

Assessing the New Core Curriculum: An Overview of the Current Process



The General Education Committee

- Membership and role
- SACSCOC report

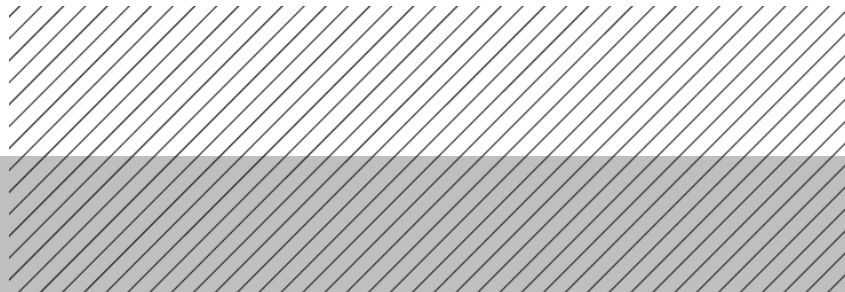
Restructuring the Core

- Rationale then and now
- Timeline of development

Current assessment cycle

- Assessment
- Results review and analysis
- Seeking improvement

Questions and feedback



General Education Committee

Membership

1 faculty senator

4 CAES faculty members

1 CBSS faculty member

1 CPY faculty member

2 CHS faculty members

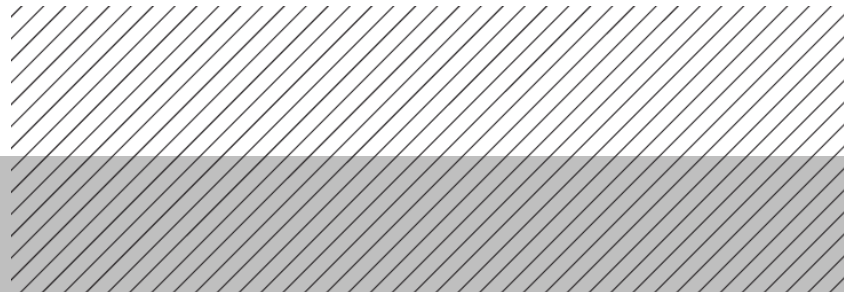
1 VPAA - OAE

1 VPISSS

1 SGA member

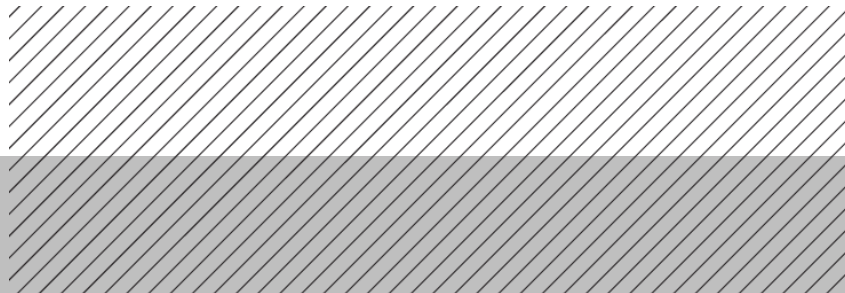
Charge

Committee is responsible for the quality of the core curriculum through (1) oversight of the program's requirements and criteria and (2) the assessment of intended student learning for continuous improvement. The committee refers any recommended revisions in the core curriculum to the University Curriculum Committee for approval and recommendation to the VPAA.



SACSCOC Report

The newly implemented process appears much more comprehensive and the narrative describes more detail regarding the assessment instruments and the role of the OAE. As assessment has now begun using the new processes, including evidence for all pieces of the assessment process to support the narrative, the new processes will provide a more complete picture of the assessment of outcomes.



**PROPOSED CORE COURSE OPTIONS:
RECOMMENDATIONS FROM DIRECTORS**

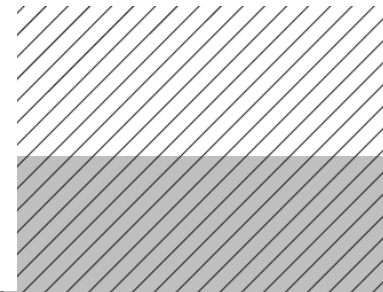
HUMANITIES (Dr. Smith)

- Remove ENGL 2017.
- Remove ENGL 205X (special topic) courses; add “Explorations in Literature.”
- Remove Italian, German, Arabic.
- Remove COMM 1002
- Retain COMM 1010: Honors version of 2001.
- Retain COMM 2060 Small Group Communication: “2060 provides students the opportunity to learn how successful groups operate, what roles are necessary, and how to develop strategic plans. Most professions require work in committees, and as such, this course helps them prepare to navigate those expectations.”
- Retain intermediate language courses: “At the intermediate level, students not only acquire more sophisticated language skills (use of multiple tenses, aspects, modes, and sentence coordinators), but read and discuss in the target language material with global, issue-oriented themes that develop higher-order thinking skills and moral reflection. Whereas the treatment of culture in elementary-level language courses tends to focus on practical topics related to daily life, on the intermediate level students begin to learn about the historical frames of culture, develop multiple cultural perspectives, and undertake contrastive cultural analysis. These courses thus address at least three of the learning domains defined by the General Education Committee: Communication, Critical thinking, and Civic/Ethical awareness. Also, we have students who come to us from abroad and from within the U.S. who should begin at this level. It would not be fair for them if they could not use the intermediate level to satisfy the core. This is true for Latin also because we have two strong high school programs in our area. We like to encourage students to begin at the appropriate level, and if we keep them from using these courses, it may discourage students in professional programs from continuing with their language studies. These are often the students who wish to continue and to complete at least a minor. They should be rewarded for their extra effort in high school. The international students from Spanish or French-speaking countries or students who speak French and Spanish at home but are not totally proficient, should also have this option.”

SOCIAL SCIENCES (Dr. Saulsberry)

- Remove SOCL 1002, 2003; GERO 2026; POLS 2003.
- ? PSYC 2003, 2005. (Dr. McCown will send justification by tomorrow)

The Transition Process: Selecting Courses



PSYC 2005 Adolescent Psychology Core Justification

I. The catalog course description is:

Physical, cognitive, psychological, and social development of the adolescent. Focus on normal development with attention to deviations from normality.

II. A standard syllabus used for this course is attached.

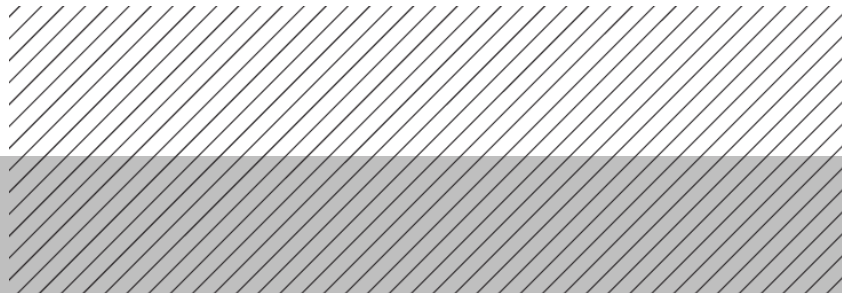
III. This course meets the five goals of the ULM Common Core Curriculum as indicated by Course Syllabus (**referenced below**).

1. The course facilitates exploration of social, biological, and other scientific knowledge in a complex, global society including interdisciplinary content (**Description, Course Objective 2**).
2. The course promotes examination and understanding of values and culture in the physical and psychosocial development of adolescents (**Course Description, Course Objectives 1, 2, 3**).
3. The course assists students in developing writing, research, and communications skills in the social sciences and elsewhere (**Course Objective 1, 3, 4**).
4. The course allows transfer of credits among majors, including Education, Health Sciences, and Social Work, as well as for students from other institutions. This is a popular course that many undergraduates take at other universities.
5. The course provides long term educational needs through its emphasis on interventions and practices (Course Objective 4), as well as relevant case studies (**Course Description**). Moreover, as noted in the final paragraph of the syllabus, the course assists students in explicitly challenging their own preconceptions and cultural biases, resulting in a potentially transformative classroom experience that will continue in the workplace and beyond.



2015-2016 Core Curriculum: Rationale Statement

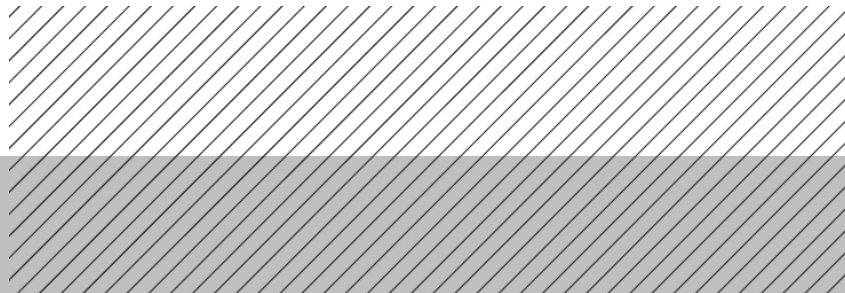
- One fundamental concern was the desire to provide ULM students with opportunities to explore the interrelationship of knowledge in our increasingly complex, global society. Thus, an emphasis was placed upon offering courses that have an interdisciplinary content or that can be paired with other disciplines in challenging, informative ways to reveal the links that various endeavors of study possess. Students thus will have the freedom to explore different avenues of inquiry and to see how various kinds of knowledge connect.
- Another governing principle was to expand our literary and cultural offerings to include the examination of the people, values, and societies of both Eastern and Western civilizations. This step was taken in the knowledge that a global perspective is a necessity for today's students who will live and work in a world economy and in an ever-changing international environment.
- A third key objective was to develop the writing, research, and communication skills of our students and to integrate these skills with a knowledge of the humanities and the sciences, particularly the areas of literature, the social sciences, the fine arts, history and mathematics.



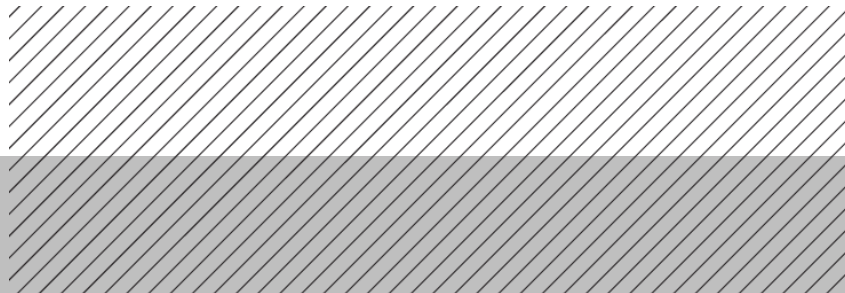
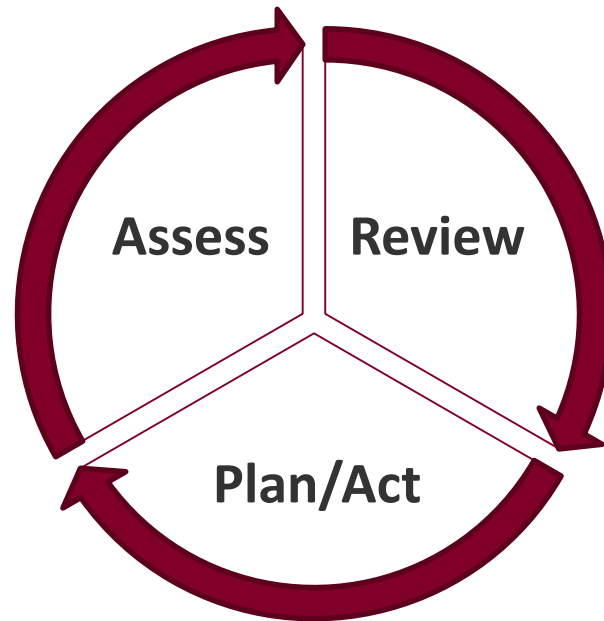
2019-2020 Core Curriculum: Rationale Statement

To these ends, courses have been selected for inclusion in the Core Curriculum based on their development of competencies in at least three of five learning domains identified by the University:

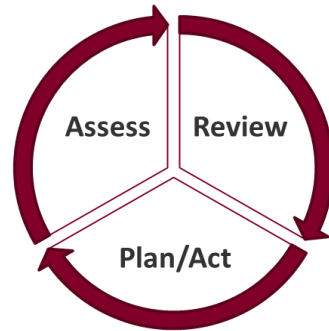
- **Quantitative literacy and scientific reasoning** (applying mathematical reasoning and problem-solving skills; supporting arguments with quantitative evidence; understanding and applying statistical information; understanding the scientific method, laboratory techniques, and experimental design)
- **Communication** (creating written, oral, and visual presentations of ideas to inform or persuade using text, data, and/or images as appropriate to audience and purpose)
- **Critical thinking** (recognizing ambiguity, exploring assumptions, and understanding context to create a reasoned, logical analysis)
- **Independent and collaborative problem-solving** (demonstrating personal effectiveness skills including managing time and resources, focusing through distractions, and contributing positively to team efforts where applicable)
- **Civic and ethical awareness** (considering multiple perspectives and beliefs; evaluating various consequences of actions; and understanding the individual's role as a member of local, national, and global societies)



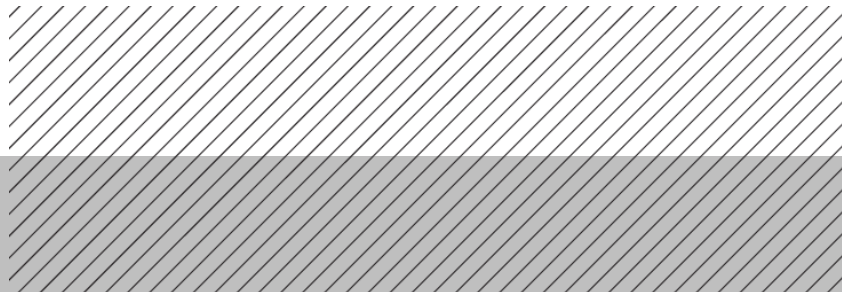
Assessment Cycle



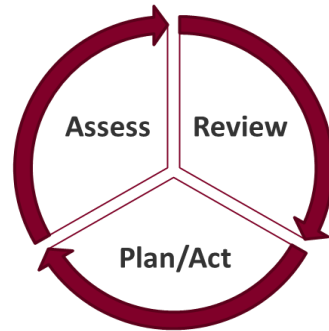
Assess



- Faculty implement agreed-upon measures of general education student competencies in courses mapped to the year's domain
- Measures will be assignments faculty use in their courses
- Faculty will, where possible and appropriate from their perspective, provide student work score translation to the GEC performance rubric so that existing student work, designed and used by faculty, serve as assessments of student learning in the core curriculum



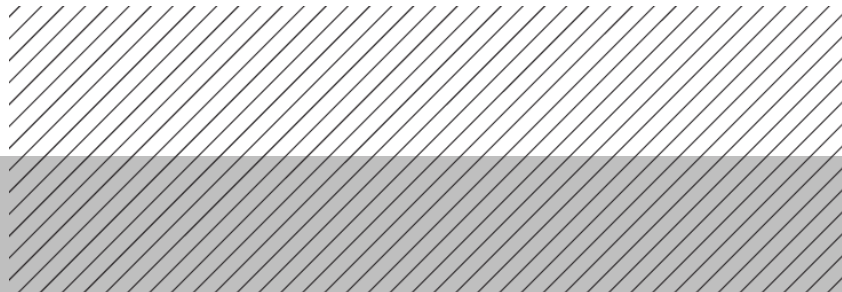
Assess



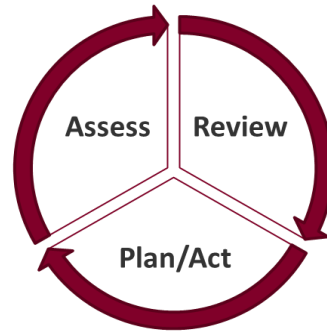
The GEC adapted competency rubrics published by the American Association of College and Universities (AAC&U) for our institutional purposes

Quantitative Literacy

	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Partially Meets Expectations</u>	<u>Not Yet Meets Expectations</u>
Apply mathematical reasoning and problem solving skills	Calculations are successful, sufficiently comprehensive to solve the problem, and presented clearly and concisely.	Most calculations attempted are successful and sufficiently comprehensive to solve the problem.	Some calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations attempted are mostly unsuccessful.



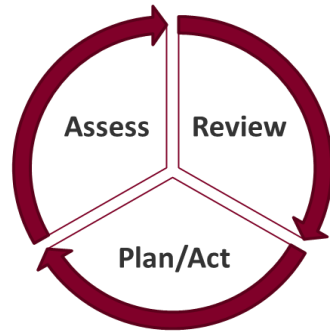
Assess



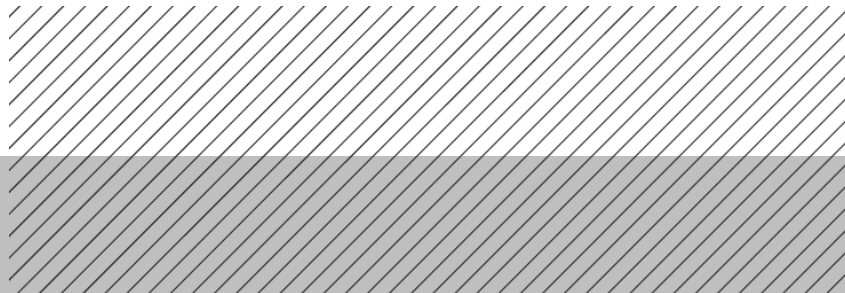
- Examples of student work and results of the assessment measures will be collected and compiled by OAE staff for provision to the GEC

General Education Committee Student Work Collection Form	
Course:	EXMP 1001
Semester:	Fall, spring, winter, etc.
Faculty Contact:	Name(s)
Learning domain:	
Student competency:	
Assignment description:	Add a detailed description here or attach assignment sheet clearly indicating portion aligned with competency.
Number of pieces of student work:	Example: 50
Existing score range:	Example: 0-20 points
Faculty score translation to rubric: (examples provided in right side for informational purposes only)	
Exceeds=	19-20
Meets=	16-17
Partially=	10-15
Not=	0-10
Number of works in each rubric performance level:	
Exceeds=	3
Meets=	15
Partially=	25
Not=	7
* Student work originals should be retained by faculty member and a sample scanned to the GEC for archival purposes.	

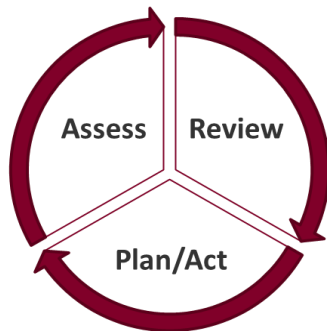
Review



- GEC will review the student learning assessment results in aggregate for each competency in the year's assessed domain
- GEC may view scores disaggregated to the course level (no course section number or instructor identifiers provided)
- GEC will make recommendations for areas identified where actions could be taken to seek improvement in student learning to the applicable dean, school director, and program coordinator.

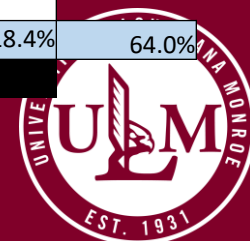


Review

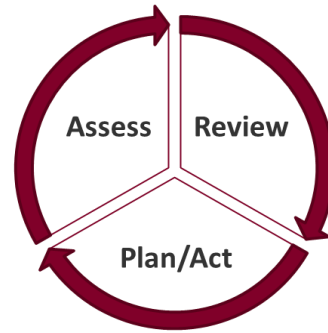


**hypothetical example of score reporting format*

Quantitative Literacy						
Apply mathematical reasoning and problem solving skills			<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Partially Meets Expectations</u>	<u>Not Yet Meets Expectations</u>
Course	Assessment	N				
CHEM 1001	Problem set (final)	49	10	17	12	10
CHEM 1002	Problem set (final)	49	4	22	15	8
CHEM 1007	Problem set (mid-term/final)	57	12	19	15	11
CHEM 1008	Problem set (mid-term/final)	46	5	19	12	10
MATH 1011	Problem set (software)	173	32	54	53	34
MATH 1011	Problem set (paper-based)	123	24	49	38	12
MATH 1012	Multi-step Problem	143	31	55	42	15
MATH 1016	Problem set	86	32	16	6	32
MATH 1032	Final exam	54	12	19	15	8
PHYS 2007	Multi-step Problem	20	16	1	0	3
PHYS 2007	Concept quiz	77	17	25	18	17
PHYS 2008	Multi-step Problem	17	7	7	2	1
		114	40	33	20	21
			35.1%	28.9%	17.5%	18.4%
						64.0%

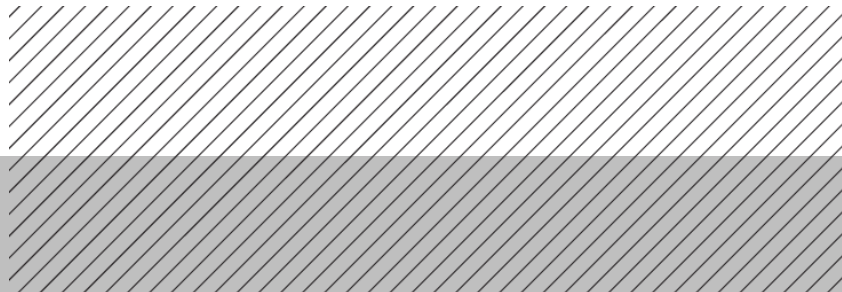


Plan/Act



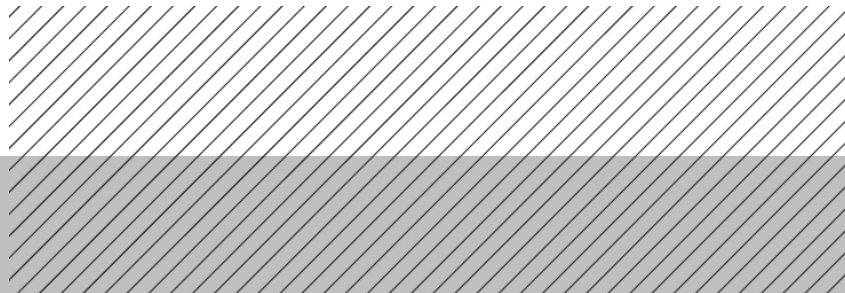
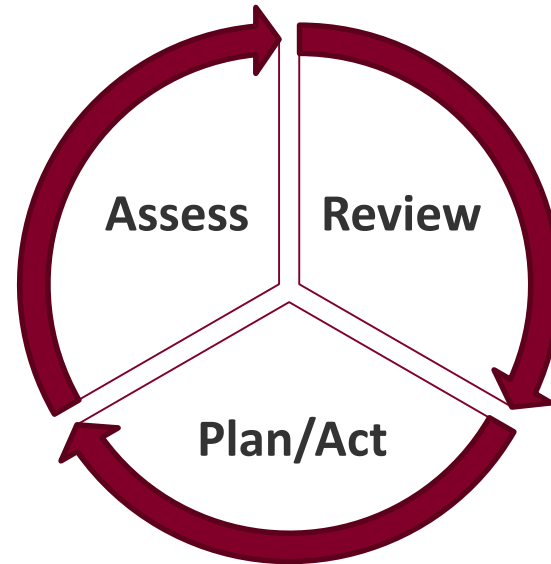
School directors, program coordinators, and faculty, with the assistance and support of the OAE:

- Review the GEC recommendations
- Take action(s) to **seek improvement in student learning** (e.g. implementing SI/review sessions post mid-term, updating/adding Moodle resources for crucial concepts, etc.)
- Plan any needed revisions to the assessment process for the next cycle (e.g. review courses for appropriate GEC competency mapping, changing assessment measure implementation date/method, etc.)



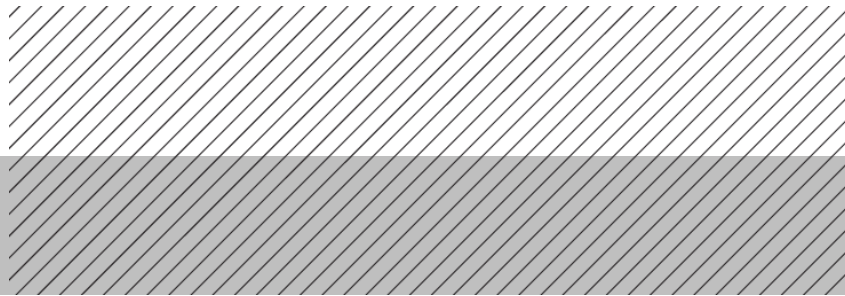
Phased Implementation

Each GEC learning domain will go through the cycle at right in a three year period.



Phased Implementation

Domains	Cycle Year 1 2019-2020		Cycle Year 2 2020-2021		Cycle Year 3 2021-2022		Repeat Cycle Year 1 2022-2023		Repeat Cycle Year 2 2023-2024	
Quantitative Literacy	ASSESS: Faculty implement assessment measures; OAE collects data		REVIEW: GEC reviews results and makes recommendations		PLAN: Coordinator and faculty discussions	ACT: Faculty acts to seek improvement	ASSESS: Faculty implement assessment measures; OAE collects data		REVIEW: GEC reviews results and makes recommendations	
Communication	Implement actions to seek improvement	PLAN: Coordinator and faculty discussions	ASSESS: Faculty implement assessment measures; OAE collects data		REVIEW: GEC reviews results and makes recommendations		PLAN: Coordinator and faculty discussions	ACT: Faculty acts to seek improvement	ASSESS: Faculty implement assessment measures; OAE collects data	
Critical Thinking	ACT: Implement actions to seek improvement	PLAN: Coordinator and faculty discussions	ASSESS: Faculty implement assessment measures; OAE collects data		REVIEW: GEC reviews results and makes recommendations		PLAN: Coordinator and faculty discussions	ACT: Faculty acts to seek improvement	ASSESS: Faculty implement assessment measures; OAE collects data	
Independent - Collaborative Problem Solving	REVIEW: GEC review and analysis of results		ACT: Implement actions to seek improvement	PLAN: Coordinator and faculty discussions	ASSESS: Faculty implement assessment measures; OAE collects data		REVIEW: GEC reviews results and makes recommendations		PLAN: Coordinator and faculty discussions	ACT: Faculty acts to seek improvement
Civic - Ethical Awareness	REVIEW: GEC review and analysis of results		ACT: Implement actions to seek improvement	PLAN: Coordinator and faculty discussions	ASSESS: Faculty implement assessment measures; OAE collects data		REVIEW: GEC reviews results and makes recommendations		PLAN: Coordinator and faculty discussions	ACT: Faculty acts to seek improvement





Questions and Feedback

