



UK CORE ASSESSMENT PLAN

Revised October 2021

UK CORE ASSESSMENT PLAN 2023-2028

Purpose

The purpose of this document is to outline the assessment process for the UK Core student learning outcomes from 2022-2023 to 2027-2028. Maintaining an effective assessment process for the Core is essential for its continued improvement and compliance with the Kentucky Council for Postsecondary Education and SACSCOC. The goal of the plan is to outline the process, timeline, and responsibility for assessment.

Cycle

The Assessment Cycle will consist of a four step process: 1) Planning 2) Assessment 3) Reporting and 4) Implementing Improvements as shown in Appendix III: Assessment Cycle and Appendix IV: Assessment Cycle Schedule.

Planning.

Prior to the Assessment year (outlined below), OSPIE will collaborate with UKCEC, CELT, Core instructors, and program coordinators to ensure all instructors teaching UK CORE courses are aware of the program student learning outcomes, assessment rubrics, assessment process, previous assessment results, and are given support for developing assignments aligned to the program student learning outcomes.

Assessment.

Program-level UK Core Student Learning Outcomes will be assessed every two years as indicated below:

2020-2021	Composition + Communication, Citizenship
2021-2022	Intellectual Inquiry, SIR, QF
2022-2023	Composition + Communication, SIR, QF, Citizenship
2023-2024	Intellectual Inquiry
2024-2025	Composition + Communication, SIR, QF, Citizenship
2025-2026	Intellectual Inquiry
2026-2027	Composition + Communication, SIR, QF, Citizenship
2027-2028	Intellectual Inquiry

Reporting.

OSPIE staff will analyze the data from assessment and share an aggregate report including all data with the UKCEC. In addition, OSPIE will prepare department-level reports with course-level data. These will be shared as appropriate with department chairs, school directors, and associate deans where UK Core courses are offered by academic units.

Improvement.

Department chairs and DUSs will receive a request from the UKCEC to complete a brief report on changes made to their Core courses in response to the departmental assessment reports they received. These reports, as well as an overall summary report on course- and departmental-changes, will be provided by OSPIE to the UKCEC for

review and action. The UKCEC will make appropriate recommendations for UK Core improvements to the Undergraduate Council and Senate Council for consideration.

Communication

Communication outlining the areas scheduled for assessment and expectations for instructors will be provided from OSPIE to the Associate Deans at multiple time points throughout the year (see Appendix I: Timeline and Appendix II: Division of Responsibilities). Communication re-enforcing this information will also be disseminated from the UKCEC chair to the appropriate department chairs and directors of undergraduate studies (DUS). Departmental report availability will be provided by OSPIE to the department chairs, DUS, and other leaders, as appropriate.

Assessment Methodology

Rubrics.

Before each review cycle, UKCEC area experts will work with OSPIE staff to identify any issues with current rubrics. OSPIE staff will analyze interrater agreement data and collect feedback from evaluators to inform the revisions. Upon recommendation of the area expert, the UKCEC will consider revisions and approve rubrics for the assessment process.

Assignment Selection.

Course instructors will identify assignments for assessment and map them to program-level student learning outcomes (adopted by the University Senate, 2008) in the Canvas Learning Management System. Instructors may provide a single assignment or multiple assignments that collectively address all of the learning outcomes. OSPIE will provide guidance to the UKCEC and instructors on artifacts that can be assessed using current assessment tools.

Sampling.

OSPIE staff will pull artifacts from Canvas and provide a random sample of artifacts for evaluators. Artifacts will be extracted and scored, annually, for the

Core areas scheduled for assessment based on the cycle. Artifacts will be drawn from fall courses and from spring courses. Data will be disaggregated by semester.

Assignments and artifacts will be reviewed initially by OSPIE to determine whether file types are accessible, instructions are available, and there is alignment with the rubrics. Alignment issues will be communicated to the UKCEC area experts for recommendations on whether those assignments should be excluded from the sample. The emphasis of sampling will be at the course level in order to provide course- and department-level data to the departments and the UKCEC. At least 20 artifacts should be randomly sampled for each course scheduled for assessment in the areas of Intellectual Inquiry, Citizenship, Quantitative Foundations, and Statistical Inferential Reasoning. For Composition and Communication I and II, at least 50 artifacts should be sampled for each course. When multiple sections of a course are taught in a given semester, artifacts should be drawn randomly from across sections.

Scoring.

Working with the UKCEC and appropriate area experts, OSPIE will identify individuals to undertake assessment, provide an orientation for those individuals, and facilitate the assessment process. Evaluators will be selected based on their familiarity with the UK Core area being assessed as well as their experience in teaching UK Core courses. Effort should be made to recruit evaluators that reflect the colleges and types of individuals responsible for teaching Core courses in each area being assessed.

Appendix I: Timeline

Cycle A (Fall Courses)

By May 15 of previous year: Rubrics revised/approved
 By May 15 of previous year: overview/FYI communication about assessment
 By August 15: Communications to Assoc. Deans, DUS, Department Chairs, Instructors
 By October 1: Artifacts mapped by instructors in Canvas
 December: Artifacts extracted, cleaned, prepared for assessment
 By February 1: Evaluators recruited
 By February 15: Training for evaluators
 March: Evaluators undertake assessment
 April: Data analysis
 By May 15: Overview aggregate report to UKCEC with OSPIE recommendations
 By May 15: Disseminate department-level reports

Cycle A (Spring Courses)

By May 15 of previous year: Rubrics revised/approved
 By December 15 of previous year: overview/FYI communication about assessment
 By January 15: Communications to Assoc. Deans, DUS, Department Chairs, Instructors
 By March 1: Artifacts mapped by instructors in Canvas
 By August 15: Artifacts extracted, cleaned, prepared for assessment
 By September 15: Evaluators recruited
 By September 30: Training for evaluators
 October: Evaluators undertake assessment
 November: Data analysis
 By December 15: Overview aggregate report (joint with summer) to UKCEC with OSPIE recommendations
 By December 15: Disseminate department-level reports (joint with summer)

Cycle A (Summer Courses)

By May 15 of previous year: Rubrics revised/approved
 By April 15 of previous year: overview/FYI communication about assessment
 By May 15: Communications to Assoc. Deans, DUS, Department Chairs, Instructors
 By July 1: Artifacts mapped by instructors in Canvas
 By September 15: Artifacts extracted, cleaned, prepared for assessment
 By September 15: Evaluators recruited
 By September 30: Training for evaluators
 October: Evaluators undertake assessment
 November: Data analysis
 By December 15: Overview aggregate report (joint with spring) to UKCEC with OSPIE recommendations
 By December 15: Disseminate department-level reports (joint with spring)

Cycle A (Fall, Spring, and Summer Courses) [CLOSING THE LOOP PART]

By February 15: Department-level responses received on Cycle A data (all semesters)

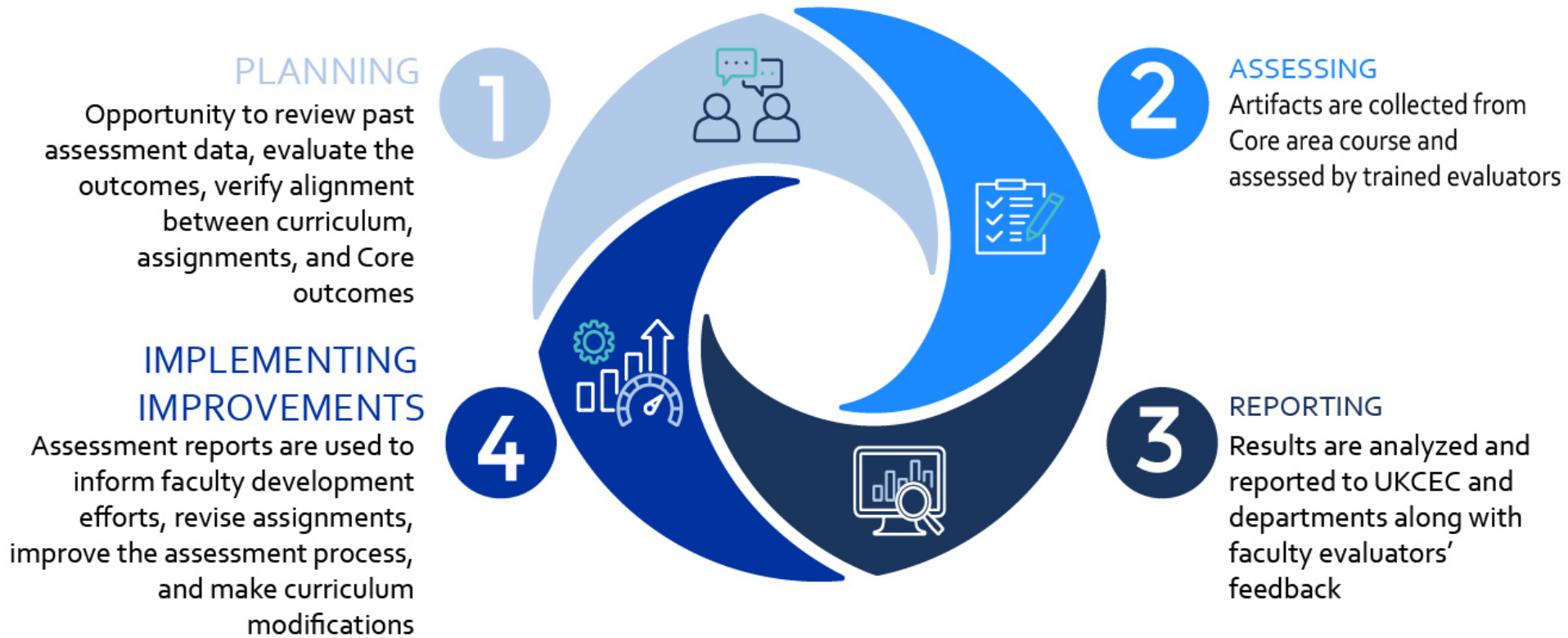
March: Analyze department-level responses

By May 15: UKCEC considers suggestions from reports and makes recommendations, as appropriate, to Undergraduate Council and Senate Council

Appendix II: Division of Responsibilities

Area of Responsibility	Responsible Party
Communication	
Communication to Associate Deans	OSPIE
Communication to Directors of Undergraduate Studies and/or Core instructors	UKCEC
Rubric Review, Development, and Revision	
Collect, analyze, and report interrater agreement (IRA) data	OSPIE
Gather feedback from evaluators on rubrics	OSPIE
Review IRA data and evaluator feedback to revise rubrics	UKCEC (OSPIE input)
Develop new rubrics, as needed, to align with changes to UK Core learning outcomes	UKCEC (OSPIE input)
Assessment Software Management	
Configure assessment management system to allow for import and scoring of student artifacts	OSPIE
Develop training videos for Core instructors and evaluators on how to utilize the software	OSPIE
Extract data, as needed, to allow for reporting in Tableau	OSPIE
Assignment and Artifact Review	
Review mapped assignments and artifacts to identify potential issues (e.g. unsupported file types, missing instructions, poor alignment with outcomes and rubrics, etc.)	OSPIE
Determine which assignments to exclude from sampling based on identified issues	UKCEC (OSPIE input)
Evaluators	
Develop training materials for evaluators	OSPIE (UKCEC input)
Schedule training and norming sessions	OSPIE (UKCEC input)
Recruit and select evaluators	OSPIE and UKCEC
Conduct norming sessions	OSPIE and UKCEC
Monitor evaluator progress, address questions, facilitate payment of stipends	OSPIE
Analysis and Reporting	
Analyze data and prepare reports	OSPIE
Dissemination of aggregate and departmental reports	OSPIE
Closing the Loop	
Disseminate reporting template to chairs/DUSs on actions taken based on assessment results	UKCEC
Analyze results and provide summary report from departmental closing the loop reports	OSPIE
Review aggregate and departmental results reports and departmental closing the loop reports to identify potential actions to further improve the Core	UKCEC (OSPIE input)

Appendix III: Assessment Cycle



Appendix IV: Assessment Cycle Schedule

FIVE YEAR PLAN	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PLANNING	<ul style="list-style-type: none"> • Composition + Communication • Citizenship 	<ul style="list-style-type: none"> • Intellectual Inquiry • SIR • QF 	<ul style="list-style-type: none"> • Composition + Communication • SIR • QF • Citizenship 	<ul style="list-style-type: none"> • Intellectual Inquiry 	<ul style="list-style-type: none"> • Composition + Communication • SIR • QF • Citizenship
ASSESSING		<ul style="list-style-type: none"> • Composition + Communication • Citizenship 	<ul style="list-style-type: none"> • Intellectual Inquiry • SIR • QF 	<ul style="list-style-type: none"> • Composition + Communication • SIR • QF • Citizenship 	<ul style="list-style-type: none"> • Intellectual Inquiry
REPORTING			<ul style="list-style-type: none"> • Composition + Communication • Citizenship 	<ul style="list-style-type: none"> • Intellectual Inquiry • SIR • QF 	<ul style="list-style-type: none"> • Composition + Communication • SIR • QF • Citizenship
IMPLEMENTING IMPROVEMENTS				<ul style="list-style-type: none"> • Composition + Communication • Citizenship 	<ul style="list-style-type: none"> • Intellectual Inquiry • SIR • QF