



UK CORE ASSESSMENT PLAN

Revised October 2021

UK CORE ASSESSMENT PLAN 2021-2025

Purpose

The purpose of this document is to outline the assessment process for the UK Core student learning outcomes from 2021-22 to 2024-25. 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

Program-level UK Core Student Learning Outcomes will be assessed every two years.

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

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.

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 and in AEFIS. 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 the types of files that are supported by AEFIS.

Sampling

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

Core areas scheduled for assessment based on the cycle. The first set of artifacts will be drawn from fall courses; the second set will be from spring and summer.

Assignments and artifacts will be reviewed initially by OSPIE to determine whether file types are accessible in AEFIS, 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.

Data Analysis and 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.

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/AEFIS
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/AEFIS
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/AEFIS
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)