Core Course Assessment

Purpose & Process

Presented September, 2015
Slightly Revised/Updated Dec. 2015
Goals

**Overall:** Clarify the purpose & process of core curriculum assessment.

**Purpose:**
- What is assessment? Why are we doing this?

**Process:**
- Guidelines & Tips for Data Collection
- Reports/Forms
  1. What are they?
  2. How do I complete them?
  3. Where are they housed?
  4. How do I use them?
  5. When & where do I submit them?
What is assessment?
Why are we doing this?
Assessment is

“... [t]he systematic *collection*, *review*, and *use* of information about *educational programs* undertaken for the purpose of improving student learning and development.”

Ted Marchese

---

How do we collect quality data?

What is our process for reviewing & using the data?

In this context, the *educational program* is the Core Curriculum.

Although we are required to assess for SACS accreditation, that is not the most important reason.
Assessment is . . .

A continuous hunt for improvement

About the journey (not a destination)
Instructional Cycle (Closing the Loop)

Plan → Collect → Record/Reflect → Act
Will faculty be penalized if assessment results “fall short”? 

No.
Guidelines & Tips for Data Collection
I smile to hide how completely overwhelmed I am.

How much data is enough?
<table>
<thead>
<tr>
<th>Assessment Format</th>
<th>Total Students Enrolled in Course (not section)</th>
<th>Minimum Acceptable Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Embedded Exam Questions</td>
<td>120 or more</td>
<td>20% of students enrolled</td>
</tr>
<tr>
<td>Objective Embedded Exam Questions</td>
<td>119 or fewer</td>
<td>40% of students enrolled</td>
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<tr>
<td>Subjective Writing Intensive Assessment Method, i.e.: Rubric</td>
<td>NA</td>
<td>10% of students enrolled but no fewer than 25 students *</td>
</tr>
</tbody>
</table>
ParScore can help automate data collection & analysis.
Reports/Forms

What are they?
1. Core Curriculum Assessment Plan
2. Core Curriculum Assessment Results Report
3. Use of Results for Core Improvement Report
Reports/Forms

1. What are they?
2. How do I complete the Assessment Report?

*If the course is new to the Core . . .*

*Step 1.* Review assessment plan & work with faculty to make any necessary revisions, e.g. SLOs, assessment method, etc.

https://coreproposal.utsa.edu/

Login using abc123
### All Proposals

#### My Proposals

<table>
<thead>
<tr>
<th>Revision</th>
<th>Course</th>
<th>Hours</th>
<th>Foundational Component Area</th>
<th>Activity Date</th>
<th>Status</th>
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<tr>
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<td>COR 1XX3 Academic Inquiry</td>
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<td>Mathematics</td>
<td>08/30/2013</td>
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</table>

#### Department-Level Proposals

There are no department level proposals currently available for viewing.

#### College-Level Proposals

There are no college level proposals currently available for viewing.

#### University-Level Archived Proposals

There are no university level proposals currently available for viewing.
## All Proposals

### My Proposals

<table>
<thead>
<tr>
<th>Revision</th>
<th>Course</th>
<th>Hours</th>
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### Department-Level Proposals

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### College-Level Proposals

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### University-Level Proposals

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</table>
Course Information

Type: Existing Course
Course: ANT 1013 Introduction to Anthropology
Credit Hours: 3
Course Offered: Fall Spring Summer
TCCN: ANTH 2346
Prerequisites: none
Course Description: The study of human culture, past and present: its origins, development, and contemporary change; and the exploration of human physical and cultural differences using the paradigm of adaptation.

Foundational Component Area: Social and Behavioral Sciences
Foundational Component Area Intent: The course meets the Social and Behavioral Sciences Component for the Core Curriculum. It offers the study of the human experience, past and present, including its origin, development and contemporary physical and cultural similarities and differences. It stresses the constant themes of the human experience, continuity and change, by considering the hallmark concepts of anthropology: evolution and culture. The primary course objective is to encourage development of critical thinking skills, communication skills, empirical and quantitative skills, and social responsibility through the anthropological study of people and cultures across space and time.

Core Curriculum Objectives

Critical Thinking Skills (required): This course will promote critical evaluation and inquiry into relationships between biology and culture, including: human evolution, current primate diversity, past human cultures, and current cultural and linguistic similarities and differences across the globe.

Communication Skills (required): This course will promote interpretation and communication regarding current debates and research in biological anthropology, archaeology, linguistic anthropology, and cultural anthropology.

Empirical and Quantitative Skills (required): This course will promote manipulation and analysis of numerical or observable facts as they relate to human biological and cultural diversity.

Social Responsibility (required): This course will promote intercultural competence through critical thinking of cultural difference and similarity, using considerations of anthropological ethics and cultural relativism.

Teamwork (optional): n/a
Personal Responsibility (optional): n/a

Proposed Syllabus
Submit Query 1013 Core Curriculum Syllabus 2-27.pdf

Core Course Assessment Plan
Submit Query ANT_1013-Core-Assessment-Form-Soc-Beh-SCI 2-27.pdf

Additional Information
n/a
Reports/Forms

1. What are they?
2. How do I complete the Assessment Report?

*If the course is new to the Core . . .*

*Step 1.* Review assessment plan & work with faculty to make any necessary revisions, e.g. SLOs, assessment method, etc.

https://coreproposal.utsa.edu/

*If the course is NOT new to the Core . . .*

Access & review the most recent Assessment Report posted to TracDat. Work with faculty to make any necessary revisions, e.g. SLOs, assessment method, etc. If you do not have access to TD, request “read” access by emailing your abc123 login to Nancy.Martin@utsa.edu

*Step 2.* Coordinate exam questions &/or rubric criteria across sections.

*Step 3.* End of Semester. Collect results from faculty.
The spreadsheet on the next slide was emailed to all AIS 1203 section faculty. Each faculty member completed the spreadsheet and emailed it to the AIS Course Coordinator who then completed the Assessment Report.
# Core Course Assessment AIS 1203

## Fall 2014

**Course**

AIS 1203

**Section**

[e.g. 0A1 & 0A2]

**Faculty Name**


**Total # of Students Enrolled in Class**


**Total # of Students Reviewed**


**Instructions:** Tally the number of students who received 3 (strong) and 4 (excellent) for each criterion below and place total amount in appropriate cell. Once completed, please submit to Susan.Colorado@utsa.edu

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Instructor</th>
<th>Objective</th>
<th>Rubric</th>
<th>Question</th>
<th>Total 3s &amp; 4s</th>
<th>Student Rvwrd</th>
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</thead>
<tbody>
<tr>
<td>AIS 1203</td>
<td>0</td>
<td>0</td>
<td>Critical Thinking</td>
<td>Individual Response Paper</td>
<td>Q5. Comparison &amp; Contrast</td>
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<td>AIS 1203</td>
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<td>Communication Skills</td>
<td>Poster Presentation: Individual</td>
<td>Q3. Delivery (Oral)</td>
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<tr>
<td>AIS 1203</td>
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<td>0</td>
<td>Communication Skills</td>
<td>Poster Presentation: Group</td>
<td>Q3. Supporting Material (Visual)</td>
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<tr>
<td>AIS 1203</td>
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<td>0</td>
<td>Communication Skills</td>
<td>Individual Response Paper</td>
<td>Q7. Sentence Structure (Written)</td>
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<td>Individual Response Paper</td>
<td>Q8. Grammar &amp; Punctuation (Written)</td>
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<td>Individual Response Paper</td>
<td>Q3. Ethical Research Practices</td>
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<td>Social Responsibility</td>
<td>Individual Response Paper</td>
<td>Q4. Results, Impact Society</td>
<td></td>
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</tbody>
</table>
1. What are they?
2. How do I complete the Assessment Report?

If the course is new to the Core . . .

Step 1. Review assessment plan & work with faculty to make any necessary revisions, e.g. SLOs, assessment method, etc.

https://coreproposal.utsa.edu/

If the course is NOT new to the Core . . .

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Step 2. Coordinate exam questions &/or rubric criteria across sections.

Step 3. End of Semester. Collect results from faculty.

Step 4. Aggregate data across all sections, complete & submit the report.
Reports/Forms

1. What are they?
2. How do I complete the Assessment Report?
3. Where are they housed?

http://Provost.utsa.edu/corecurriculum
Office of the Provost and Vice President for Academic Affairs

UTSA's Core Curriculum

The core curriculum is the set of common courses required of all undergraduates at UTSA. While bachelor's degree-seeking students select a major to develop in-depth expertise in a particular area, the common core represents the broad, foundational knowledge and skills that every UTSA graduate should have.

At UTSA, the Core Curriculum includes coursework in Communication; Mathematics; Life and Physical Sciences; Language, Philosophy and Culture; Creative Arts; American History; Government/Political Science; and Social and Behavioral Sciences. It also includes AIS 1203 Academic Inquiry and Scholarship, which is part of the university's First-Year Experience.

UTSA has been recognized by the American Council of Trustees and Alumni for the strength and breadth of its core curriculum.

This website is intended to provide UTSA faculty with information and resources needed to (1) submit a proposal for a new course to become part of the core curriculum; and (2) to assess appropriately once a course has become a part of the core.

BECOMING PART OF UTSA'S CORE CURRICULUM

Core Curriculum Proposal Portal (Open September 1–October 1)

Proposals for New Core Courses
Timeline & Approval Routing Process
THECB State Requirements for the Core Curriculum: Overview
Guidelines for a Well-Written Proposal
Creating Well-Written Student Learning Outcomes (SLOs) (pdf)
Creating A Quality Core Curriculum Assessment Plan: Overview (pptx)
Rubrics used by the Core Curriculum Committee to evaluate proposals are available in PDF on the Resources and Forms page.

AFTER A COURSE IS APPROVED FOR THE CORE CURRICULUM

Core Curriculum Assessment Basics
Core Curriculum Assessment
Steps in Assessment Process
College Track Dat Staff
Assessment Calendar
Rubrics Used by the Core Curriculum Committee to Evaluate Proposals (PDF documents)

1. Communication
2. Mathematics
3. Life & Physical Sciences
4. Language, Philosophy & Culture
5. Creative Arts
6. American History
7. Government-Political Science
8. Social & Behavioral Sciences

LEAP VALUE Rubrics (In Word)

- Civic Engagement
- Critical Thinking
- Ethical Reasoning
- Intercultural Knowledge & Competence
- Oral Communication
- Quantitative Literacy
- Teamwork
- Written Communication

Assessment Plan Templates

Core Assessment Plan (SAMPLE)

1. Communication
2. Mathematics
3. Life & Physical Sciences
4. Language, Philosophy & Culture
5. Creative Arts
6. American History
7. Government-Political Science
8. Social & Behavioral Sciences

Assessment Report Templates

1. Communication
2. Mathematics
3. Life & Physical Sciences
4. Language, Philosophy & Culture
5. Creative Arts
6. American History
7. Government-Political Science
8. Social & Behavioral Sciences

Use of Results for Improvement Report (in Word)
Reports/Forms

1. What are they?
2. How do I complete the Assessment Report?
3. Where are they & how do I obtain them?
4. How do I use the
   a. Assessment Report?
   b. Use of Results for Core Improvement Report?
Reports/Forms

1. What are they?
2. How do I complete the Assessment Report?
3. Where are they & how do I obtain them?
4. How do I use them?
5. When & where do I submit them?

Due Dates:

Nov 2, 2015: Use of Results
Jan 22, 2016: Fall Results Report
May 27, 2016: Spring Results Report

*Complete calendar is available at
http://provost.utsa.edu/corecurriculum
Submitted to College TracDat Person

<table>
<thead>
<tr>
<th>College</th>
<th>Staff Person</th>
</tr>
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<tr>
<td>COACP</td>
<td>Meghan Villarreal</td>
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<tr>
<td>COB</td>
<td>Sandy Pottorff</td>
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<tr>
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<td>Monica Bowden</td>
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<td>COEHD</td>
<td>Amaury Nora, Jr.</td>
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<td>CRJ: Cammie Diaz</td>
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<td>PAD: Jo Reyes</td>
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<tr>
<td>COS</td>
<td>Timothy (Kai) Kamaka</td>
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<td>Univ College</td>
<td>Kristi Johnson</td>
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Questions throughout the process?

Consult the web site
http://provost.utsa.edu/corecurriculum

Or

Contact Dr. Nancy Martin
Associate Vice Provost-Core Curriculum & QEP
Nancy.Martin@utsa.edu