Leveraging Core Curriculum Data for Enhanced Assessment

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TEXAS ASSOCIATION FOR HIGHER EDUCATION ASSESSMENT
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Leveraging Data for Enhanced Assessment

Session Purpose

1. Articulate assessment overlap between current core-curriculum programs and a major institutional initiative;

2. Target and tailor existing assessment tools;

3. Demonstrate meaningful reporting; and

4. Acknowledge opportunities for enhanced assessment.
Core Curriculum’s Communication Requirements

Graduates should be able to:

- Develop ideas and express them clearly;
- Consider effect of message to foster understanding; and
- Build the skills needed to communicate effectively.
General and Specific Implementation Concerns

- Engage university-wide participation without excluding or overloading faculty and/or administrators;

- Balance discipline-defined priorities and expertise with the global nature of the QEP; and

- Rigorous assessment of student learning without being intrusive for faculty or students.
Accreditation Programs – Common Ground

**Communication Requirements**
Develop ideas, foster understanding and communicate effectively.

**Quality Enhancement Plan**
Build global understanding, communicate effectively & foster intercultural competency.
Core-Curriculum Assessment

Course-level assessment

• FCA and SLO

Nationally benchmarked instruments

• National Survey on Student Engagement (NSSE)
• Educational Testing Service (ETS) Proficiency Profile
• Global Perspective Inventory (GPI)

Locally developed instruments

• Developed in Core Curriculum Committee
• Supplemented data from assessment office
QEP: Communicating in a Global Society

Areas for Customized Assessment

- Multicultural exposure (3 hr. class) focuses on distinctive subcultures of the United States and/or cultures of other societies.

- Communication literacy (1-3 hr. class).

- Global modules (90 min instructional units) present contemporary global problems in a video format and intercultural case studies.
Assessment Planning

Based on your QEP or other campus-wide initiative, can existing core assessment practices be coupled with the QEP?

Can these assessment tools be utilized directly or need customization?
1 Core-QEP Assessment Synergism

Multicultural assessment scoring by faculty e-mail distribution with hand tallying of Excel-spreadsheet results

Traditional Approach
1 Core-QEP Assessment Synergism

Multicultural assessment scoring by Qualtrics distribution with automated reporting

Redesigned Approach
# 1 Multicultural Assessment Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Inadequate</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Frameworks</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Self and Others)</td>
<td>3.40</td>
<td></td>
</tr>
<tr>
<td><strong>Communication/Perspective Taking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Cultural Code-Switching and Intersectionality)</td>
<td>3.31</td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Empathy, Curiosity, and Openness)</td>
<td>3.40</td>
<td></td>
</tr>
</tbody>
</table>

SD: 0.34, 0.42, 0.39
## 1 Multicultural Assessment Qualitative Results

<table>
<thead>
<tr>
<th>Assessment prompt</th>
<th>Assignments utilized for multicultural assessment</th>
<th>Course adjustments to promote diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative responses</td>
<td>Case study comparing an affluent traveler and low socioeconomic resident.</td>
<td>Guest speakers from different cultural backgrounds (e.g. journalists &amp; academics).</td>
</tr>
<tr>
<td></td>
<td>Student responses to videos covering race, culture &amp; ethnicity.</td>
<td>Global communication &amp; how other countries benefit from technology.</td>
</tr>
<tr>
<td></td>
<td>Country project examining globalization.</td>
<td>Awareness via documentaries.</td>
</tr>
</tbody>
</table>
# 2 Communication Literacy Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Communication</td>
<td>Excellent ability to craft and execute clear (according to the standards of the discipline) messages.</td>
<td>Adequate ability to craft and execute clear (according to the standards of the discipline) messages.</td>
<td>Lack of or limited ability to craft and execute clear (according to the standards of the discipline) messages.</td>
</tr>
<tr>
<td>Fluency in mode of Communication</td>
<td>Excellent use of techniques specific to the mode of communication used (e.g., writing, graphing, playing an instrument, speaking).</td>
<td>Adequate use of techniques specific to the mode of communication used (e.g., writing, graphing, playing an instrument, speaking).</td>
<td>Lack of or limited use of techniques specific to the mode of communication used (e.g., writing, graphing, playing an instrument, speaking).</td>
</tr>
<tr>
<td>Awareness of Audience</td>
<td>Excellent ability to connect the message to its intended audience.</td>
<td>Adequate ability to connect the message to its intended audience.</td>
<td>Lack of or limited ability to connect the message to its intended audience.</td>
</tr>
</tbody>
</table>
Please indicate the level at which students in the specified degree program performed during the academic year being assessed, as indicated by course-level CL assessment data provided by individual Instructors of Record.

Clarity of communication

Lack of or limited ability to craft and execute clear (according to the standards of the discipline) messages.

Adequate ability to craft and execute clear (according to the standards of the discipline) messages.

Excellent ability to craft and execute clear (according to the standards of the discipline) messages.

Fluency in mode of communication

Lack of or limited use of techniques specific to the mode of communication used (e.g., writing, speaking).

Adequate ability to use techniques specific to the mode of communication used (e.g., writing, speaking).

Excellent ability to use techniques specific to the mode of communication used (e.g., writing, speaking).
Global Communication Assessment via Online Surveys

- Targets an expansive albeit particular audience
- Return monitoring in real-time for robust participation rates
- Meeting students on their own playing field
Which of the following statements accurately summarizes how income distribution affects society?

A. Income inequality has no impact on the standard of living of people in rich countries.
B. Economic growth makes income more equally distributed among people.
C. Economic growth in a country does not imply higher standard of living for each individual in the country.
D. Income inequality is the reason why some countries are rich and some countries are poor.
E. Income equality increases obesity, decreases life expectancy, and lowers infant mortality.
I am studying and desire to speak a second language or already speak more than one language.

A. Strongly Disagree
B. Disagree
C. Neutral
D. Agree
E. Strongly Agree
Information & Population topics are assessed based on knowledge; Openness is scored positively if students agree or strongly agree with given scenarios. Each topic represents 5-10 questions (n ≥ 1,500 students).
Communicating in a Global Society

- An egalitarian project comprising students, faculty, staff and administrators.

- An assessment initiative recognized as essential and vital.

- A program catalyzing a change in assessment perception from an administration-driven requirement to an instructional tool to improve student learning outcomes.
Assessment-Based Programing

- Requested speakers for teaching workshops
- Curricular and/or co-curricular programing (e.g. films, documentaries, lectures)
- Classroom activities based on improved student learning outcomes (e.g. case studies, videos, podcasts)
Assessment Planning

Based on your QEP or other campus-wide initiative, can existing core assessment practices be coupled with the QEP?

Can these assessment tools be utilized directly or need customization?
A Roadmap to Inclusive Assessment

**STEP 1**
Identify general education assessment methods.

**Step 2**
Identify QEP assessment needs, gaps, or areas that benefit from additional data.

**Step 3**
Work with stakeholders to determine how existing data can enhance original assessment methods.
Leveraging Assessment Data

- Design program to build collaboration/community.
- Utilize existing assessment for greater impact.
- Reframing assessment for greater institutional learning.
- Engage all vested participants whenever possible.
- Close the loop on assessment with programming to benefit faculty & students.
Discussion, comments and/or questions?