this learning outcome? (Please limit your response to 500 words.)

Goal 2.1 Written Communication

PART 1 – RECERTIFICATION

Please confirm that each time your department or program offers this course it meets the requirements of Goal 2.1 and has done so since its acceptance into the KU Core or last recertification. All items must be confirmed with “Yes” in order to receive recertification.

- Yes** **No** Does this course include instruction that will require students to analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts?
- Yes** **No** Does this course include instruction that will require students to demonstrate rhetorical flexibility within and beyond academic writing?
- Yes** **No** Does this course include instruction that will require students to revise and improve their own writing?
- Yes** **No** Does this course require writing assignments (a minimum of 2000 words/course) in English and include at least three different types of writing for different purposes, audiences, or media?
- Yes** **No** Does this course deliver structured feedback to students that leads to revision and sequential improvement of their texts (for example, through the revision of successive drafts)?
- Yes** **No** Does this course evaluate the quality of students’ written communication, and uses this evaluation for at least 60% of the final grade?

PART 2 – ASSESSMENT

Please answer the following five questions to provide an assessment of student achievement in your course over the period of the assessment for the Goal 2.1 learning outcome:

Upon reaching this goal, students will be able to generate, explore, organize, and convey ideas in writing, using language and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.

1. What evidence does your department/program use to determine whether students are achieving the KU Core written communication goals in this course?

2. What quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core written communication goal?

Instruction: For example, your instructors could use the UCCC’s suggested rubric for written communication (https://kucore.ku.edu/sites/kucore.drupal.ku.edu/files/docs/G2LO1_Rubric.pdf). They could also create rubrics of their own, or develop other evaluation metrics that permit insight into the degree to which this course is achieving the Goal 2.1 learning outcome.

3. Please describe your evaluation process, including rubric(s), metric(s) and assessment instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the learning outcome.
4. Please provide a quantitative summary of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the learning outcome or a single comprehensive assessment of the learning outcome.

Instruction: For example, if you use the suggested rubric, you might use some or all of the following dimensions: Content development, Organization and format, Sources and evidence, and Control of style, syntax and mechanics.
Please normalize your scoring to a scale from zero to four, where 0= "Outcome Not Achieved" and 4= "Exemplary Achievement" and arrange your data in the following sort of table. Feel free to add more rows or use fewer rows. Please include in your assessment only those students who completed the course. If there are deficiencies in your data collection, please explain how you plan to remedy them going forward.

<i>Dimension</i>	<i>% of "Exemplary Achievement" (4)</i>	<i>% of "Good Achievement" (3)</i>	<i>% of "Satisfactory Achievement" (2)</i>	<i>% of "Basic Achievement" (2)</i>	<i>% of "Outcome Not Achieved" (0)</i>
<i>Dimension 1: (Please describe)</i>					
<i>Dimension 2: (Please describe)</i>					
<i>Dimension 3: (Please describe)</i>					

5. Taking into account your weighting of the various dimensions above, what percentage of the students achieved at least basic overall competency in this learning outcome. Please also briefly state how you have defined basic competency for this purpose.

6. Please provide a descriptive summary of student achievement in meeting the Goal 2.1 learning outcome.

7. The intent of this assessment is to promote improvement in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this learning outcome? (Please limit your response to 500 words.)

Goal 2.2 Oral Communication

PART 1 – RECERTIFICATION

Please confirm that each time your department or program offers this course it meets the requirements of Goal 2.1 and has done so since its acceptance into the KU Core or last recertification. All items must be confirmed with “Yes” in order to receive recertification.

Yes **No** Does this course include instruction to require students to apply theory to prepare and present content in an organized manner and with a delivery appropriate to the audience?

Yes **No** Does this course include instruction to require students to engage in active listening and participate in discussions in a respectful manner?

Yes **No** Does this course include instruction to require students to analyze their own communicative behaviors in both interpersonal and public speaking?

Yes **No** Does this course include assignments structured so that students compete at least three different types of speeches or presentations in English with different purposes or audiences?

Yes **No** Does this course deliver structured feedback to students that leads to revision and substantial improvement?

Yes **No** Does this course evaluate the quality of students’ oral communication, and use this evaluation for at least 60% of the final grade?

PART 2 – ASSESSMENT

Please answer the following five questions to provide an assessment of student achievement in your course over the period of the assessment for the Goal 2.2 learning outcome:

Upon reaching this goal, students will be able to generate, develop, organize and convey ideas orally, using language, presentation skills, and other media (for example, digital texts, images and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.

1. What evidence does your department/program use to determine whether students are achieving the KU Core oral communication goals in this course?

2. What quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core oral communication goal?

Instruction: For example, your instructors could use the UCCC’s suggested rubric for oral communication (https://kucore.ku.edu/sites/kucore.drupal.ku.edu/files/docs/G2LO2_Rubric.pdf). They could also create rubrics of their own, or develop other evaluation metrics that permit insight into the degree to which this course is achieving the Goal 2.2 learning outcome.

3. Please describe your evaluation process, including rubric(s), metric(s) and assessment instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the learning outcome.
4. Please provide a quantitative summary of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the learning outcome or a single comprehensive assessment of the learning outcome.

Instruction: For example, if you use the suggested rubric, you might use some or all of the following dimensions: *Organization, Language, Delivery, Supporting Materials, and Central Message.* Please normalize your scoring to a scale from zero to four, where 0= "Outcome Not Achieved" and 4= "Exemplary Achievement" and arrange your data in the following sort of table. Feel free to add more rows or use fewer rows. Please include in your assessment only those students who completed the course. If there are deficiencies in your data collection, please explain how you plan to remedy them going forward.

<i>Dimension</i>	<i>% of "Exemplary Achievement" (4)</i>	<i>% of "Good Achievement" (3)</i>	<i>% of "Satisfactory Achievement" (2)</i>	<i>% of "Basic Achievement" (2)</i>	<i>% of "Outcome Not Achieved" (0)</i>
<i>Dimension 1: (Please describe)</i>					
<i>Dimension 2: (Please describe)</i>					
<i>Dimension 3: (Please describe)</i>					

5. Taking into account your weighting of the various dimensions above, what percentage of the students achieved at least basic overall competency in this learning outcome. Please also briefly state how you have defined basic competency for this purpose.

6. Please provide a descriptive summary of student achievement in meeting the Goal 2.2 learning outcome.
7. The intent of this assessment is to promote improvement in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this learning outcome? (Please limit your response to 500 words.)

Appendix C: KU Core Review Examples

Example 1: First Year Seminars for Goal 1.1 Critical Thinking

Example 2: COMS 130/131 for Goal 2.2 Oral Communication



Department prefix + 177

Start: 7/1/2014

End: 6/30/2015

Providing First Year Seminars

Department:

Course ID (ex., ENG Department prefix + 177

101):

Course Name (ex., First Year Seminars

Introduction to

Psychology):

Name of Contact(s) : Sarah Crawford-Parker

Period of Fall 2012, Fall 2013, Fall 2014

Assessment:

Recertification Item Yes

1: Does this course focus substantially on critical thinking as stated in the learning outcome?:

Recertification Item Yes

2: Does this course include assignments, projects, and/or tests that require students to form judgments about the assumptions or claims presented?:

Recertification Item Yes

3: Does this course include assignments, projects, and/or tests that require students to analyze and synthesize information?:

Recertification Item Yes

4: Does this course include assignments, projects, and/or tests that require students to make evidence-based arguments to support conclusions?:

Recertification Item Yes

5: Does this course evaluate student performance in the tasks above, and uses this evaluation for at least 60% of the final grade?:

Assessment Q1: What evidence does your department/program use to determine whether students are achieving your KU Core critical thinking goals in this course?: We assess capstone assignments using the AAC&U Value Rubric for critical thinking. In 2012, we assessed all capstone assignments for the 11 seminars offered. In 2013, we assessed approximately 40% of capstone assignments randomly selected from the 20 seminars offered. We share student learning results with program faculty and use these results for course and program improvement.

Students also complete a post-course survey in which they identify their top "learning moments" in the course. These responses typically correlate with rubric scores. For example, in 2012, students identified practicing critical reading and analysis as one of the most useful aspects of the course. In our assessment of student learning, students score particularly high on explanation of issues (96% at milestone 1, milestone 2, or capstone).

Assessment Q2: What quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core critical thinking goals?: We use the AAC&U Value Rubric for critical thinking, which scores students from benchmark (1) to capstone (4). We calculate student performance across the domains of the rubric and also determine an aggregate score for critical thinking.

The AAC&U Value Rubric for critical thinking evaluates the following dimensions: 1) explanation of issues 2) evaluation of evidence 3) context and assumptions 4) student's position 5) conclusions

Key language to describe these dimensions include: critical language, questioning viewpoints of experts, understanding relevant information, analyzing assumptions, thesis, position, and informed evaluation.

Assessment Q3: Please describe your evaluation process, including rubric(s), metric(s) and assessment As part of the First-Year Seminar proposal process, faculty describe an integrative assignment that they will use in the course for the assessment of critical thinking. Typically these assignments are completed in states with support and feedback provided to students at each stage, and they culminate in a final project that reflects their learning throughout the semester, with an emphasis on critical thinking skills developed in the course.

Recent examples include:

instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the LO. :

GEOL 177 Students write a paper taking the position of an energy consulting firm planning out a strategy and rationale to divest from fossil fuel use.

LING 177 Students write response papers to parent questions asking whether they should raise their children as bilinguals. Responses must provide an accessible explanation of research and offer arguments supported by scientific evidence.

PSYC 177 Students write a paper in which they identify a significant traumatic public event and prepare a report or response plan for the community affected by this event. The plan must be supported by evidence in the scientific literature and address what the children affected by this event could be expected to remember about it in the short and long-term, the implications for well-being, and suggest and intervention plan.

JOUR 177 Students develop a project based on the use of visual communication by a specific candidate or campaign issue during the 2012 election. Students place the visual communication strategies in historical context and identify key differences with the opposing candidate or issue perspective and draw relevant conclusions.

Assessment Q4: 2012 Critical thinking results

Please provide a quantitative summary of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the LO or a single comprehensive assessment of the LO. :

Dimension	% of "Exemplary Achievement" (4)	% of "Good Achievement" (3)	% of "Satisfactory Achievement" (2)	% of "Basic Achievement " (1)	% of "Outcome Not Achieved" (0)
Dimension 1: Explanation of issues	2	37	57	3	0
Dimension 2: Evaluation of evidence	1	16	65	18	0
Dimension 3: Context and assumptions	0	5	66	29	0
Dimension 4: Student's position	2	25	49	24	0
Dimension 5: Conclusions	1	17	54	25	3
Overall assessment of learning outcome	1	21	58	20	

2013 Critical thinking results

Dimension	% of "Exemplary Achievement" (4)	% of "Good Achievement" (3)	% of "Satisfactory Achievement" (2)	% of "Basic Achievement" (1)	% of "Outcome Not Achieved" (0)
Dimension 1: Explanation of issues	8	34	44	14	
Dimension 2: Evaluation of evidence	3	20	47	24	6
Dimension 3: Contexts and assumptions	4	21	44	29	2
Dimension 4: Student's position	4	26	40	27	2
Dimension 5: Conclusions	2	31	49	16	2
Overall assessment of the learning outcome	4	27	46	22	

Assessment Q5: What percentage of the students achieved at least basic overall competency in this learning outcome? Please also briefly state how you have defined basic competency for this purpose. :

2012 80% of students at or above basic competence level for critical thinking (milestone 1 or higher—satisfactory achievement or higher on above data chart)
2013 77% of students at or above basic competence level for critical thinking.

Assessment Q6: Provide a descriptive summary of student achievement in meeting the Goal 1.1 learning outcome. :

Performance rates are reflective of fall semester achievement for first-time, full-time freshman students. Faculty in the 2012 cohort participated in a year-long process to create the FYS program and design the initial FYS courses. We are committed to maintaining a high level of student achievement for the critical thinking learning outcome and continue to require FYS faculty to participate in course design workshops and development and assessment-related activities. The close correspondence between 2012 and 2013 student learning results suggest that we maintaining a high level of quality with our program expansion, but there is still room for improvement (see #6).

Assessment Q7: The intent of this assessment is to promote improvement in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this LO? :

Student learning results are shared with First-Year Seminar faculty on an annual basis. After compiling the 2012 and 2013 results, we targeted the critical thinking dimension "influence of context and assumptions" as an area for targeted improvement. 2013 and 2014 course design workshops and information literacy workshops delivered by the KU Libraries specifically addressed ways to improve student learning in this area. Below are two examples of how faculty have designed their course learning activities to better address this skill with their students:
"Following the first library session we discussed in class not only where and how to find materials, but how to evaluate which materials were valuable for particular uses: books tend to take longer to produce and might not contain current information on women's education conditions in contemporary Islamic social contexts, while ephemera, which are more current, need to be judged for their authenticity."
Humanities faculty member
"The library did help this (evaluating contexts and assumptions) as it helped students to understand how to place information resources in context. I also had them write on every writing assignment why they thought the information was credible. Finally, because this is a science class, we always had to discuss assumptions. So, often when we discussed problems I would ask students what assumptions went into getting this answer. This became relevant when talking about scientific paradigm shifts as people were forced to throw the old assumptions out the window."

Natural sciences faculty member

In addition to focusing our existing training sessions to target specific areas for improvement, we have also added a new workshop for First-Year Seminar faculty focused on ways to scaffold the research process to address different dimensions evaluated by the critical thinking rubric. We are launching this new workshop in spring 2015.

Progress: Completed

Responsible Roles: No Roles Selected

 COMS 130/131

Start: 7/1/2014

End: 6/30/2015

Providing Department: Communication Studies

Department:

Course ID (ex., COMS 101): COMS 130/131

Course Name (ex., Introduction to Psychology): Communication Studies - Speaker-Audience Communication

Name of Contact(s): Andrea Quenette

Period of Assessment:

Fall 2013, Spring 2014, Fall 2014

Recertification Item 1:

Yes

Does this course include instruction to require students to apply theory to prepare and present content in an organized manner and with a delivery appropriate to the audience? :

Recertification Item 2:

Yes

Does this course include instruction to require students to engage in active listening and participate in discussions in a respectful manner?:

Recertification Item 3:

Yes

Does this course include instruction to require students to analyze their own communicative behaviors in both interpersonal and public speaking?:

Recertification Item 4:

Yes

Does this course include assignments structured so that students complete at least three different types of speeches or presentations in English with different purposes or audiences?:

Recertification Item 5:

Yes

Does this course deliver structured feedback to students that leads to revision and substantial improvement?:

Recertification Item 6:

Yes

Does this course evaluate the quality of students' oral communication, and use this evaluation for at least 60% of the final grade? :

Assessment Q1:

What evidence does your department/program use to determine whether students are achieving the KU Core oral communication goals in this course?:

We have developed an extensive assessment program to evaluate each of the facets of Goal 2.2. These include student scores on speech grading rubrics. Future data will also include assessment of students' self-reflection papers, as well as evaluation of student performance and engagement in classroom discussion.

Assessment Q2:

What quantitative format does your department/program use to summarize the degree to which students in this course achieve the KU Core oral communication

We use our own developed rubrics to assess each of the pieces of evidence discussed above. A copy of these rubrics is attached to this form.

-  COMS130 Informative Speech Rubric
-  COMS130 Persuasive Speech Rubric

goals?:

Assessment Q3: Please describe your evaluation process, including rubric(s), metric(s) and assessment instrument(s) (e.g., description of assignments, test questions, final exam, final project, etc.) and how your evaluation aligns to the learning outcome.:

Student speech scores are evaluated twice during the semester – during the informative speech and during the second persuasive speech. A copy of the grading rubric is attached to this form. Students are evaluated on the quality of their speech introduction, conclusion, structure, content, use of sources, delivery and visual aids.

Assessment Q4: Please provide a quantitative summary of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the LO or a single comprehensive assessment of the LO.:

Dimension	% of "Exemplary Achievement" (4)		% of "Good Achievement"(3)		% of "Satisfactory Achievement" (2)		% of "Basic Achievement " (1)		% of "Outcome Not Achieved" (0)	
	Pre(if available)	Post	Pre (if available)	Post	Pre (if available)	Post	Pre (if available)	Post	Pre (if available)	Post
Dimension1: Apply theory to prepare and present content in an organized manner and with a delivery appropriate to the audience.	8%	14%	26%	42%	28%	27%	18%	12%	20%	5%
Dimension2: Engage in active listening and participate in discussions in a respectful manner.	---	---	---	---	---	---	---	---	---	---
Dimension3: Analyze students' own communicative behaviors in both interpersonal and public speaking.	---	---	---	---	---	---	---	---	---	---
% of students who meet basic overall competency in the learning outcome						95%				

Assessment Q5: What percentage of the students achieved at least basic overall competency in this learning outcome. Please also briefly state how you have defined basic competency for this purpose.:

95%

Assessment Q6: Please provide a descriptive summary of student achievement in meeting the Goal 2.2 learning outcome. :

Our ultimate goal in the course is to see improvement in students' performance across the course, reflective of actual learning and internalization of the theory and concepts related to public speaking. Thus far, our data indicate that for the lowest performing students in our classes, we are achieving this goal. Students in the C/D range on the first speech make dramatic improvements in their performance on a later speech assignment. Also, while students overall do well with speech structure and content, they struggle more with appropriate citation of material to support their ideas. Overall, our students demonstrate an above average level of public speaking skill when they leave Coms 130.

Assessment Q7: The intent of this assessment is to promote improvement in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this LO?:

Through our assessment process, we have learned several things. First, we are continually refining the grading rubric to be a better reflection of student's achievement of different components of the speech. This will aid in greater accuracy in student grades but also, assessment of the course. Furthermore, we are working out logistical details involved with evaluating a course taken by thousands of students each year which will better allow us to assess other sub-components of Goal 2.2, including effectiveness of student self-reflection and participation in ethical discussions.

As is evidenced in the chart above, we have not yet collected data to assess the self-reflection and discussion components of Goal 2.2. To remedy this shortcoming, we have developed a series of assessments and modifications to the course to allow us to collect this data moving forward. In Spring of 2015 we will begin specific assessment of these dimensions of Goal 2.2, allowing us to better understand how students perform on the self-reflection papers students have been completing for several semesters. In conjunction with this, we are also restructuring components of the class to better assess how discussion and conversation in the classroom reflect student learning of course concepts. In all, we feel through this assessment process we have learned how we might more closely align grading and assessment measures to reflect actual student performance. Also, we have embraced technology as a means through which to manage the significant data generated by assessment of this course.

Progress: Completed

Responsible Roles: No Roles Selected