**University Core Course Assessment Plan**

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| Person completing this form: | Date this form is being completed: |
| Course Prefix, Number, Sections, and Title: | Instructor of Record or Course Coordinator: |
| First Semester of Assessment using this plan: | New plan or plan revision/update?: |

**After answering questions 1 through 6, please send a copy of your plan to the Director of the University Core Curriculum (**[**corecurr@siu.edu**](mailto:corecurr@siu.edu)**). If this is your first plan, I recommend beginning with one learning objective and one assignment that provides a reasonable indication of the proficiency of your students with respect to that learning objective. Thank you.**

**1. List from 1 to 3 Learning Objectives you will assess in your course.** The learning objectives you may choose to assess are on the following pages. The learning objective “Knowledge of the Physical, Natural, and Cultural Worlds” will be assessed through the grade distribution for your course.

2. **Provide the Core Curriculum Executive Council with information about the assignment(s) or activities you will use to assess each learning objective**. This information (together with your explanation from (3) below) should be detailed enough to enable faculty members of the CCEC to understand that your students’ performance on each assignment or activity is a good indicator of their level of proficiency with respect to the learning objective you are assessing. You should have from 1 to 6 activities, depending on whether you are assessing each of your learning objectives once or twice. Examples of information you may provide include:

(a) A description of the the kinds of questions, assignments or activities you will assess;

(b) Questions, assignments or activities similar to those you will assess, whether or not these are ones you have used in the past; or

(c) The actual questions, assignments or activities you will assess.

**Please remember that the same grade cannot be used to measure multiple Learning Objectives, unless specifically approved.** Instead, one can measure each Learning Objective using a/multiple different assignment(s), or through different subsections of a single assignment (as long as scores for the different subsections can be separated out).

3. **Briefly explain why students’ performance on each assignment or activity is a good indicator of their level of proficiency with respect to the learning objective associated with that assignment or activity**. Remember that the members of the Core Curriculum Executive Council who will review your assessment plan may know very little about your discipline, course, and how the learning objectives you have selected are understood therein.

4. **If you are using a rubric to evaluate any assessment activities, please indicate the type of rubric you will use for each learning objective**: a LEAP VALUE Rubric, a LEAP Generic Rubric (these rubrics are available from any SIUonline course shell), or a rubric you or others have designed. If you are using some other rubric, attach a copy of that rubric. Remember all rubrics must have exactly six levels corresponding to “A”, “B”, “C”, “D”, “F”, “Nothing to Evaluate.” Please indicate the overall rubric score corresponding to each level. **If you are not using a rubric to evaluate any assessment activities, please write N/A and fill in question 5 below.**

5. **For any assessment activities being evaluated without a rubric (such as direct assignment grades), please describe the assessment method and indicate the performance levels corresponding to “A”, “B”, “C”, “D”, “F”, “Nothing to Evaluate”.** For example, if a set of quiz questions is being used as an indicator of students’ problem solving abilities, what range of scores on this set corresponds to each level? You may choose your own score ranges to correspond with performance levels, or you can follow the university grading guidelines of 100%-90%: A, 89%-80%: B, 79%-70%: C, 69%-60%: D, <60%: F, no grade: NE. **If you are not using direct assignment grades and are instead grading via a LEAP or personal rubric to measure your Learning Objectives, please write N/A and fill in question 4 above.**

6. **Will the assessments be completed in your SIUonline course shell (i.e., D2L), or collected in some other way and submitted through email to the UCC Director in an Excel workbook**? If in an SIU course shell on D2L, tell us specifically which quizzes, exams, assignments (aka Dropbox folders), or tests are being assessed (specifically, what rubric or assignment names we should be pulling).

After the end of each semester the UCC director will send you an assessment report consisting of an Excel workbook containing tables showing the grade distribution for students in your course, as well as the results of the assessment activities in your course. With these workbooks, you will be able to easily compare the performance of various groups of students within your class. After reviewing this material, you will submit a brief reflection (no more than 1 page) discussing what, if anything, you learned from the assessment report you were sent and how, if at all, you plan to modify the course based on what you have learned. These reports and reflections will be reviewed by the CCEC and sent to instructors of Core Curriculum courses and/or faculty who coordinate UCC courses. They are used for no other purpose. Please direct questions to the UCC director, Jebaraj Asirvatham, at corecurr@siu.edu. Thank you.

**Valid Assessment of Learning in Undergraduate Education**

**Learning Objectives and Associated Definitions**

**http://www.aacu.org/value**

**Civic Engagement—**Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in acommunity, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompassesactions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.  
[The dimensions associated with this rubric are: diversity of communication and cultures, analysis of knowledge, civic identity and commitment, civic communication, civic action and reflection, and civic contexts/structures.]

**Creative Thinking**—Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.  
[The dimensions associated with this rubric are: acquiring competencies, taking risks, solving problems, embracing contradictions, innovative thinking, and connecting, synthesizing, and transforming.]

**Critical Thinking**—Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.  
[The dimensions associated with this rubric are: explanation of issues, evidence, influence of context and assumptions, student’s position (perspective, thesis, hypothesis), and conclusions and related outcomes (implications and consequences).]

**Ethical Reasoning**—Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.  
[The dimensions associated with this rubric are: ethical self-awareness, understanding different ethical perspectives/concepts, ethical issue recognition, application of ethical perspectives/concepts, and evaluation of different ethical perspectives/concepts.]

**Global Learning**—Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world’s most pressing and enduring issues collaboratively and equitably.  
[The dimensions associated with this rubric are: global self-awareness, perspective taking, cultural diversity, personal and social responsibility, understanding global systems, and applying knowledge to contemporary global contexts.]

**Information Literacy**—The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Adopted from the National Forum on Information Literacy  
[The dimensions associated with this rubric are: determine the extent of information needed, access the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access in use information ethically and legally.]

**Inquiry and Analysis**—Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.  
[The dimensions associated with this rubric are: topic selection, existing knowledge, research, and/or views, design process, analysis, conclusions, and limitations and implications.]

**Integrative Learning**—Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. **There are four separate learning objectives associated with integrative learning.**• Integration of learning with non-academic experience  
• Integration of learning across disciplines, or across distinct areas within a discipline.  
• Using multiple methods of representing information to improve communication  
•  Integration of learning with a developing sense of self-identity

**Intercultural Knowledge and Competence**—Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)  
[The dimensions associated with this rubric are: cultural self-awareness, knowledge of cultural worldview frameworks, empathy, appropriate verbal and nonverbal communication, curiosity, and openness.]

**Foundations and Skills for Lifelong Learning**—Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education\_in/pdf/ lifelong-oth-enl-t02.pdf.) [The dimensions associated with this rubric are: curiosity, initiative, independence, transfer, and reflection.]

**Oral Communication**—Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.  
[The dimensions associated with this rubric are: organization, language, delivery, supporting material, and central message.]

**Problem Solving**—Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.   
[The dimensions associated with this rubric are: define problem, identify strategies, propose solutions/hypotheses, evaluate potential solutions, implement solution, and evaluate outcomes]

**Quantitative Literacy**—Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).  
[The dimensions associated with this rubric are: interpretation, representation, calculation, application/analysis, assumptions, and communication.]

**Reading**—Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/ research\_briefs/RB8024/index1.html)  
[The dimensions associated with this rubric are: comprehension, genres, relationship to text, analysis, interpretation, and reader’s voice.]

**Teamwork**—Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)  
[The dimensions associated with this rubric are: contributes to team meetings, facilitates the contributions of the team, individual contributions outside of team meetings, fosters constructive team climate, and responds to conflict.]

**Written Communication**—Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.  
[The dimensions associated with this rubric are: context and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics.]