

Appendix F
Liaison Reports
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Speech Communication Core Assessment Review

Core area and courses taught: Spoken Communication, SPCH 1300

Rubric: See attached. Assessed Skill 1.1 “Students will apply a structured approach to presenting ideas effectively” and Skill 1.2 “Students will apply foundational concepts of interpersonal communication in multiple contexts.”

Assessment of whether rubric worked or whether there is a need for revision: The Speech Assessment report stated that the rubric results matched prior expectations of assessment results. Norming prior to implementing helped clarify scoring issues. However, committee noted the tradeoff between ease of use (for which the rubric performed admirably) and detailed, useful feedback.

Who rated? Was reliability computed? The assessment committee included adjunct instructors, graduate students, and full time faculty with teaching responsibilities for SPCH 1300. Rating of artifacts was conducted exclusively by an Applied Communication Studies graduate student. The Director of SPCH 1300 and the graduate student met for several sessions prior to the rating of artifacts to ensure consistency with rubric application.

Modalities: Four of nine face to face sections were rated. Online and courses at satellite locations were not included.

Types of Assignments Assessed: Video recordings of Informative Service Speech and paper copies of an Interpersonal Conflict written assignment.

Time estimate: Video presentations: 7 minutes per student (assignment is five to seven minutes long).
Paper: 12 minutes per student

Sampling: Four sections were randomly selected from the nine face-to-face offerings which had access to the assignments used for the pilot. The committee assessed 76 videos and 50 papers from the four sections. All students who submitted work in the sections were assessed. The difference in the number of videos assessed versus the number of papers assessed is due to the availability of the artifacts (not all students submitted both assignments, some artifacts were inaccessible within blackboard, and for one section the artifacts were collected retroactively).

Resources need: The committee identified collection and storing of students work as problematic, especially as assessment grows. The committee states “It will be imperative that the University purchase program assessment software.”

Enrollment data:

	Spring 2015	Summer 2015	Fall 2015	Total
F2F	275	52	317	644
Online	70	28	102	200
Concurrent	--	--	--	--

Total	345	80	419	844
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SPCH Core Assessment Rubric

	3 = Capstone	2 = Milestone	1 = Milestone	0 = Benchmark
<p>Core Skill 1.1*: Students will apply a structured approach to presenting ideas effectively.</p> <p>(Aligns w/Departmental Program ILO2: Adapting Messages)</p> <p>*Rubric adapted from the AACU Oral Comm Rubric</p>	<ul style="list-style-type: none"> Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) includes all parts of macrostructure making the message cohesive. 	<ul style="list-style-type: none"> Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) includes the majority of the parts of macrostructure. 	<ul style="list-style-type: none"> Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) includes a few observable parts of macrostructure. 	<ul style="list-style-type: none"> Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) includes no observable parts of macrostructure.
<p>Core Skill 1.2: Students will apply foundational concepts of interpersonal communication in multiple contexts.</p> <p>(Aligns w/Departmental Program ILO1: Analyzing Messages)</p>	<ul style="list-style-type: none"> Three textbook concepts are identified, defined, and include accurate in-text APA citations. AND each concept includes a detailed, accurate example separate from the relationship. AND each concept includes a detailed explanation, that aligns with the concept definition, as to how the concept exists in the relationship. 	<ul style="list-style-type: none"> Three textbook concepts are identified, defined, and include inconsistent use of in-text citations OR APA style. Each concept includes a relevant example, but examples lack depth or are not separate from the relationship. Explanation as to how the concept exists in the relationship is adequate but lacks depth. 	<ul style="list-style-type: none"> A principle or ethical implication is used instead of a textbook concept. OR the concept identified is not defined accurately and missing in-text citations. AND/OR the example does not clearly reflect the definition. AND/OR the explanation as to how this concept exists in the relationship does not align with the correct definition OR does not tie back to the relationship. 	<ul style="list-style-type: none"> Textbook Concepts are missing entirely or not explicitly identified.

Core Council 2015-2016
Review of Assessment Report
Written-Communication
Dr. Linda Stauffer and Dr. Joe Felan

- A. Area and list of Approved Courses: Written-Communication**
- a. RHET 1311 Composition I
 - b. RHET 1312, Composition II (*not assessed as part of pilot*)
 - c. RHET 1320 Honors Composition (*not assessed as part of pilot*)
- B. Copy of Rubric** - See attached
- C. Assessment of whether Rubric Worked or if Revisions Needed:** There were some concerns about rubric (some wanted more categories); however, rubric seemed to perform as intended.
- D. Raters and Computation of rater Reliability:** Recruited six experienced instructors across rank (GA, part-time and full-time). Prior to scoring raters met and reviewed 3 sample portfolios to calibrate raters. Reliability was tested and found four of the raters were very consistent, where two raters scored higher in several categories.
- E. Modalities Covered:** It appears samples were collected from all sections (we do not see information about concurrent classes).
- F. Type of Assignments Used:** An electronic portfolio was used which contained a press release, an opinion-editorial essay and a design for a billboard advertisement or PSA.
- G. Time Estimate per Student:** Each rater scored 10 portfolios but no specific time estimate was given.
- H. How Sampling was Conducted:** Fifty-seven (57) portfolios (25% of total) were randomly selected from 228 portfolios. Forty-two (42) were selected from 18 sections of RHET 1311 and the other sixteen (16) were selected from the same section (per core council instructions).
- I. Resources Needed:** Each rater was compensated \$125. Department will continue teaching workshops and professional development sessions to facilitate this process.
- J. Enrollment:**
- a. **Spring 2015 - f2f, online, concurrent;**
 - b. **Summer 2015 - f2f, online, concurrent;**
 - c. **Fall 2015 - f2f, online, concurrent;**

See Table below:

		F2F	Online	Concurrent	Total
Spring 2015	RHET 1311	176	42	19	218
	RHET 1312	862	94	490	956
Summer 2015	RHET 1311	28	14	--	42
	RHET 1312	40	21	--	61
Fall 2015	RHET 1311	1,062	41	595	1,103
	RHET 1312	287	85	43	372

Fine Arts Core Course Assessment Review

FA REPORT

RUBRIC ASSESSMENT SP 2016 REPORT

DAVIDSON, E.S.

A. Core Courses Taught:

ARHA 2305

THEA 2305

MCOM 2306

MUHL 2305- no assessment completed in Fall 2015/SP 2016

Preliminary Core Course Assessment Area

Area Assessed: Knowledge 2.1

B. UNIVERSITY OF ARKANSAS AT LITTLE ROCK ~ CORE ASSESSMENT RUBRIC
CURRICULAR AREA: FINE ARTS

UALR GOAL: KNOWLEDGE 2 ~ Concepts, Methodologies, and the Global Heritage of the Arts

UALR LEARNING OUTCOMES (for Knowledge 2)

- 1) Understand and identify exemplary works of art from a variety of cultures and historical periods.
- 2) Understand the methods and vocabulary used in a particular arts discipline.

FINE ARTS ASSESSMENT RUBRIC:

Knowledge 2.1 – Understand and identify exemplary works of art from a variety of cultures and historical periods.

NOTE: The Fine Arts team has accepted this rubric as a working document and will continue to revise throughout the spring semester.

Standard 1- Artistic Periods, Genres & Movements: Students demonstrate knowledge of the key concepts and theories that define an artistic period, genre or movement.				Not Applicable <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Displays an ability to independently analyze and articulate defining concepts and theories of an artistic period, genre or movement.	<input type="checkbox"/> Displays a moderate ability to analyze and articulate defining concepts and theories of an artistic period, genre or movement.	<input type="checkbox"/> Displays a limited ability to analyze and articulate defining concepts and theories of an artistic period, genre, or movement. <input type="checkbox"/> May reflect superficial or simplistic judgment	<input type="checkbox"/> Is unable to analyze or articulate defining concepts and theories.	

Standard 2- Exemplary Artists: Students demonstrate knowledge of the important artists in an art form along with defining contributions.				Not Applicable <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Displays an ability to articulate important artists, defining each individual artist's contributions to the art form.	<input type="checkbox"/> Displays a moderate ability to articulate important artists and will be able to generally relate the artists' contributions to the art form.	<input type="checkbox"/> Displays an ability to articulate important artists but shows little recognition of the artists' contributions to the art form.	<input type="checkbox"/> Is unable to articulate artists or define their contributions.	

Standard 3- Important Artistic Works: Students demonstrate knowledge of key artistic works and describe why they are important.				Not Applicable <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Displays an exceptional ability to identify and describe the importance of examples of art.	<input type="checkbox"/> Displays a moderate ability to identify and describe the importance of examples of art.	<input type="checkbox"/> Displays a limited ability to identify and describe the importance of examples of art. <input type="checkbox"/> May reflect superficial or simplistic observations.	<input type="checkbox"/> Is unable to identify or describe the importance of examples of art.	
Standard 4- Global/Cultural Heritage of the Arts: Students demonstrate knowledge of the global and cultural heritage of a particular art form or work.				Not Applicable <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Demonstrates the ability, with a high degree of independence, to fully understand and clearly articulate the relationship between works of art, the culture that created them, and their relevance to the larger human experience	<input type="checkbox"/> Demonstrates a moderate understanding of, and ability to articulate, the relationship between works of art, the culture that created them, and their relevance to the larger human experience	<input type="checkbox"/> Demonstrates a limited understanding of, and limited ability to articulate, the relationship between works of art, the culture that created them, and their relevance to the larger human experience	<input type="checkbox"/> Does not display an understanding of the role of arts in the human experience.	

Knowledge 2.2 – Understand the methods and vocabulary used in a particular arts discipline.

Standard 1- Evolution of the Arts: Students demonstrate knowledge pertaining to the developments and evolution of the artform throughout history.				Not Applicable <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Demonstrates the ability to describe with supporting examples the evolution or developments of a particular art form and/or methods of producing a work of art.	<input type="checkbox"/> Demonstrates a moderate ability to describe with supporting examples the evolution or advancements of a particular art form and/or methods of producing a work of art.	<input type="checkbox"/> Demonstrates a limited ability to describe the evolution or advancements of a particular art form and/or methods of producing a work of art.	<input type="checkbox"/> Does not display the ability to describe the evolution or advance	

Standard 2- Elements of the Arts: Students demonstrate knowledge of discipline-specific aesthetic elements and terminology related to the art-making process.				Not Applicable
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Working independently, articulates a full examination and understanding of the arts through a consideration of and/or engagement in the creative process. <input type="checkbox"/> Can apply a full range of terminology relevant to the particular artform.	<input type="checkbox"/> Working with limited instructor support, is able to articulate a moderate examination and understanding of the arts through a consideration of and/or engagement in the creative process	<input type="checkbox"/> Displays a limited ability to articulate an examination and understanding of the arts through a consideration of and/or engagement in the creative process. <input type="checkbox"/> Displays a simplistic or superficial engagement with the creative process	<input type="checkbox"/> Does not demonstrate an ability to examine or understand the arts and/or an engagement in the creative process	<input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.

Standard 3- Process of Making: Students can describe the specific process of creating work of art.				Not Applicable
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Demonstrates a high level of understanding of the processes of “making” through the correct usage of a full range of terminology and description of processes relevant to the art discipline. <input type="checkbox"/> Displays a sophisticated engagement in the creative process	<input type="checkbox"/> Demonstrates understanding through the generally correct usage of terminology and description of processes relevant to the art discipline <input type="checkbox"/> May use a limited range of terms	<input type="checkbox"/> Demonstrates a limited understanding of the terminology and processes relevant to the art discipline. Terms may be simply listed or used incorrectly	<input type="checkbox"/> Does not display an understanding of, or ability, to use terminology or describe processes relevant to the art discipline	<input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.

Standard 4- Evaluation of Art Works: Students demonstrate knowledge gained in the course to evaluate a work of art.				Not Applicable
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Working independently, is able to evaluate a work of art through a consideration of and/or engagement in a creative process and its resulting product. <input type="checkbox"/> Displays the ability to	<input type="checkbox"/> Working independently, is able with moderate success to evaluate a work of art through a consideration of and/or engagement in a creative process and its resulting product.	<input type="checkbox"/> Displays a limited ability to evaluate a work of art through a consideration of and/or engagement in a creative process and its resulting product.	<input type="checkbox"/> Does not demonstrate the ability to evaluate a work of art.	<input type="checkbox"/> Assessment task does not reflect these characteristics for student

discuss the historical or genre specific context of the artwork as well as the formal aesthetic elements utilized in the creation of the artwork.		☐ Displays a simplistic or superficial engagement with the work of art in discussing the context and the formal aesthetic elements.		performanc e.
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**C. Rubric Evaluation:
MCOM:**

At the end of this assessment exercise, we have concluded there is a good match between the requirements of the rubric and that of the artefacts/ assignments used (see Appendix A for a copy of the assignment). Below is an explanation of how the requirements of the assignment match up with the standards of the rubric.

- A. **Standard 1- Artistic Periods, Genres & Movements:** Students demonstrate knowledge of the key concepts and theories that define an artistic period, genre or movement.
Assignment: The assignment asks the student to assess a chosen movie in a historical context: “You should also explain how and where it [the chosen movie] fits into the so-called studio system and star system”.
- B. **Standard 2- Exemplary Artists:** Students demonstrate knowledge of the important artists in an art form along with defining contributions:
Assignment: “Please include in your essay your opinion of the movie and why it is considered to be an important movie in this context.”
- C. **Standard 3- Important Artistic Works:** Students demonstrate knowledge of key artistic works and describe why they are important:
Assignment: “Please include in your essay your opinion of the movie and why it is considered to be an important movie in this context.”

The movies you can choose from are:

It’s a Wonderful Life

The Searchers

High Noon

Gone With the Wind

The African Queen

Mr. Smith Goes to Washington

Citizen Kane

The Wizard of Oz

Frankenstein

North by Northwest

Rear Window

Double Indemnity

All About Eve

Some Like it Hot

Laurence of Arabia

- D. **Standard 4- Global/Cultural Heritage of the Arts:** Students demonstrate knowledge of the global and cultural heritage of a particular art form or work.

Assignment: We realized that the assignment as currently written, does not reflect the requirements of Standard 4 and is therefore not applicable. We plan to modify the assignment so that it can be used to assess this standard.

Quite simply, the selected assignment provided a range of questions that aligned closely with the four standards for Knowledge 2.1. I selected four questions from the exam, basing my determinations on the clearest alignment with the four standards utilized by the FAC to measure Outcome 2.1. The standards and selected test questions are listed below:

THEA:

Knowledge 2.1, Standard 1, Artistic Periods, Genres & Movements

What are the 6 formal elements of classical Greek drama according to Aristotle? Define each element.

Knowledge 2.1, Standard 2, Exemplary Artists

Who was Okuni of Izumo? What is her significance in theatre history?

Knowledge 2.1, Standard 3, Important Artistic Works

What Modernist styles does the play *Dutchman* seem to draw on?

Knowledge 2.1, Standard 4, Global/Cultural Heritage of the Arts

**Students answered one of the two essay questions below. Both questions dealt with contemporary analysis utilizing aspects of either Japanese or ancient Greek theatrical tradition to frame the contemporary experience or production.

A. Identify the production below (title, type of drama, director, etc.) What theatrical practices and cultures does this production draw on? How does it complicate the usual process of signification (signifier + signified = sign)? How is it “postmodern”? A clip is available on Blackboard.

B. What were the "given circumstances" that shaped this moment in Michael Jordan's life and career? What aspects of scenic design (set, costumes, sound, lighting, props and makeup) are present? How was the "reality" of this moment shaped by setting, technology, even narration? What *elements* and *conventions* of classical Greek tragedy are also in evidence? A clip is available on Blackboard.

ARHA:

The rubric worked in a very general way. We can easily identify those who got the question correct. Less clear is whether the “proficient” students really know enough about the material or not.

- A. Who rated (full time, part time, graduate students, cross discipline)? Was reliability computed?
Faculty on the FA CAAC
Reliability was not computed.
- B. Modalities covered (include adjunct?):
No random selection; THEA and ARHA faculty were polled regarding who gave a final exam and then the section that had an assignment that met the criteria of the rubric was pulled. MCOM only has one section of the course total.
- C. What type of assignments were used (essay, multiple choice, end of semester ect)?
a. MCOM: Essay on a movie from a specific list of films
b. THEA: Final- Essay
c. ARHA: Final- multiple choice
- D. Time estimate per student
a. ARHA-did not give a per student estimate; Took 4 hours for the project, including looking at 29 artifacts and writing the report
b. THEA- 10 minutes per student
c. MCOM- 15 minutes per student
- E. Sampling-how done?
a. MCOM: only 1 section so looked at all students on one assignment (n=39)
b. THEA: Chose a section that had a final that would meet the needs of the assessment
c. ARHA: Chose a section that had a final that would meet the needs of the assessment
- F. Resources needed:
The spreadsheet was felt to be unhelpful and confusing. MCOM recommends a change in the numbering of the score level from 0-3 to 1-4. This makes it easier to input the data in statistical software. A scoring scale of 1-4 is identical with the assigning of student GPA which is also on a scale 4-point scale

J. Go to Core course data to get data for the following table:

Fall 2015 –total enrollment f2f online concurrent

Spring 2015- total enrollment f2f online concurrent

Summer2015- total enrollment f2f online concurrent

Course:	Face-to-face			Online			Concurrent			TOTAL
	FA15	SU15	SP15	FA15	SU15	SP15	FA15	SU15	SP15	
ARHA2305	183	15	145	82	61	131	3	0		620
MCOM2306				41	30	24				95
MUHL2305	157	13	205	122	88	118	13		6	722
THEA2305	182	27	161	35	0					405

History / Political Science Departments: Core Course Assessment Review

Core Courses Taught:

Western Civilization I and II (Hist 1311 & Hist 1312)

American National Government - POLS 1310 and United States History- HIST 2311 & HIST 2312

Preliminary Core Course Assessment Area

Area Assessed: Knowledge Skill

Core Competencies Assessed:

Western Civilization I and II (Hist 1311 & Hist1312)

- I. Understanding of inter-relatedness of historical events/ interaction between groups and societies
- II. Science / Technology
- III. Knowledge of History/ Historical method
- IV. Analysis of contemporary/ historic Issue from a historic perspective

American National Government POLS 1310 and United States History I and II (Hist 2311 & Hist 2312)

- I. Develop a foundational knowledge of the U. S. Constitution
- II. Develop a foundational knowledge of historical information such as names, dates and concepts.
- III. Understand the diversity and complexity of the historical contexts that shape the U. S. experience.
- IV. Develop a foundational knowledge of the structures, powers, and limitations of U. S. national government institutions
- V. Understand the decision and policy making processes within and among the branches of the federal government

Method of Assessment:

Western Civilization I and II (Hist 1311 & Hist1312)

The department chair asked faculty members, who were not already involved in the department's program assessment progress, to assess their sections of 1311 or 1312. No adjunct or concurrent enrollment assignments were used.

Faculty members made copies of final examinations and separated them into low, middle, and high groups. The 21 assignments from HIST 1311 and 1312 in the fall 2015 semester consisted of final examinations with a mix of open-response essays, key term identifications, and primary source document analysis questions. Two members of the world civilization core assessment team looked at the assignments alongside the rubric to determine whether the rubric needed to be revised.

American National Government POLS 1310 and United States History I and II (Hist 2311 & Hist 2312)

This year the committee assessed the knowledge goals by collecting instructor-identified assignments, which were scored using the following rubric. Learning Outcome 1, requiring the development of a foundational knowledge of the United States Constitution, virtually necessitated that the assignment be related to the constitution but most history assignments did not do so. In the future some sort of paper analyzing some aspect of the nation's constitutional history or addressing the constitutional aspects of a current issue may be the best assignment to collect for core assessment. As at this point all classes do not have such an assignment assessment.

Assessment of whether rubric worked or whether there is a need for revision

Both Committees contended that it was likely that their rubrics would be amended to parallel assessment competencies. Committees provided no additional details in this regard.

Who rated (full time, part time, graduate students, cross discipline)? Was reliability computed?

Full-time faculty members rated the student work. Committee members strongly encouraged the use of incentives in the recruitment of future raters. Reliability was not computed.

Modalities covered (include adjuncts) included in Assessment

Only Full-time faculty member's classes were assessed and only classes taught in the Face to Face modality. Faculty strongly encouraged the assessment of other modalities.

What type of assignments were used (essay, multiple choice, end of semester, etc.)?

Assessed artifacts included writing assignments (essays) and final exams.

Time estimate per student

Committee members provided no input in regard to per student assessment time.

Sampling—how done?

Initial assessment participants (Faculty) volunteered to have their classes assessed. Student sampling consisted of a sample size of 21 artifacts randomly selected from participating classes. No software was used in assisting with the selection of artifacts that were assessed.

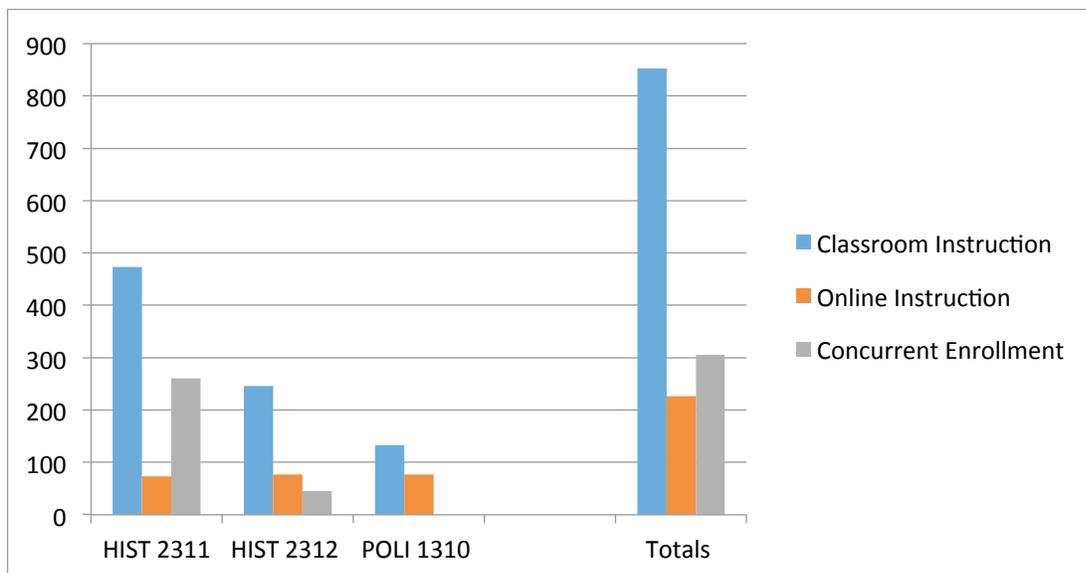
Resources needed

Committee members maintained that if assessment is going to be an on-going there were several resources which would be required. First, committee members maintained that additional funds dedicated to paying raters would garner more volunteers for this task. Second, committee members said that a storage method and protocol would have to be created to store artifacts and assessment data.

Enrollment Data for Core Courses

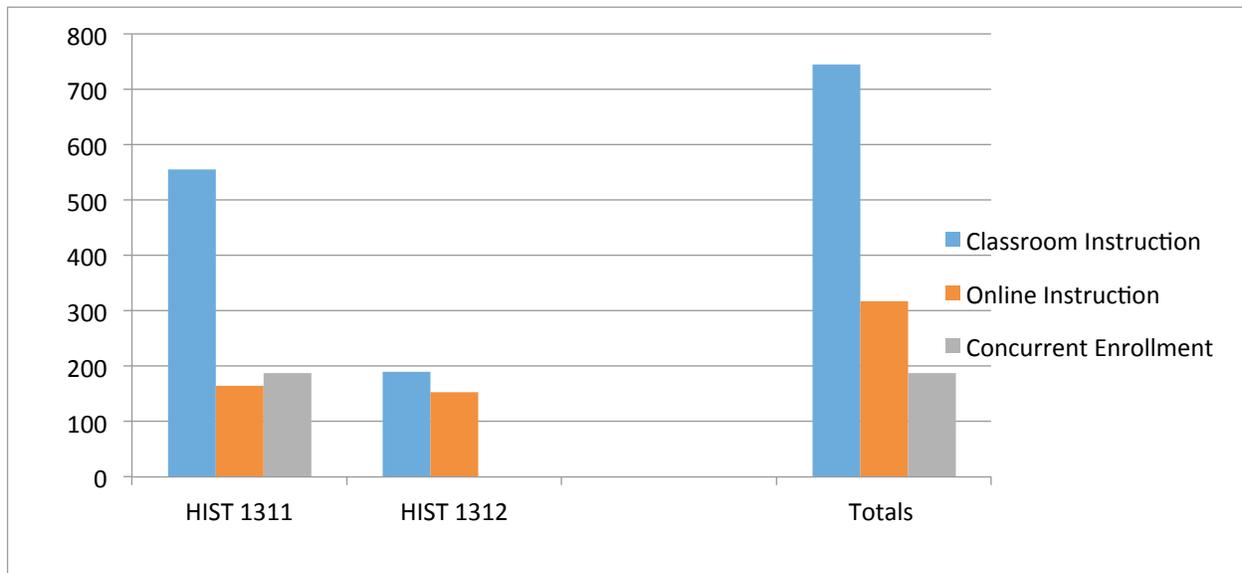
American National Government POLS 1310 and United States History I and II (Hist 2311 & Hist 2312)

Course	Classroom Instruction	Online Instruction	Concurrent Enrollment	Total Course Enrollment
HIST 2311	474	73	261	808
HIST 2312	246	77	45	368
POLI 1310	133	77		210
Totals	853	227	306	1386



Western Civilization I and II (Hist 1311 & Hist1312)

Course	Classroom Instruction	Online Instruction	Concurrent Enrollment	Total Course Enrollment
HIST 1311	555	164	188	907
HIST 1312	190	153		343
Totals	745	317	188	1250



Humanities Core Area Assessment Committee (HCAAC) Pilot Study

Reviewed by Nickolas S. Jovanovic, Council on Core Curriculum and Policies

A pilot study was conducted by the HCAAC to evaluate the process for assessing the following Core Learning Outcomes:

- Knowledge 2.1: understand foundational concepts and methods in a particular humanistic discipline
- Knowledge 2.2: understand cultural and historical contexts as they inform philosophical, literary, and other texts

After completing the pilot study, the HCAAC submitted a written report to, and met with, the Council on Core Curriculum and Policies, and provided the following information, as requested by the Council:

a. Identify area and list courses approved

The approved courses for the Humanities area of the UALR Standard Core include:

- ENGL 2337 World Literature
- ENGL 2339 Mythology
- PHIL 2320 Ethics and Society
- RELS 2305 World Religions

RELS 2305 was not included in the pilot study because it was approved for the core after the pilot study had been completed.

b. Copy of the rubric

The HCAAC created one rubric (see Figure 1) for the pilot study. This rubric was used to score student work from ENGL 2337, ENGL 2339, and PHIL 2320. The rubric contains two sections, one for each of the Core Knowledge Learning Outcomes that was assessed.

c. Assessment of whether rubric worked or whether there is a need for revision

The HCAAC stated that “Results of the assessment using the rubric suggest that it does adequately assess the achievement of knowledge goals in Humanities Core courses.”

However, the HCAAC noted that “the knowledge required in a humanities course is so broad that is impossible to capture in one assignment” and that “in the absence of a comprehensive final assignment, assessing knowledge goals with only one set of artifacts will necessarily not demonstrate a breadth of knowledge representative of the survey of texts assigned over the course.”

Nevertheless, the HCAAC also stated, “the HCAAC does not recommend requiring comprehensive assignments, nor collecting and assessing multiple artifacts, nor revising the rubric. Instead, it must simply be kept in mind that the rubric is meant to assess the knowledge goals as they pertain to the particular, representative assignment.”

However, it is the collective responsibility of the humanities faculty to develop and implement assessment and evaluation processes, e.g., assignments, scoring rubrics, etc. that allow them to determine the extent to which students in humanities core courses meet the learning outcomes.

The humanities faculty can also propose revisions to the core learning outcomes to make them more amenable to assessment and evaluation.

d. Who rated (full time, part time, graduate students, cross discipline)? Was reliability computed?

Full-time faculty members rated the student work. In all cases, faculty members assessed student work from courses they were not currently teaching. Dr. McAbee and Dr. Robinson scored the three artifacts from ENGL 2337; Dr. McAbee and Dr. Barrio scored the three artifacts from PHIL 2320; and Dr. Robinson and Dr. Barrio scored the three artifacts from ENGL 2339.

With regard to reliability, the HCAAC stated that “In all cases, both reviewers arrived at the same rubric scores for each individual artifact.”

e. Modalities covered (include adjuncts)

The student work that was scored came from sections taught by full-time faculty members in a face-to-face modality. Thus, none of the student work came from online sections or from high school concurrent sections, and none of the student work came from sections taught by adjunct faculty members.

f. What type of assignments were used (essay, multiple choice, end of semester, etc.)?

End-of-semester student work was used for the pilot study. Final essays, requiring a response to a specific prompt, were collected from ENGL 2337 and PHIL 2320. Comprehensive final exams, comprising short answer and essay questions, were collected from ENGL 2339.

g. Time estimate per student

The HCAAC estimated that approximately 15 minutes was required to score each student’s work.

h. Sampling—how done?

To select the sections of the humanities core courses whose instructors would have to be contacted for artifacts, the HCAAC used the section numbers for the courses listed on Banner and used the random number generator www.random.org. Each HCAAC member contacted an instructor from one of the three selected sections (PHIL 2320 Ethics and Society, ENGL 2337 World Literature, and ENGL 2339 Mythology) and requested artifacts for the pilot assessment.

The instructors were given the following instructions:

Step 1: Choose an assignment that provides students with the opportunity to demonstrate attainment of the two learning outcomes being assessed in the pilot study. It can be an essay, an exam, a quiz, etc. (if it is an in-class assignment for which you don't use computers, make sure the students write in pen, not pencil). The important thing here is that the students will have to demonstrate the following learning outcomes:

Knowledge Goal – Concepts, Methodologies, and the Global Cultural Heritage of the Arts

Learning Outcomes:

1. Understand foundational concepts and methods in a particular humanistic discipline.
2. Understand cultural and historical contexts as they inform philosophical, literary, and other texts.

Step 2: Collect all student work for the chosen assignment and sort it into three groups, based on performance on that assignment (not overall performance in the course): high performance, medium performance, and low performance.

Step 3: Provide a copy of your course syllabus, the assignment prompt, and the three piles of student work, clearly classified into high, medium, and low performance.

After the instructors from each of the selected sections submitted their student artifacts, the HCAAC members assigned numbers to the artifacts in each pile and randomly selected one artifact from each pile by using www.random.org.

The HCAAC expressed a desire for more guidance for sampling in the future: “First, the issue of how to sort the sets of artifacts, as discussed above, needs to be clarified. Also, as

none of the members of the HCAAC are social scientists, we would like some direction about what will constitute a representative sample of courses and artifacts when we do the full assessment in the next academic year.”

i. Resources needed

A scanner was used to digitize the student work collected. Google drive was used to share the digitized student work with the evaluators.

Headcount enrollment data

This data was provided by the UALR Office of Institutional Research. Headcount enrollment data for the humanities core courses during calendar year 2015 are provided in Table 1.

Online students comprised 30% of the total enrollment. Concurrent high school students comprised 37% of the total face-to-face enrollment, and 26% of the total enrollment. Face-to-face students on the UALR campus comprised 44% of the total enrollment.

ENGL 2337 World Literature				
	Spring 2015	Summer 2015	Fall 2015	Total
Online	85	54	108	247
f2f (concurrent)	150 (10)	14 (-)	580 (453)	744 (463)
Total	235	68	688	991
ENGL 2339 Mythology				
	Spring 2015	Summer 2015	Fall 2015	Total
Online	-	-	-	-
f2f (concurrent)	-	-	31 (-)	31 (-)
Total	-	-	31	31
PHIL 2320 Ethics and Society				
	Spring 2015	Summer 2015	Fall 2015	Total
Online	114	84	96	294
f2f (concurrent)	197 (-)	20 (-)	272 (-)	489 (-)
Total	311	104	368	783
All Humanities Core Courses				
	Spring 2015	Summer 2015	Fall 2015	Total
Online	199	138	204	541
f2f (concurrent)	347 (10)	34 (-)	883 (453)	1264 (463)
Total	546	172	1087	1805

Table 1: Headcount Enrollment Data for Humanities Core Courses

Learning Outcome: Students will...	3 Capstone	2 Milestone	1 Benchmark	0 Not Met
Knowledge 2.1: ... understand foundational concepts and methods in a particular humanistic discipline.	Identifies most or all of the basic concepts and/or methods that are relevant and demonstrates, at an advanced level, a broad and comprehensive understanding and awareness of the complexity and interrelationships between concepts and/or methods appropriate to the discipline.	Identifies many of the basic concepts and/or methods that are relevant and demonstrates, at a satisfactory level, a broad understanding and awareness of the complexity and interrelationships between concepts and/or methods appropriate to the discipline.	Identifies some basic concepts and/or methods that are relevant and demonstrates, at a rudimentary level, some understanding of the complexity and interrelationships between concepts and/or methods appropriate to the discipline.	Identifies few or no basic relevant concepts and/or methods, and is unable, or barely able, to demonstrate an understanding of levels of complexity or interrelationships between concepts and/or methods appropriate to the discipline.
Knowledge 2.2: ... understand cultural and historical contexts as they inform philosophical, literary, and other texts.	Demonstrates an advanced understanding and awareness of the significance and importance of the relevant historical and cultural contexts. Identifies and critically engages where appropriate, a range of cultural and historical perspectives.	Demonstrates a satisfactory understanding and awareness of the significance and importance of the relevant cultural and historical contexts. Identifies and critically engages where appropriate, some cultural and historical perspectives.	Demonstrates some basic understanding of the relevant cultural and historical contexts. Identifies and makes connections with one or more cultural and historical perspectives.	Demonstrates little or no understanding of the relevant cultural and historical contexts. Identifies with only one or a limited cultural perspective.

Figure 1: Scoring Rubric for Core Knowledge in the Humanities

CORE AREA: MATHEMATICSCORE COURSES:

MATH 1302 College Algebra

MATH 1303 Trigonometry

MATH 1311 Applied Calculus

MATH 1321 Quantitative and Mathematical Reasoning

MATH 1341 Business Calculus

MATH 1401 Pre-Calculus

MATH 1451 Calculus 1

STAT 2350 Introduction to Statistical Methods

MATHEMATICS RUBRIC

Knowledge 1- Concepts, Methodologies, Findings, and applications of Mathematics.

Learning Outcome #1: Understand mathematical relationships among quantities.

Students will demonstrate the ability to

- a. interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics;

OR*

- b. represent mathematical information symbolically, visually, numerically, and verbally.

Learning Outcome #2: Understand fundamental mathematical/algebraic operations.

Students will demonstrate the ability to

- c. employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;

AND**

- d. discern if the mathematical results obtained are reasonable.

The learning outcomes will be assessed by course embedded questions on semester exams, in class quizzes and/or final exams for each of the designated core math courses. The mathematics department will collect a random sample (20%) from these exams/quizzes and employ the proposed rubric as the assessment tool.

Care will be taken by the mathematics department to ensure that sufficient and useful information will be gathered for this assessment by jointly developing and piloting the exam questions to address the 2 student learning outcomes as specified by UALR. Assessment will be conducted by members of the mathematics department.

The mathematics department assessment team will conduct a training session on the use of the rubrics and will establish guidelines for levels of competence according to the rubric levels: "Completely Correct/Exceeding"= 3 points, "Generally Correct/Meeting"= 2 points, "Partially Correct"/Approaching"= 1 point, and "Incorrect/Not meeting"= 0 points (see attached rubric). The four member committee will each grade $\frac{1}{4}$ of the artifacts each semester. Papers will be scored as defined by the rubric and success will be determined per outcome if 70% of participants score 2 or 3.

UALR Mathematics and Statistics Department will compile and keep percentages to determine changes that should be made to improve students'

mastery of the outcomes. Analyses and recommended changes will be completed on the pilots as needed. The mathematics department will devise a plan of action that ensures changes have been implemented. The mathematics department will collectively continue to add to the pool of questions for assessment. Results will be disseminated to the faculty and appropriate administrators in a timely manner.

- * **1a OR 1b** will be assessed on every problem.
- ** **2c AND 2d** will be assessed on every problem.

One artifact/problem per regular test given in the semester. This should result in approximately 2-4 artifacts per student per semester.

The problem must be given in a proctored environment.

The problem format below will be used for every artifact collected from each of the core Math Courses.

Problem Format:

1. **A mathematical relationship is given in the form of a formula, drawing, schematic, graph, or table. Student is to draw information from the given relationship/model.**

Or a mathematical relationship/model is described in context. The student will demonstrate the ability to represent the mathematical information symbolically, graphically, or visually.

2. **Questions are posed regarding this relationship/model.**
 - a. **Based on the questions, students will draw information from the given relationship/model. Or students will represent the relationship/model symbolically, graphically, or visually and draw information from their schematic.**
 - b. **Using that information, students are to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.**
3. **Students will reflect on the results obtained in #2. Students must use complete sentences.**

Do your results make sense or are they reasonable? Why or Why not?

	Learning Outcome #1 a: Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.	OR	Learning Outcome #1 b: Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally.
Completely Correct (CC) 3 points	<ul style="list-style-type: none"> • The student demonstrates the ability to interpret the variables, parameters, and/or other specific information given in the model. • The student uses the model to draw inferences about the situation being modeled in a manner that is correct and evident. • The interpretation(s) and inference(s) are complete and accurately represent the model or answers the question(s). 	Completely Correct (CC) 3 points	<ul style="list-style-type: none"> • The student fully understands the mathematical information and employs the appropriate representation(s) to display the mathematical information. • The student correctly and accurately employs all the appropriate and required aspects of the representation to display the information. • The representation of the given information is correct and accurate. The student uses the correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled, and the representation is otherwise complete as required.
Generally Correct (GC) 2 points	<ul style="list-style-type: none"> • The student demonstrates the ability to interpret the variables, parameters, and/or other specific information given in the model. The interpretation may contain minor flaws. • The student uses the model to draw inferences about the situation being modeled in a manner that may contain some minor flaw(s). • The interpretation(s) and/or inference(s) are incomplete or inaccurate due to a minor flaw, such as a computational or copying error or mislabeling. 	Generally Correct (GC) 2 points	<ul style="list-style-type: none"> • The student understands most of the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information with possibly minor flaws such as a simple misreading of the problem or copying error or mislabeling. • The student correctly and accurately employs most of the appropriate and required aspects of the representation to display the information. The representation is lacking in a minor way such as a simple misreading of the problem or copying error or mislabeling. • There is a misrepresentation of the information due to a minor computational/copying error. The student uses mostly correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled, but the representation is incomplete in some minor way.
Partially Correct (PC) 1 point	<ul style="list-style-type: none"> • The student makes no appropriate attempt to interpret the variables, parameters, and/or other specific information given in 	Partially Correct (PC) 1 point	<ul style="list-style-type: none"> • The student does not fully understand the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information

	<p>the model due to major conceptual misunderstandings.</p> <ul style="list-style-type: none"> • The student attempts to use the model to make the required inference(s) and/or interpretation(s) but lacks a clear understanding of how to do so. • The interpretation(s) and/or inference(s) are incomplete or inaccurate due to a major conceptual flaw. 		<p>with major conceptual flaws.</p> <ul style="list-style-type: none"> • The student shows some knowledge of how to employ most of the appropriate and required aspects of the representation to display the information. The representation is lacking in a major way. • The representation(s) show some reasonable relation to the information but contains major flaws. The student uses some correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled, but the representation is incomplete in some major conceptual way.
<p>Incorrect Solution (IC) 0 points</p>	<ul style="list-style-type: none"> • The student cannot demonstrate an ability to interpret the variables, parameters, and/or other specific information given in the model. • The student cannot use the model to make the required interpretation(s) and/or inference(s). • The interpretation(s) and/or inference(s) are missing or entirely inaccurate. • The student's response does not address the question in any meaningful way • There is no response at all. 	<p>Incorrect Solution (IC) 0 points</p>	<ul style="list-style-type: none"> • The student cannot represent the mathematical information in the representation(s) required. • The student completely misinterprets and/or misrepresents the information. • The representation(s) is incomprehensible or unrelated to the given information. The process of developing the representation is entirely incorrect. • The student's response does not address the question in any meaningful way. • There is no response at all.

	<p>Learning Outcome #2 c: Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems.</p>	AND	<p>Learning Outcome #2 d: Students will demonstrate the ability to discern if the mathematical results obtained are reasonable.</p>
<p>Completely Correct (CC) 3 points</p>	<ul style="list-style-type: none"> • The student demonstrates a full understanding of the problem and/or can identify a specific numeric, algebraic, geometric, or statistical method(s) that is needed to solve the problem. • The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and 	<p>Completely Correct (CC) 3 points</p>	<ul style="list-style-type: none"> • The student can estimate and justify a mathematical result to a problem. • The student can articulate a justification for the estimate and the estimate has been found using a clearly defined, logical plan • The student's response is complete and accurate.

	<p>evident.</p> <ul style="list-style-type: none"> • The solution is accurate and complete. 		
<p>Generally Correct (GC) 2 points</p>	<ul style="list-style-type: none"> • The student demonstrates some understanding of the problem and/or can identify the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem. • The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident but is lacking in a minor way such as a simple misreading of the problem or copying error. • The solution is generally correct but may contain a minor flaw(s). 	<p>Generally Correct (GC) 2 points</p>	<ul style="list-style-type: none"> • The student can estimate and justify a mathematical result to a problem but the estimate or justification contains a minor flaw such as a simple misreading of the problem or computational or copying error or mislabeling. • The student can articulate a justification for the estimate but the student's justification and/or estimate has been found was lacking in some minor way • The student's response addresses all aspects of the question but is lacking in some minor way.
<p>Partially Correct (PC) 1 point</p>	<ul style="list-style-type: none"> • The student demonstrates only a slight understanding of the problem. The student has difficulty identifying the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem. • The student attempts to use a method(s) that will solve the problem, but the method itself or the implementation of it, is generally incorrect. The plan is not evident or logical. • The solution contains some correct aspects though there exists major conceptual flaw(s). 	<p>Partially Correct (PC) 1 point</p>	<ul style="list-style-type: none"> • The student can estimate and justify a mathematical result to a problem but the estimate or justification contains a major conceptual flaw. • The student can articulate a justification for the estimate but the student's justification and/or estimate has been found was lacking in some major conceptual way • The student's response addresses some aspect of the question correctly but is lacking in a significant way.
<p>Incorrect Solution (IC) 0 points</p>	<ul style="list-style-type: none"> • The student demonstrates no understanding of the problem and/or he/she cannot identify the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem. • The student cannot use a method(s) that will solve the problem. Little or no work is shown that in any way relates to the correct solution of the problem • The student's response does not address the question in any meaningful way. • There is no response at all. 	<p>Incorrect Solution (IC) 0 points</p>	<ul style="list-style-type: none"> • The student cannot estimate and/or justify a mathematical result to a problem. • The student's justification is not supported by any logical plan. • The student's response does not address the question in any meaningful way. • There is no response at all.

ASSESSMENT OF RUBRIC

The following is from page 2 of the report:

Did the Rubric work?

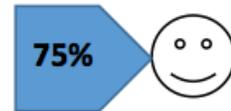
Firstly, the committee devised a scale that could be used to compare the rubric score to the teacher grade for that artifact (see below). We were interested to see if there was consistency with the rubric score and the teacher's grade.

Rubric total	Teacher's Grade
8-9	A
6-8	B
3-6	C
1-3	D
0-1	F

There were 36 total artifacts that were each scored twice which equates to a total of 72 scorings. Of the 72 scorings, there were 13 discrepancies between the rubric score and the teacher's grade. Given that this discrepancy occurred on approximately 18% of the artifacts, we feel that the rubric score did a fairly decent job of correlating to the teacher's grade.

With respect to the comparison between the CAAC member's scores, we found the following.

Rubric scores were the Exact same on an objective	13 out of 36	36%
Rubric scores were within 1 point of each other on an objective	14 out of 36	39%
Rubric scores differed by 2 or more points	9 out of 36	25%



The CAAC members scores were the exact same or within 1 point of each other 75% of the time. There were major discrepancies 25% of the time. This indicates that there was some consistency among the graders.

After some conversations among the CAAC committee members, the following is a list of why we think some of these discrepancies occurred.

- Determining which part of the problem being graded corresponded to which learning outcome.
- The set-up of the problem.
- Rubric wording.

The following is a list of actions we can take to help minimize the discrepancies listed above.

- Have the teacher designate which part of the problem corresponds to which learning outcome.
- Create a detailed handout on how the problem should be set-up for faculty. Make sure the teachers adhere to this desired format.
- Change the wording on a couple of the rubric items.

RATING

Full-time faculty members from the Department of Mathematics and Statistics rated the assignments. Each assignment was rated by two different faculty members to insure reliability.

ASSESSED MODALITIES

Assessed assignments in this initial trial were collected from face-to-face courses taught by full-time faculty.

ASSIGNMENT TYPES

The assessed assignments were proctored open-ended questions. The team determined that assignments from final exams will be used in future assessments.

TIME ESTIMATE

The team determined that it took approximately 8-10 minutes to score each assignment.

SAMPLING

The course sections that were chosen for this initial trial were not 100% randomly selected. The committee determined that it would be best to choose courses from experienced full-time faculty who may have some experience with the assessment process. In several cases, only one section of the course was offered making it impossible to do a random selection.

RESOURCES NEEDED

The team would like to see the university purchase an assessment management system, and would like to explore ways in which graders could be compensated for their efforts.

**CORE COURSE ENROLLMENT DATA
MATHEMATICS**

SEMESTER	TOTAL	F2F	ONLINE	CONCURRENT
Fall 2015	2469	1641	162	666
Spring 2015	1344	882	203	259
Summer 2015	224	112	112	0

Science Core Area Assessment Committee (SCAAC) Pilot Study

Reviewed by Michael T. DeAngelis, Council on Core Curriculum and Policies (Core Council)

Committee chair: Kathryn King (Anthropology)

Committee members: Alois Adams (Physics), Marian Douglas (Chemistry), René Shroat-Lewis (Earth Sciences), Forrest Payne (Biology)

A pilot study was conducted by the SCAAC to evaluate the process for assessing the following Core Learning Outcomes:

- **Knowledge 1.1**
“Understand the theoretical perspective used in one or more science disciplines”
- **Knowledge 1.2**
“Understand observational and experimental methods used in one or more of the sciences”
- **Knowledge 1.3**
“Understand applications and limitations of the sciences”

After completing the pilot study, the SCAAC submitted a written report to the Core Council. The chair of the SCAAC met with the Core Council and provided additional feedback on the pilot study. The following is a summary of that report and meeting. Items below in quotations are taken directly from the SCAAC written report.

a. Identify area and list courses approved

The approved courses for the Science area of the UALR Standard Core include:

- ANTH 1415 Physical Anthropology
- ASTR 1301/1101 Introduction to Astronomy and Lab
- BIOL 1400 Evolutionary and Environmental Biology
- BIOL 1401 Science of Biology
- BIOL 1433 Essentials of Anatomy and Physiology
- BIOL 2401 Microbiology
- CHEM 1400 Fundamental Chemistry I
- CHEM 1402 General Chemistry I
- CHEM 1406 General Chemistry for Engineers
- CHEM 1409 Chemistry and Society
- ERSC 1302/1102 Physical Geology and Lab
- ERSC 1304/1104 Earth and the Environment and Lab
- ERSC 2303/2103 Historical Geology and Lab
- PHYS 1321/1121 College Physics I and Lab
- PHYS 1322/1122 College Physics II and Lab
- PHYS 2321/2121 Physics for Scientists and Engineers I and Lab
- PHYS 2322/2122 Physics for Scientists and Engineers II and Lab

b. Copy of the rubric

Knowledge 1.1 “Understand the theoretical perspective used in one or more of the sciences disciplines”	
Score	Description
3	Student shows sophisticated understanding of the theories, implications of those theories, concepts, and terminology in completing the assignments of the course.
2	Student can demonstrate solid understanding of the theories, implications of those theories, concepts, and terminology in completing the assignments of the course.
1	Student demonstrates basic understanding of the theories, implications of those theories, concepts, and terminology in completing the assignments of the course. Performance more based on memorization than mastery of underlying principles. May have difficulty successfully completing some required assignments.
0	Student has limited or no understanding of the theories, implications of those theories, concepts, and terminology of the course. Student has difficulty satisfactorily completing most or all required assignments.

Knowledge 1.2 “Understand observational and experimental methods used in one or more of the sciences”	
Score	Description
3	Student understands observational and experimental methods well enough to plan and conduct a simple original research design. Student has sophisticated understanding of the concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course.
2	Student understands observational and experimental methods well enough to successfully complete instructor-designed exercises. Student can demonstrate solid understanding of the main concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course.

1	Student demonstrates basic understanding of the main concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course. Performance more based on memorization than mastery of underlying principles. May have difficulty successfully completing some required exercises.
0	Student has limited or no understanding of the main concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course. Student has difficulty satisfactorily completing most or all required exercises.

Knowledge 1.3 “Understand applications and limitations of the sciences”	
Score	Description
3	Student has sophisticated understanding of the applications and limitations of the sciences well enough to demonstrate awareness and comprehension of the influence of the discipline on society.
2	Student can demonstrate solid understanding of the applications and limitations of the sciences well enough to demonstrate awareness and comprehension of the influence of the discipline on society.
1	Student demonstrates basic understanding of the applications and limitations of the sciences well enough to demonstrate awareness and comprehension of the influence of the discipline. Performance more based on memorization than mastery of underlying applications. May have difficulty successfully completing some required assignments.
0	Student has limited or no understanding of the main concepts, terminology, and procedures for applications and limitations in the discipline of the course. Student has difficulty satisfactorily completing most or all required assignments.

c. Assessment of whether rubric worked or whether there is a need for revision

Comments on rubric effectiveness from each program area:

Anthropology

“Rubric scores and overall exams scores were highly correlated ($r = .819$), suggesting that the rubric reflected overall student performance and mastery (or lack of mastery) of the subject area.

In order to effectively use the rubric, the instructor must identify questions that clearly reflect the learning outcomes or design questions to reflect them. As described below, Earth Sciences took the first approach and had difficulty identifying post hoc which questions were appropriate to use in the assessment. Anthropology took the later approach and used questions specifically designed to address learning outcomes. While this was efficient and worked well it brings up the potential issue of instructors “teaching to the test”, especially if these results could potentially be used against instructors in promotion and retention matters.”

Biology

“For Knowledge 1.1, the students with higher rubric scores also had the highest grades on the post-assessment exam. For Knowledge 1.2 and 1.3, the rubric scores were derived from scores assigned to the artifacts and therefore are very highly correlated.

The rubric is workable. Under the model of assessing the three knowledge areas separately, biology is currently assessing three different artifacts which takes a large amount of time (5 to 15 minutes per artifact per student). The post-assessment exam could be reworked to cover all three knowledge learning outcomes by having some multiple choice questions but also included short answer and essay questions. However, applying the rubric to such an assessment will take a considerable amount of time especially with a 90 student class. If each test took 10 minutes it would take 15 hours to complete the scoring. If the assessment was given in a lab section the task could be handled by many individuals which would alleviate the burden on any one individual.”

Chemistry

“The rubric seemed to work fine with remarkable correlation to the grade on the assignment.”

Earth Sciences

“The rubric scores seemed to match up to the grades the students received on the exam, so it seems to be a fair assessment ($r = .781$).

The biggest problem with scoring this semester is that the it was difficult to assign specific questions to each learning objective. The instructor would have written the exams questions much differently had she known she’d be using this exam to assess these students.”

Physics and Astronomy

“In all courses, the selected artifacts did not readily break down according to the three learning outcomes. It was difficult to assess these as separate entities. As such, it is difficult to determine how well the rubric worked. Due to this difficulty only Knowledge 1.1 was assessed for these courses.

Due to the lack of fit between the learning outcomes and the artifact, the traditional approaches to testing used in these courses may not effectively assess core learning

outcomes. It may be necessary to create a separate assignment to use this rubric effectively.”

d. Who rated (full time, part time, graduate students, cross discipline)? Was reliability computed?

“At this point we did not attempt to randomly select sections due to the difficulty other curricular areas were having with this process. In discussion with colleagues on the social science subcommittee we discovered that they were having two difficulties with this process: 1) getting the instructors of the selected sections to submit artifacts; and 2) getting the instructors to provide useable grading rubrics that corresponded with the rubrics created by the subcommittee. In light of these difficulties and in seeing that this exercise was designed to test the efficacy of the rubrics, we elected to select from among the sections of core courses that were taught by members of the committee during the fall 2015 semester.

In the future when the testing phase is over and the real assessment process begins we will select sections among the core courses by using a random number generator to pick among the offered sections. This approach however does bring up the concern of potentially randomly selecting concurrent courses. Some members of this committee are having difficulty in getting concurrent instructors to submit artifacts and syllabi.”

e. Modalities covered (include adjuncts)

The student work that was scored came from sections taught by full-time faculty members in a face-to-face modality. Thus, none of the student work came from online sections or from high school concurrent sections, and none of the student work came from sections taught by adjunct faculty members.

f. What type of assignments were used (essay, multiple choice, end of semester, etc.)?

Anthropology

“Artifacts analyzed for Knowledge 1.1, 1.2, and 1.3: A selection of questions from an exam including multiple choice and fill in the blank questions.”

Biology

“Artifacts analyzed:

Knowledge 1.1: post-assessment exam given toward the end of the course (N = 52)

Knowledge 1.2: laboratory report (N = 24)

Knowledge 1.3: research paper (N = 23)”

Chemistry

“Artifacts analyzed for Knowledge 1.1, 1.2, and 1.3: a lab report and lab quiz.”

Earth Science

“Artifacts analyzed for Knowledge 1.1, 1.2, and 1.3: A selection of questions from a multiple choice exam.”

Physics and Astronomy

“Artifacts analyzed:

Physics courses: A sample of problem questions from exams throughout the semester that covered the learning outcomes.

Astronomy courses: A sample of multiple-choice questions from an exam that covered the learning outcomes.”

g. Time estimate per studentAnthropology

“Each set of questions took approximately five minutes per student to assess, for a total time of around two and half hours for this sample of 41 students.”

Biology

“Each post-assessment exam took 3-5 minutes to evaluate. The lab report and research paper took 10-15 minutes each.”

Chemistry

“It took about 2 minutes to score learning outcome for each student.”

Earth Science

“The instructor used a multiple-choice exam, so it was not time consuming to score one student. It was time consuming to choose the questions to include in this assessment, however, because she did not write the exam with the intention of scoring it using the assessment criteria.”

Physics and Astronomy

“It took approximately 10-15 minutes to evaluate each set of problem questions. The multiple choice questions took 3-5 minutes per student.”

h. Sampling—how done?Anthropology

“The questions selected for Knowledge 1.1 addressed major theoretical concepts that are key to understanding modern human origins. Those for Knowledge 1.2 required explaining the connection between brain size, cultural complexity and development, and access to various food resources. The questions for Knowledge 1.3 involved interpreting site stratigraphy and understanding the applications and limitations of various dating

techniques used on fossil materials. All of these concepts correspond to the original proposal for this course to be included in the science core.”

Biology

“In BIOL 1401, Learning Objective 1.1 was evaluated using the results of a post-assessment. A pre-assessment was given at the beginning of the Fall 2015 semester and the post-assessment was given toward the end of the semester. The same 30 questions were given in each assessment. For purposes of this assessment, each question was assigned a conceptual category. Examples of conceptual categories include macromolecules, evolution, scientific method, and diffusion and osmosis. The category used to evaluate Learning Objective 1.1 was Mendelian and molecular genetics.

Learning objective 1.2 was evaluated using the results from a lab report. In Biology 1401, students were introduced to osmosis and diffusion in the laboratory. Once introduced to the concept, the students, in groups of four, developed a hypothesis, designed an experiment and then conducted the experiment. The final products were a lab report and a presentation.

Learning objective 1.3 was evaluated using the results from a research paper. Each student was to find a reputable paper to read and summarize. The lab section selected to evaluate this was based on having grades available for the summary.”

Chemistry

“The two artifacts selected both address core principle in chemistry (Learning Objective 1.1). The lab report addressed questions of methods and limitations within the field (Learning Objectives 1.2 and 1.3).”

Earth Science

“The exam used for assessment has questions written for Learning Objective 1.1 that are first principles and major theories in geology. Learning Objective 1.2 had questions about methods of data collection and how we use the data. Learning Objective 1.3 examined the application of these data into understanding the science of geology.”

Physics and Astronomy

“The artifacts selected reflected the learning outcomes proposed for each course in the original science core proposal.”

i. Resources needed

The needed resources indicated by the SCAAC were related to having adequate time and personnel available to perform assessment. Some of their comments include:

“Division of work

Some programs areas have only one course in the science core; others have four. Enrollments and numbers of sections vary as well. In the future, how can we fairly divide the assessment work so that those programs with multiple, larger courses are not doing 10 times the work of those with fewer sections of smaller courses?

Creation of extra work for instructors

One factor that has not been considered yet is the amount of preparatory work that needs to occur before the rubrics can be applied. To evaluate one section of one course, the following preliminary steps need to occur:

- Selecting a section to be evaluated for each course
- Contacting the instructors to ask for artifacts
- Collecting artifacts
- Redacting student names, instructor names, and other identifying markers from the work
- Creating a key for the artifacts that reflects the scoring scale on the rubric

None of this is reflected in the current or proposed workload policies. This could be particularly burdensome for adjunct instructors, many of whom teach core courses.”

j. **Headcount enrollment data** (data as reported from OIR)

Science Curricular Area - Fall 2015 Enrollment				
Science Courses	Total	F2F	Online	Concurrent
ANTH1415	85	85	-	-
ASTR1101	180	68	112	9
ASTR1301	168	52	116	11
BIOL1400	103	103	-	59
BIOL1401	336	256	80	38
BIOL2401	131	101	30	-
CHEM1400	133	133	-	-
CHEM1402	184	184	-	37
CHEM1406	17	17	-	-
ERSC1102	247	174	73	-
ERSC1103	20	20	-	-
ERSC1104	52	52	-	-
ERSC1302	262	195	67	-
ERSC1303	19	19	-	-
ERSC1304	56	56	-	-
PHYS1121	190	190	-	75
PHYS1122	21	21	-	12
PHYS1321	243	243	-	77
PHYS1322	40	40	-	12
PHYS2121	52	52	-	-
PHYS2321	48	48	-	-
Science Total	2,917	2,109	478	330

Science Curricular Area - Spring 2015 Enrollment				
Science Courses	Total	F2F	Online	Concurrent
ANTH1415	106	106	-	-
ASTR1101	145	58	87	-
ASTR1301	162	47	115	-
BIOL1400	70	70	-	37
BIOL1401	281	212	69	38
BIOL2401	149	119	30	9
CHEM1400	95	95	-	-
CHEM1402	180	180	-	18
CHEM1406	24	24	-	-
ERSC1102	230	154	76	-
ERSC1103	86	52	34	-
ERSC1104	27	27	-	-
ERSC1302	269	201	68	24
ERSC1303	88	57	31	-
ERSC1304	26	26	-	-
PHYS1121	94	94	-	-
PHYS1122	71	71	-	-
PHYS1321	163	163	-	26
PHYS1322	114	114	-	25
PHYS2121	64	64	-	-
PHYS2321	61	61	-	-
Science Total	2,682	1,995	510	177

Science Curricular Area - Summer 2015 Enrollment				
Science Courses	Total	F2F	Online	Concurrent
ANTH1415	-	-	-	-
ASTR1101	19	-	19	-
ASTR1301	16	-	16	-
BIOL1400	10	10	-	-
BIOL1401	60	24	36	-
BIOL2401	58	25	33	-
CHEM1400	41	41	-	-
CHEM1402	20	20	-	-
ERSC1102	40	13	27	-
ERSC1103	23	-	23	-
ERSC1104	16	16	-	-
ERSC1302	42	16	26	-
ERSC1303	22	-	22	-
ERSC1304	22	22	-	-
PHYS1121	10	10	-	-
PHYS1122	5	5	-	-
PHYS1321	18	18	-	-
PHYS1322	10	10	-	-
PHYS2121	19	19	-	-
PHYS2321	23	23	-	-
Science Total	474	272	202	-

Social Science Core Area Assessment Committee Review

Core Taught in this Area

- GEOG 2312. Introduction to Cultural Geography
- PSYC 2300. Psychology and the Human Experience
- ECON 2301. Survey of Economics
- ECON 2322. Principles of Microeconomics
- ANTH 2316. Cultural Anthropology
- SOCI 2300. Introduction to Sociology
- GNST 2300. Introduction to Gender Studies
- CRJU 2300. Introduction to Criminal Justice
- POLS 2301. Introduction to Political Science

Common rubric used by this committee

- See attached

Assessment of whether rubric worked or whether there is a need for revision

- The assessment worked well for the most part, however, there was some reporting errors for ECON. Overall, the CAAC Committee recommended no changes to the common rubric. “For example, for ECON 2322, several syllabi were submitted along with some student artifacts, but two learning outcome scores (theory and methodology) were omitted entirely, and only scores for “real-world applications” were provided” (original report).

Who rated (full time, part time, graduate students, cross discipline)? Was reliability computed?

- Members of the CAAC rated the artifacts not in their own discipline. Reliability was not computed or provided.

Modalities covered

- Full-time and part-time faculty members’ classes were assessed, which included face-to-face and online courses.

Types of assignments used

- It is unclear from the report what types of assignments were used. There were multiple-choice exams used at a minimum.

Time estimate per student

- There was no information in regards to the time estimate per student.

Sampling Strategies

- The CAAC members of each curriculum section randomly specific sections for each core course in the core. The committee used the random generator at <http://www.random.org> to select sections to be assessed for each core course in each social science department.

Resources Needed

- Needed resources were not identified in the report.

UALR Core Course Enrollment – Fall 2015

Total Course Enrollment	Total Course Enrollment	Classroom Instruction	Online Instruction	Concurrent Instruction
Geography	43	39	0	4
Psychology	632	543	55	34
Economics	77	0	77	0
Microeconomics	157	99	58	0
Cultural Anthropology	54	28	26	0
Sociology	197	112	85	0
Gender Studies	27	27	0	0
Criminal Justice	219	116	103	0
Political Science	56	56	0	0
Total	1462	930	404	38

UALR Core Course Enrollment – Spring 2015

Total Course Enrollment	Total Course Enrollment	Classroom Instruction	Online Instruction	Concurrent Instruction
Geography	39	0	39	0
Psychology	444	345	80	19
Economics	31	31	0	0
Microeconomics	159	81	78	0
Cultural Anthropology	18	18	0	0
Sociology	265	178	87	0
Gender Studies	27	27	0	0
Criminal Justice	173	87	86	0
Political Science	37	0	37	0
Total	1193	767	407	19

UALR Core Course Enrollment – Summer 2015

Total Course Enrollment	Total Course Enrollment	Classroom Instruction	Online Instruction	Concurrent Instruction
Geography	8	0	8	
Psychology	33	0	33	
Economics	0	0	0	
Microeconomics	41	0	41	
Cultural Anthropology	12	0	12	
Sociology	59	0	59	
Gender Studies	16	0	16	
Criminal Justice	39	0	39	
Political Science	14	0	14	
Total	222	0	222	

Common rubric used for rating artifacts

"Understand the theoretical perspective used in one or more of the sciences disciplines"

4 Student shows **sophisticated understanding** of the theories, implications of those theories, concepts, and terminology in completing the assignments of the course.

3 Student can demonstrate **solid understanding** of the theories, implications of those theories, concepts, and terminology in completing the assignments of the course.

2 Student demonstrates **basic understanding** of the theories, implications of those theories, concepts, and terminology in completing the assignments of the course. Performance more based on memorization than mastery of underlying principles. May have difficulty successfully completing some required assignments.

1 Student has **limited understanding of** the theories, implications of those theories, concepts, and terminology of the course. Student has difficulty satisfactorily completing most or all required assignments.

0 Student demonstrates **no or almost no understanding** of the theories, implications of those theories, concepts, and terminology. Student has significant difficulty completing, cannot, or does not complete required assignments.

"Understand observational and experimental methods used in one or more of the sciences"

4 Student understands observational and experimental methods well enough to plan and conduct a simple original research design. Student has **sophisticated understanding** of the concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course.

3 Student understands observational and experimental methods well enough to successfully complete instructor designed exercises. Student can demonstrate **solid understanding** of the main concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course.

2 Student demonstrates **basic understanding** of the main concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course. Performance more based on memorization than mastery of underlying principles. May have difficulty successfully completing some required exercises.

1 Student has **limited understanding** of the main concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course. Student has difficulty satisfactorily completing most or all required exercises.

0 Student demonstrates **no or almost no understanding** of the main concepts, terminology, and procedures for observational and/or experimental methods in the discipline of the course. Student has significant difficulty completing, cannot, or does not complete required exercises.

"Understand the applications and limitations of the sciences"

4 Student has **sophisticated understanding** of the applications and limitations of the sciences well enough to demonstrate awareness and comprehension of the influence of the discipline on society

3 Student can demonstrate **solid understanding** of the applications and limitations of the sciences well enough to demonstrate awareness and comprehension of the influence of the discipline on society

2 Student demonstrates **basic understanding** of the applications and limitations of the sciences well enough to demonstrate awareness and comprehension of the influence of the discipline. Performance more based on memorization than mastery of underlying applications. May have difficulty successfully completing some required assignments

1 Student has **limited understanding** of the main concepts, terminology, and procedures for applications and limitations in the discipline of the course. Student has difficulty satisfactorily completing most or all required assignments.

0 Student demonstrates no or almost no understanding of the main concepts, terminology, and procedures applications and limitations in the discipline of the course. Student has significant difficulty completing, can not, or does not complete required assignments.