

Institutional Assessment Committee
Thursday, October 20, 2016 (12:30 pm - 1:00 pm)
CAS Conference Room

Members Present: Todd Bruce, Peter Kvidera, Scott Moore, Mike Nichols, Nicole Pantani, Cathy Rosemary, Michelle Walker

Dr. Bruce used the attached presentation to provide an overview of the integrative core curriculum's structure and assessment plan. He also described the format used for reporting from the core subcommittees and the full core committee itself.

It was decided that the members of the Institutional Assessment Committee would each review a portion of the Subcommittee Report document and the entire full committee report and provide feedback using guidance provided in a subsequent email and that the review process should be completed by Thanksgiving break.

Overview of the Integrative Core: Focus on Assessment

Fall 2016

Outline

- Core Structure Overview
- Assessment Plan
- Assessment Reality
- Nature of the Documents

Part I:

INTEGRATIVE CORE STRUCTURE

UNIVERSITY LEARNING GOALS

INTELLECT
CHARACTER
LEADERSHIP
SERVICE

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

- Demonstrate an integrative knowledge of human and natural worlds
- Develop habits of critical analysis and aesthetic appreciation
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Act competently in a global and diverse world
- Understand and promote social justice
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Understand the religious dimensions of human experience.

Foundational Competencies

FW

FO

QA

Languages

FW

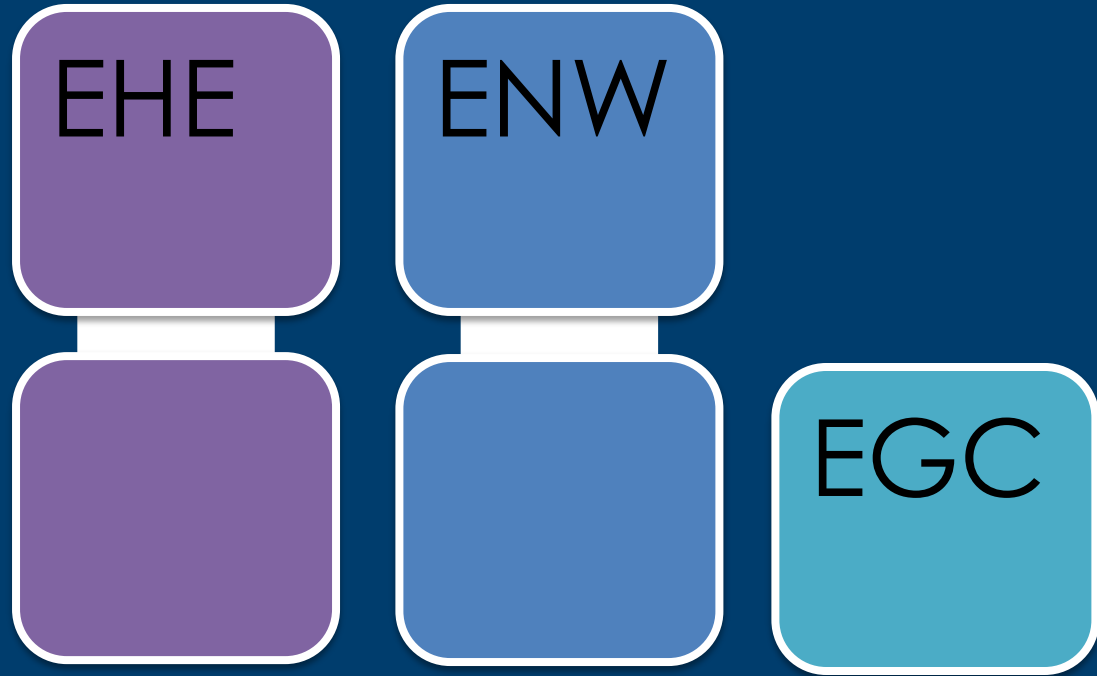
FO

QA

LANG

Foundational Competencies

Integrated Courses



FW

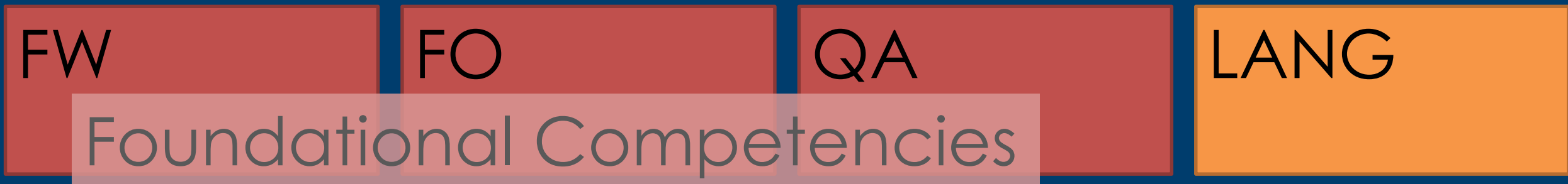
FO

QA

LANG

Foundational Competencies

Jesuit Heritage



AW

AP

CAP

Requirements in the Major

EHE

ENW

TRS

ISJ

CAPA

200/300

Integrated
Courses

Jesuit
Heritage

EGC

TRS

101

K&R

V&S

FW

FO

QA

LANG

Foundational Competencies

Part II:

ASSESSMENT PLAN

Expectations

- At the end of the semester (one week after grades are due)
 - Rubric scores
 - Student work
- Have students met the learning goals for the core category?

Quantitative Analysis

dimension

dimension

dimension

dimension

dimension

		Exceeded (5)	Met (3)	Not Met (1)
Find and pose precise questions that can be appropriately analyzed by quantitative methods	2A3	Identifies questions to be analyzed by more advanced quantitative methods; Identifies an appropriate and thorough quantitative methodology for analyzing the questions	Identifies questions to be analyzed by straightforward quantitative methods; Identifies an appropriate methodology for analyzing the questions	Identifies questions that cannot be analyzed by quantitative methods; Provides an incorrect quantitative methodology or fails to include a quantitative methodology for analyzing the questions
Think critically about quantitative statements	2B1	Includes evidence of advanced critical thinking, and all of the possible conclusions are presented and are reasonable and correct; all conclusions are discussed in the context of the problem without errors	Includes evidence of critical thinking, and most of the possible conclusions are presented and are reasonable and correct; most conclusions are discussed in proper context of the problem with, at most, only minor errors	Includes minimal or no evidence of critical thinking, but many conclusions reached are unreasonable and/or not correct; Fails to discuss conclusions in the context of the problem or discusses them with significant errors
Recognize sources of error	2B2	Correctly recognizes all possible sources of error, and uses the appropriate terminology without errors	Correctly recognizes most of the possible sources of error, and uses the appropriate terminology with at most, only minor errors	Correctly recognizes only a few sources of error, with incorrect or misused terminology
Represent data	2C2	Represents all data using appropriate and correctly executed techniques without errors or omissions	Represents most data using appropriate and correctly executed techniques, with, at most, only minor errors in execution or omissions	Represents only a few data using a mix of appropriate and misused or incorrectly used techniques and/or significant omissions are present
Draw inference from data	2D1b	All inferences drawn from data are appropriate and correct.	Any/most inferences drawn from data are appropriate and correct with, at most only minor errors.	Only a few, in any, inferences are drawn from data and/or includes those drawn using incorrect techniques.

Quantitative Analysis

		Exceeded (5)	Met (3)	Not Met (1)
dimension →	Find and pose problems name applied by quantitative methods 2A3	Identifies questions to be analyzed by more advanced quantitative methods; Identifies an appropriate and thorough quantitative methodology for analyzing the questions	Identifies questions to be analyzed by straightforward quantitative methods; Identifies an appropriate methodology for analyzing the questions	Identifies questions that cannot be analyzed by quantitative methods; Provides an incorrect quantitative methodology or fails to include a quantitative methodology for analyzing the questions
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levels of performance

Quantitative Analysis

Exceeded (5)

Met (3)

Not Met (1)

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levels named in terms of expectations

levels of performance

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dimension

description

levels of performance

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Canvas insists on point values

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The Specifics

- **Foundational Competency Courses**
 - **Writing** (EN 120-1/125/HP 101): Diagnostic Essay and Research Paper
 - **Speaking** (CO 125): Informative, Argumentative, and Persuasive speeches
 - **Quantitative Analysis**: assignment(s) that match the rubric
- **Languages**
 - proficiency levels of students in 102 and 201

The Specifics

- **Integrated Courses**

- assignments that match the listed rubrics

Category	Rubrics		
Human Experience	Integration	Writing	Critical Analysis Aesthetic Appreciation
Global Community	Integration	Writing	Global Issues
Natural World	Integration	Writing	Quantitative Analysis Problem Solving

The Specifics

- **Jesuit Heritage**
 - assignment(s) that match the rubric
 - **Philosophy:** Knowledge and Reality
 - **Philosophy:** Values and Society
 - **Theology and Religious Studies**
 - **Social Justice**
 - **Creative and Performing Arts***

***NOTE:** Most arts courses use an Instructor Rating Form rather than a rubric and submit a recording of a final performance in lieu of student work.*

Rubric Scores

student name	student id	student sis id	assessment title	assessment id	assessment type	submission date	submission score	learning outcome name	learning outcome id	attempt	outcome score	assessment question	assessment question id	course name	course id	course sis id
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Selection a	4256	1	2			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Context of	4257	1	1			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Source Inte	4258	1	1			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Plagiarism	4259	1	1			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Control of!	4260	1	2			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Disciplinary	6011	1	3			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Cross Disci	6012	1	0			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Cultures, E	8467	1	3			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Global Syst	8468	1	0			HS-202-52:	9075	HS-202-52-201610
			Final Paper	52926	assignment	2016-04-23T16:24:26-4		Implication	8469	1	0			HS-202-52:	9075	HS-202-52-201610
			Homework	60159	assignment	2016-05-05		5 Find and p	4246	1	4			MT-229-51	9230	MT-229-51-201610
			Homework	55326	assignment	2016-02-05		4 Draw infer	4247	1	2			MT-229-51	9230	MT-229-51-201610
			Homework	54800	assignment	2016-02-02		5 Represent	4248	2	2			MT-229-51	9230	MT-229-51-201610
			Homework	56180	assignment	2016-02-16		4 Think critic	4249	1	2			MT-229-51	9230	MT-229-51-201610
			Homework	60159	assignment	2016-05-05		5 Recognize :	4250	1	3			MT-229-51	9230	MT-229-51-201610
			Research P	60024	assignment	2016-05-04T23:55:03-4		Selection a	4256	1	3			HS-270-52:	9603	HS-270-52-201610
			Research P	60024	assignment	2016-05-04T23:55:03-4		Context of	4257	1	2			HS-270-52:	9603	HS-270-52-201610
			Research P	60024	assignment	2016-05-04T23:55:03-4		Source Inte	4258	1	2			HS-270-52:	9603	HS-270-52-201610
			Research P	60024	assignment	2016-05-04T23:55:03-4		Plagiarism	4259	1	2			HS-270-52:	9603	HS-270-52-201610
			Research P	60024	assignment	2016-05-04T23:55:03-4		Control of!	4260	1	2			HS-270-52:	9603	HS-270-52-201610
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			Research P	60024	assignment	2016-05-04T23:55:03-4		Cross Disci	6012	1	3			HS-270-52:	9603	HS-270-52-201610
			Reflection	60025	assignment	2016-05-13T10:06:04-4		Cultures, E	8467	1	3			HS-270-52:	9603	HS-270-52-201610
			Reflection	60025	assignment	2016-05-13T10:06:04-4		Global Syst	8468	1	5			HS-270-52:	9603	HS-270-52-201610
			Reflection	60025	assignment	2016-05-13T10:06:04-4		Implication	8469	1	3			HS-270-52:	9603	HS-270-52-201610
			Final take-l	54622	assignment	2016-05-05		26 Understan	9272	1	4			HS-227-51:	9598	HS-227-51-201610
			Source ana	54619	assignment	2016-03-16		12.5 Understan	9272	1	4			HS-227-51:	9598	HS-227-51-201610
			Source ana	54621	assignment	2016-04-26		12.75 Understan	9272	1	4			HS-227-51:	9598	HS-227-51-201610
			Final take-l	54622	assignment	2016-05-05		26 Equality &	9273	1	5			HS-227-51:	9598	HS-227-51-201610
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			Source ana	54619	assignment	2016-03-16		12.5 Obligation	9274	1	5			HS-227-51:	9598	HS-227-51-201610
			Source ana	54621	assignment	2016-04-26		12.75 Obligation	9274	1	4.5			HS-227-51:	9598	HS-227-51-201610
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			Source ana	54619	assignment	2016-03-16		12.5 Historical/s	9275	1	3			HS-227-51:	9598	HS-227-51-201610

Download Student Work



Account



Admin



Dashboard



Courses



Groups



Calendar



Inbox



Commons



Help

HP-101-52 > Assignments > Diagnostic Essay

Fall 2016

Home

Announcements

Grades

Modules

Assignments

Syllabus

People

Pages

Files

Discussions

Outcomes

Quizzes

Conferences

Collaborations

Settings

Diagnostic Essay

Published

Edit



Related Items

SpeedGrader™

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10 out of 10 Submissions Graded

Length: No more than 3 pages

Due Date: Wednesday, September 7

Purpose

To help me understand your strengths and weaknesses as a writer (as they currently stand), I would like to see a sample of your writing. This brief assignment is a way for me to get to know you and a way for me to better instruct you.

Although this assignment will not be graded, I ask that you take it seriously: That is, do your best work so I can gauge an accurate picture regarding the areas on which I most need to focus writing instruction in this course.

Prompt

In the chapter, "Different Memories, Different Brain Regions," Eric Kandel tells the story of coming to appreciate the biological basis of memory and learning. He describes competing accounts of how the brain stores memories and different types of memories. Please read this chapter and note what you think are the central points of the chapter.

Then, in no more than three pages, craft a response to Kandel's chapter. Does the account of memory he offers make sense to you? Does anything in your experience support or resist his account of memory? Is there anything in the chapter that you found particularly notable or intriguing?

Points 0

Submitting a file upload

Turnitin Turnitin has been enabled for this assignment.

Due	For	Available from	Until
Sep 7 at 10am	Everyone	-	-

Diagnostic Essay

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Diagnostic Essay threshold: 3.0 pts	Click here to make the essay accessible for assessment 1.0 pts	No Marks 0.0 pts 1.0 pts

Assessment Process

- Subcommittee Work
 - Recruit instructors
 - Evaluate a sample of student work with rubrics
- Subcommittee Meeting
 - Examine instructor scores, subcommittee scores, feedback results
 - Make recommendations
- Core Committee Meeting
 - Act on recommendations

Part II:

ASSESSMENT REALITY

Feedback Survey: Applications

For each category selected, respondents were asked:

How would you describe your experience with the Quantitative Analysis application and approval process?

- Extremely positive
- Somewhat positive
- Neither positive nor negative
- Somewhat negative
- Extremely negative

As long as respondents selected at least one category, they were asked the following questions:

Do you have any comments or suggestions about the application and approval process? We are especially interested to know what could have improved your experience.

How would you describe the amount of support you received in creating a new course for or adapting an existing course to the new core?

- Enough
- Almost Enough
- Far from Enough

*If they did not answer **Enough**, they were asked*

What additional support would have made your task easier?

Feedback Survey: Teaching

For each category selected, respondents were asked:

Are the learning goals for Foundational Writing reasonable and appropriate? (yes or no)

*If they answered **no**, they were prompted*

Please explain how they could be improved.

Are the rubrics adopted for Foundational Writing reasonable and appropriate? (yes or no)

*If they answered **no**, they were prompted*

Please explain how they could be improved.

Feedback Survey: General

What suggestions do you have to improve the assessment process for Core courses from the instructor's perspective?

What impact has the new Core had on programs on campus in which you participate?

What suggestions do you have for faculty development topics related to the new Core?

What barriers are there to your own participation in the Core?

What comments do you have for the Core Committee and its various subcommittees?

What comments do you have for other campus offices (Deans and Provost, assessment and institutional effectiveness, advising)?

What other questions should we be asking?

AW

AP

CAP

EHE

ENW

TRS
200/300

ISJ

CAPA

EGC

TRS
101

PL
K&R

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FO

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LANG

Part IV:

NATURE OF THE DOCUMENTS

Subcommittee Reports

- Assessment Form
 - Category, semester, date, participants
 - List of courses offered
 - Typical process and deviations from it
 - Attachments: rubric, instructor data, committee data, feedback survey results, preliminary spring data

Subcommittee Reports

- **Findings**

- *Prompt:* Describe, in words, what your sub-committee has learned about student learning during this assessment cycle. What were the strengths? In what ways did students fail to meet the goals set for them?

- **Suggestions for Instructors**

- *Prompt:* Do any of your findings translate into helpful suggestions for all instructors teaching courses with this designation? Are there areas that need more emphasis? What would be the best mechanism for delivering this feedback? (Possible mechanisms might include an e-mail from the committee, a message delivered at a fall orientation session, a faculty development workshop.) If not obvious, please explain the connection between your findings and these suggestions.

- **Evaluation of Processes**

- *Prompt:* Describe, in words, your sub-committee's evaluation of application and assessment processes. What works well? What needs improvement? (All processes should useful provide data with a reasonable amount of effort.)

- **Recommendations for Internal Changes**

- *Prompt:* This section pertains to changes that can be made by the sub-committee and the assessment office. What changes, if any, do you need to make to your application or assessment processes or to other aspects of the core designation? If not obvious, please explain the connection between your findings/evaluation and these recommendations.

Subcommittee Reports

- **Recommendations for the Core Committee**

- *Prompt:* This section pertains to changes that will require action by the entire core committee (and potentially the faculty). What changes, if any, do you need to make to application or assessment processes or to other aspects of the core designation, including learning goals, rubrics, and curricular requirements and/or structures. If not obvious, please explain the connection between your findings/evaluation and these recommendations.

Full Committee Report

- Assessment Form
 - semester, date, participants
 - **Findings**
 - *Prompt:* Describe, in words, overall trends in student learning during this assessment cycle for the Integrative Core Curriculum. What were the strengths? In what ways did students fail to meet the goals set for them?
 - **Response to Recommendations for the Core Committee**
 - *Prompt:* Listed below are the recommendations from the sub-committees. Please indicate the how the Core Committee intends to respond.
 - **Additional Core Committee Actions**
 - *Prompt:* Please use this space to discuss any further actions the Core Committee intends to take based on 1) the data contained in the sub-committee reports, 2) the sub-committee meetings themselves, or 3) this meeting.