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## An Overview of Assessment in the Core Curriculum 2011-2016

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# AN OVERVIEW OF ASSESSMENT IN THE CORE CURRICULUM 2011-2016

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## EXECUTIVE SUMMARY

The Butler Core Curriculum (the Core), approved by the faculty in 2005, became fully implemented for students matriculating in AY2010-2011. This Core is substantially different from its predecessor in its design with a focus on learning objectives rather than disciplines. While disciplines provide important content and methodology to Core courses, the introduction to a discipline as such is not a goal of the Butler Core education. Instead, this Core focuses student learning on the interdisciplinary nature of knowledge and discovery. For faculty, the Core allows them to transcend disciplinary boundaries, engage new pedagogical practices, and focus on learning strategies relevant across the curriculum, rather than those required of individual majors and professions. Some of the most innovative and creative teaching is happening in the Core. Direct and indirect assessment measures in Core courses show important learning gains.

In the years since the launch of the Core, a program for assessing student learning also has been developed and implemented. Faculty were first introduced to assessment during the pilot phase, which was characterized by the implementation of an event dedicated to assessment, termed Assessfest!, each spring shortly after the end of term. The pilot phase was characterized by development of rubrics to score student artifacts for most areas of the core. In this phase several parts of the core also developed student surveys to collect indirect data. In the second phase, the IDEA form was introduced to campus that, with few exceptions, became the indirect data method. AY2015-2016 marked a pilot of what is now called the Discovery & Development method of assessment, which is distinctive for its view of assessment and faculty development as linked practices that are helping to shift focus from data collection to closing the loop.

This document has three goals:

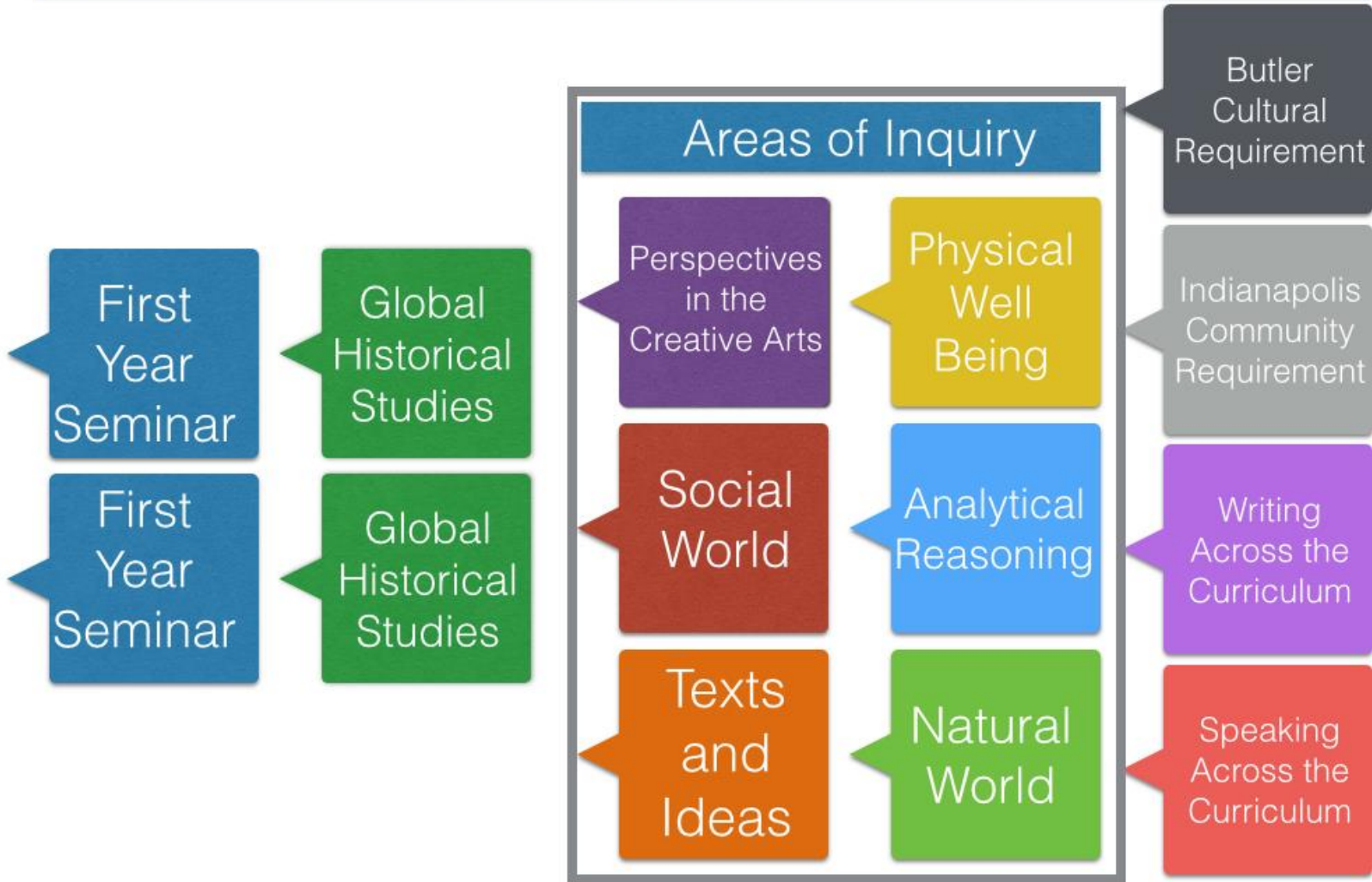
- (1) To summarize the data showing student learning gains from Core curriculum courses (including both direct and indirect methods).
- (2) To summarize data collected from nationally normed surveys, which demonstrate a richer view of student learning gains with both a local level that shows student learning in individual areas of the Core, and a global level that shows the impact the Core may have on overall student learning.
- (3) To articulate challenges and opportunities for improvement.

There are three highlights of this report:

- (1) Students are reporting learning gains in individual courses taught as part of the Core Curriculum.
- (2) Campus assessment teams have identified learning gains in each area of the Core that has been assessed.
- (3) Full implementation of the Core coincides with noticeable increases in overall learning gains as measured by national surveys.

These assessment results on student learning objectives are exciting, and provide quantitative evidence supports qualitative and anecdotal evidence. *Data in this longitudinal report have been abstracted from individual reports from the areas.*

# Butler University Core Curriculum



## **Common elements**

**FYS** *First Year Seminar* (6 credits; 3 credit hours in fall and 3 credit hours in spring of first year)

**GHS** *Global and Historical Studies* (6 credits; two 3 credit hours generally taken from the sophomore year forward; 9 credits of study abroad carries 3 credits of GHS)

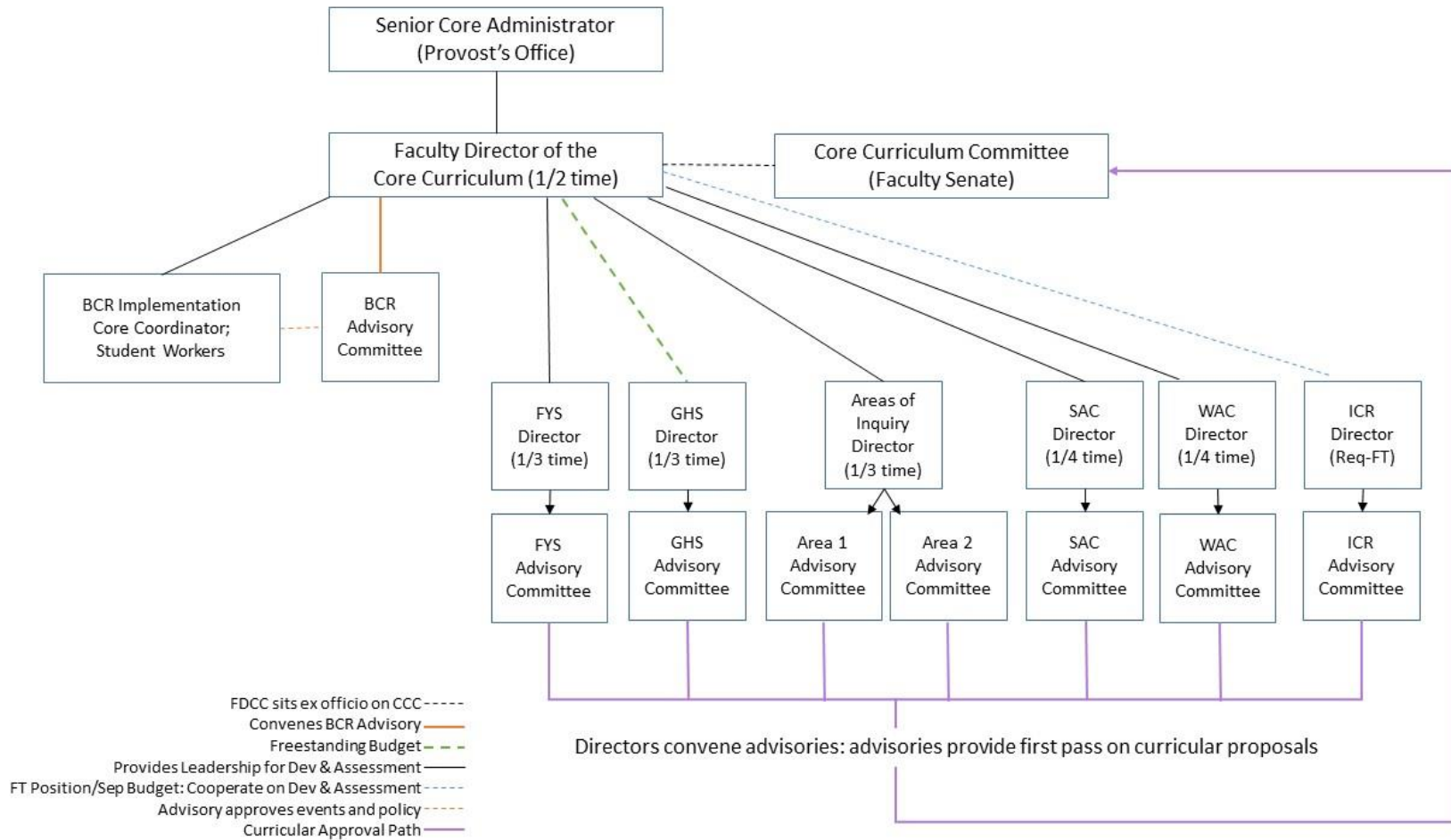
**Areas of inquiry** (students may earn an exemption during the completion of their major(s) and/or minor(s) as they complete a predetermined number of credits in designated courses. See the document: core exemptions list appended to this report).

- **AR** *Analytical Reasoning* (3 credit hours)
- **NW** *Natural World* (5 credit hours)
- **PCA** *Perspectives in the Creative Arts* (3 credit hours)
- **PWB** *Physical Well-Being* (1 credit hour)
- **SW** *Social World* (3 credit hours)
- **TI** *Texts and Ideas* (3 credit hours)

## **Additional Graduation Requirements**

- **ICR** *Indianapolis Community Requirement* (1 course)
- **SAC** *Speaking Across the Curriculum* (1 300- or 400-level course)
- **WAC** *Writing Across the Curriculum* (1 300- or 400-level course)
- **BCR** *Butler Cultural Requirement*: attendance at eight on campus cultural events prior to graduation (JCA majors are exempt from this requirement because they complete a similar requirement within the college).

# GOVERNANCE STRUCTURE OF THE CORE CURRICULUM; diagram created by Laura Daily



## THE ASSESSMENT PROCESS AND THE ROLES OF DIRECTORS AND OIRA

Directors and their advisory committees are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty members teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

### Direct and Indirect Data:

Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- Corresponding IDEA items for evaluation are identified (if applicable).
- The previous year's assessment report is provided, along with any specific recommendations (if applicable).
- The dates of development and assessment events planned for the semester are communicated.
- Ensure pre- surveys or pre-exams are completed (if applicable).
- To request submission of the final course syllabus (if applicable).

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.



Each Director is responsible for locating faculty to participate in Assessfest! (the annual event during which assessment of student work takes place) which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director works with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA produces both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

#### Assessment Rubrics and Reports:

The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page.

### COMMON THEMES IN ASSESSMENT AND FACULTY DEVELOPMENT ACROSS THE CORE CURRICULUM

- In all cases where the IDEA reports are utilized for indirect data, students report greater learning gains than the faculty observe during the direct assessment of student artifacts. While this is a common trend in assessment, the poor fit of IDEA outcomes used for the indirect data suggests closer analysis of this phenomenon is warranted.
- Most areas have struggled with one or more aspects of the assessment process during the period 2011-2016. Many areas have needed to rework their communication with faculty to ensure artifacts that match the outcomes are submitted for the assessment. Sometimes these non-matching artifacts were scored (and received very low scores); other times the non-matching artifacts were omitted from analysis. Since AY2014-2015 it became a goal to develop a consistent method for treatment of non-matching artifacts. In the past two years a combination of more specific communication to faculty submitting artifacts on the front end and a clear set of requirements governing inclusion or exclusion has resulted in a stabilization of data and a reduction in the number of non-scorable artifacts.

- For most of the period 2011-2016 the directors and faculty alike were operating without an actual written implementation manual (the June 2005 document that codified the core positioned itself as a vision document, leaving the implementation to unspecified “others.”). The publishing of the first Core Operating Manual, in Fall 2016, which was a document created through the collaboration of all the directors, the Faculty Director of the Core Curriculum and the Core Curriculum Committee, is a positive step. The document is to be considered a “living document” and will be updated annually.
- Until the Summer of 2015, Summer courses, including core courses and online courses, were not being assessed. The Core pioneered (led mainly by faculty in GHS) spearheaded the effort to include Summer courses in regular assessment, and to devise ways to understand how online courses met federally-mandated guidelines for the credit hour. Core curriculum faculty, including the Faculty Director of the Core Curriculum, actively participated in a Summer Study of online courses, which made recommendations on a number of issues including assessment. As most of the directors do not have summer duties assigned as part of their appointments, Summer Assessment in the Core is operated by the Faculty Director of the Core Curriculum in partnership with OIRA.
- With the exception of FYS, GHS and the ICR fellows, all other areas of the core lack a sense of real community among the faculty who teach in these areas. Indeed, participation of some faculty in Assessfest! is the sum total of community conversation. The change from coordinator of “Area 1” and “Area 2” to the “Director of the Areas of Inquiry” with the hope that a person invested at this level will be able to develop community among the faculty in AR, NW, PCA, PWB, SW, and TI. Community is also largely absent in WAC and SAC (here the entwining of the outcomes with professional development in the majors hampers a sense of true ownership either within the core or within the major). The directors of these areas have been struggling to just determine that courses labeled WAC or SAC that appear on the course schedule are actually meeting those outcomes, and ensuring that the faculty teaching those courses are even aware that they are labeled as such. Until this issue is resolved it is unlikely the directors will be able to work on the issue of community building.
- Prior to AY2016-2017, when the new Discovery/Development model was adopted, there was no collaborative series of faculty development events (instead, all areas were siloed in their development and assessment efforts). We believe that the series developed for this year sets an important precedent moving forward.
- Demonstration of closing the loop remains challenging in all areas of the core. While we do have anecdotal evidence that faculty who participate in Assessfest! modify their courses and assignments as a result, we have no official method for demonstrating these changes empirically.
- It is noted that the core curriculum doesn’t have a unified visual identity (although there are visual identities for the BCR and for the Center for Citizenship and Community, which oversees the ICR). To adequately express the special value of the core curriculum, a visual identity is necessary beyond the “one sheet” produced by marketing. This is being addressed in AY2016-17.

## ASSESSMENT IN EACH AREA OF THE CORE

Following are assessment results and recommendations for each area of the Core curriculum. It should be noted that while a longitudinal view is desired, the many changes that took place on the scoring rubrics, which the assessment process through OIRA, and with personnel among the core directors, OIRA and the Associate Provost’s office, most notably the adoption of a new “discovery and development” model which was piloted in Spring 2016 and is only entering its full first year of implementation as of the writing of this report. For these reasons, it is not always possible to productively juxtapose data from the full period 2011-2016.

The period 2011-2015 focused on data gathering using the following plan. This approach was assessed in 2014-2015 and was deemed to be unsustainable. It was replaced with the “discovery and development” method noted below

AREA	FALL 2010	SPRING 2011	SUMMER 2011	FALL 2011	SPRING 2012	SUMMER 2012	FALL 2012	SPRING 2013	SUMMER 2013
First Year Seminar	collect materials	collect materials	assess	collect materials	collect materials	assess	collect materials	collect materials	assess
Global and Historical Studies	collect materials	collect materials	assess	collect materials	collect materials	assess	collect materials	collect materials	assess
Analytical Reasoning	develop rubric	collect materials	assess	collect materials	collect materials		collect materials	collect materials	
Texts and Ideas	develop rubric	collect materials	assess	collect materials	collect materials		collect materials	collect materials	
Physical Well Being		develop rubric		collect materials	collect materials	assess	collect materials	collect materials	
Perspectives in the Creative Arts		develop rubric		collect materials	collect materials	assess	collect materials	collect materials	
Natural World				develop rubric	collect materials		collect materials	collect materials	assess

Social World				develop rubric	collect materials		collect materials	collect materials	assess
Indianapolis Community Requirement				collect materials	collect materials	assess	collect materials	collect materials	assess
Speaking Across the Curriculum							develop rubric	collect materials	assess
Writing Across the curriculum				collect materials	collect materials	assess	collect materials	collect materials	
Butler Cultural requirement				collect materials	collect materials		collect materials	collect materials	assess 2015

The period 2015-2016 is following the new “discovery and development” model explained more thoroughly later in this report, since it has not yet completed a full year of implementation. The core directors are working to produce a rotation schematic (with the goal that this task will be completed by May 2017).

## FIRST YEAR SEMINAR

The First Year Seminar (FYS) introduces all Butler students to an engagement with ideas of seriousness that is characteristic of the best university education. Over the course of the first year, students will reflect on “big questions” about themselves, their community and their world. They will develop the capacity to read and think critically, research thoughtfully, and to write clear and persuasive expository and argumentative essays, with an emphasis on thesis formation and development. Our First Year Seminar faculty help students develop the capacity for effective oral communication and gain an understanding of basic principles of oral communication as they apply to discussion. Finally, we think it’s vital that our students understand the liberal arts as

### Learning Objectives (from the Original Core Document, 2005)

- To reflect on significant questions about yourself, your community, and your world.
- To develop the capacity to read and think critically.
- To develop the capacity to write clear and persuasive expository and argumentative essays with an emphasis on thesis formation and development.
- To gain an understanding of basic principles of oral communication as they apply to classroom discussion.
- To understand the liberal arts as a vital and evolving tradition and to see yourself as agents within that tradition.
- To develop capacities for careful and open reflection on questions of values and norms.
- To develop the ability to carry out research for the purpose of inquiry and to support claims.

### Learning Outcomes used for Assessment

- Students will listen and read critically—texts, speech, media and other cultural productions.
- Students will express themselves clearly and persuasively in exposition and in argument, in both written and oral forms.
- Students will carry out research for the purpose of supplying evidence and support for claims made in exposition and argument.

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study.
- Students will communicate clearly and effectively. (Psychomotor – “do”)

- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)

Corresponding IDEA Outcomes

- #8 Essential. Developing skill in expressing myself orally or in writing.
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Direct Assessment

In 2011-2012, thesis-driven essays were collected from FYS courses and faculty evaluated focus/thesis, evidence/development, organization, expression, and mechanics to assess the outcomes related to writing. The data below indicates the percentage of student evidence assessed according to the writing rubric criteria. H=High Proficiency, P=Proficiency, S=Some Proficiency, L=Little or No Proficiency.

	Fall 2011				Spring 2012			
	H	P	S	L	H	P	S	L
Thesis/Focus	21%	55%	24%	0%	11%	55%	33%	1%
Evidence/Development	13%	49%	34%	4%	16%	45%	33%	7%
Organization	22%	60%	18%	0%	17%	54%	28%	0%
Grammar/Syntax/punctuation/Documentation	18%	55%	24%	2%	12%	59%	26%	3%

In 2013-2014, student writing was collected from FYS courses for evidence of student research efficacy with appropriateness of sources, use of sources to support an argument and integration of sources.

Appropriateness of Sources

Distinguished/ Advanced	Proficient/Meets Requirements	Emerging	Needs Substantial Improvement	NA/Not Scored
20%	33%	20%	8%	19%

### Implementation

Distinguished/ Advanced	Proficient/Meets Requirements	Emerging	Needs Substantial Improvement	NA/Not Scored
11%	36%	27%	8%	18%

### Integration

Distinguished/ Advanced	Proficient/Meets Requirements	Emerging	Needs Substantial Improvement	NA/Not Scored
9%	29%	30%	11%	21%

### Documentation

Distinguished/ Advanced	Proficient/Meets Requirements	Emerging	Needs Substantial Improvement	NA/Not Scored
12%	34%	24%	12%	18%

In 2014-2015, student writing was collected and faculty and representatives from Butler University Libraries evaluated thesis, information literacy, organization, writing and mechanics and documentation. The evaluators learned that there was a significant difference between how library representatives and teaching faculty viewed the role of information literacy in First Year Seminar.

### Average Artifact Scores by Rubric Category (Percent Distribution).

	3+ to 4	2+ to 3	1+ to 2	1
Thesis	26%	41%	23%	10%
Information Literacy	27%	39%	32%	3%
Organization	28%	49%	21%	2%
Writing and Mechanics	34%	42%	23%	2%
Documentation	22%	44%	30%	4%
Overall Score	23%	50%	26%	1%

In 2015-2016 FYS was part of the pilot of the new discovery and development process (they piloted the development process). They collected syllabi and discussed them in small groups. They also engaged in number of important conversations about classroom climate, community-building among FYS faculty and the group worked collaboratively to develop both the assessment strategy and development events for the following year, including workshops on writing assignments and giving constructive feedback as well as some type of event aimed to help faculty understand the sociological changes that shape our incoming first-year students (the latter was addressed by having one of the campus counselors address the group). These workshops are being offered in the Fall of 2016, as a means of closing the loop on

the first round of development findings. It is also notable that the way that the directors structured Assessfest! to seamlessly transition from analysis of artifacts to faculty development provided the inspiration for the new discovery/development model being applied in all areas of the core beginning AY2016-2017 (discussed further, below).

Indirect Assessment

In 2011-2012, a questionnaire was designed to elicit students’ assessment of their own progress in this area. Juxtaposition of the results collected in Fall 2011 with Spring 2012 (the same students in both semesters) showed a significant improvement during the course of students’ experience in First Year Seminar. A summary of the results is below:

Question	Fall 2012	Spring 2013
<b>SLO#1: To listen and read critically – texts, speech, media and other cultural production – in order to examine, challenge, and reshape themselves and the world in which they live.</b>		
“Persuaded others to change their minds as a result of the knowledge or arguments you cited”	44%	50%
<b>SLO#2: To express themselves clearly and persuasively in exposition and in argument, in both written and oral forms.</b>		
“Express themselves clearly and persuasively in exposition and in argument,”	71%	73%
“Guided a class discussion or presented your work”	42%	56%
“To what extent do you feel you have gained or made progress in Presenting ideas and information effectively when speaking to others”	62%	75%
“Worked on a class assignment, project, or presentation with other students”	51%	57%



IDEA DATA

Describe the amount of progress you made on the following objectives:

		<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
<b>Objective</b>	<b>Top 2 Responses</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
		(n=954)	(n=1019)	(n=1014)	(n=865)	(n=969)	(n=846)
Developing skills in expressing oneself orally or in writing	<i>Substantial Progress / Exceptional Progress</i>	81.7%	82.4%	81.9%	86.8%	82.8%	86.9%
Learning to analyze and critically evaluate ideas, arguments, and points of view	<i>Substantial Progress / Exceptional Progress</i>	80.2%	81.6%	79.1%	83.1%	83.4%	83.7%

NSSE Data

			<i>Percent of Respondents selecting either of the two highest responses</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
During the current school year, about how often have you done the following?	<i>Prepared two or more drafts of a paper or assignment before turning it in</i>	often/very often	49.1%	51.6%	49.1%	35.1%	35.7%	43.2%
During the current school year, how much has your coursework emphasized the following?	<i>Evaluating a point of view, decision, or information source</i>	quite a bit/very much	73.8%	72.7%	66.4%	67.4%	58.8%	62.4%
During the current school year, about how often have you done the following?	<i>Identified key information from reading assignments</i>	often/very often	76.8%	73.9%	68.5%	74.4%	69.8%	68.6%
During the current school year, to what extent have your instructors	<i>Provided feedback on a draft or work in progress</i>	quite a bit/very much	64.5%	61.5%	57.4%	64.9%	55.9%	57.1%

done the following?								
Which of the following have you done or do you plan to do before you graduate?	<i>Participate in a learning community or some other formal program where groups of students take two or more classes together</i>	done or in progress / plan to do	27.1%	31.9%	23.5%	32.2%	34.5%	27.9%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Writing clearly and effectively</i>	quite a bit/very much	61.3%	60.3%	51.2%	69.0%	58.5%	55.3%

General Question	Specific Question	Average of Estimated Number of Assigned Papers					
		2013: First-Years (n = 439)	2014: First-Years (n = 436)	2015: First-Years (n = 289)	2013: Seniors (n = 242)	2014: Seniors (n = 354)	2015: Seniors (n = 226)
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>up to 5 pages in length</i>	11.2	10.6	10.3	9.6	9.1	9.5
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>between 6 and 10 pages in length</i>	2.7	2.8	2.9	3.6	3.3	3.6

### Findings

The challenges of Assessfest of 2014-2015 breathed new life into how the FYS community approaches academic assessment. Participants from the library and FYS faculty regardless of discipline (the community boasts faculty from departments as diverse as Dance, Pharmacy, and Business, as well as English, Sociology, and History) differed significantly in their evaluations of thesis, information literacy, organization, writing mechanics, and development. The flexibility granted by the new model of Assessment that grew out of the Teagle Workshop group led by Core Director Mix, Provost Paradis, and OIRA Representative Foston allowed a pause so that we, the most heavily assessed program at Butler, could pilot the new discovery and development process. This has resulted in a fundamental change that swelled the ranks of Assessfest 2015-2016 and participation in Closing the Loop Events in 2016-2017. Faculty had time to reflect upon the important results of longitudinal data and translate these findings into development opportunities with powerful applications in the classroom (see earlier statements accompanying longitudinal data).

### Closing the Loop / Areas for Improvement

- Assessment of Reading (FYS is addressing the need for reading assessment as part of their development cycle beginning AY2016-17).
- Assessment of Discussion (FYS has consulted with Speaking Across the Curriculum and has begun looking at methods for assessing discussion, but to date this aspect of FYS has not been assessed).
- Formalize a statement with regard to information literacy (to have clarity between the faculty teaching FYS and the library faculty).
- Connecting results of FYS writing assessment to Global and Historical Studies, Texts and Ideas and Writing Across the Curriculum (developing one rubric used for writing in all of these areas would be a move in a positive direction).

## GLOBAL AND HISTORICAL STUDIES

GHS is a limited array of interdisciplinary courses that allow students to engage in the investigation of and reflection about a culturally diverse and increasingly globalized world. Students will learn to employ a conceptual framework that appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another. In doing so, students will draw on a variety of sources and disciplines, including the arts, the humanities and social and natural sciences, and they will continue to develop the skills of expository writing introduced in the First-Year Seminar.

### Learning Objectives (Revised from the Original (2005) Core Document in 2008)

- To employ a conceptual framework for Global and Historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
- To draw on a variety of sources and disciplines - including the arts, the humanities and the social and natural sciences.
- To recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world.
- To continue development of skills of expository writing.

### Learning Outcomes used for Assessment

- Students will practice employing a conceptual framework for global and historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
- Students will approach the topic from a variety of sources and disciplines - including the arts, the humanities and the social and natural sciences.

- Students will understand the benefits and challenges of living in a culturally diverse and increasingly globalized world.
- Students will continue development of skills of expository writing.

Corresponding University Outcomes (2015)

- Students will explore a variety of cultures. (Cognitive – “Know”)
- Students will appreciate diverse cultures, ethnicities, religions and sexual orientations. (Affective – “Value”)
- Students will make informed, rational and ethical choices. (Psychomotor – “Do”)

Corresponding IDEA Outcomes

- #1 Important. Gaining factual knowledge (terminology, classifications, methods, trends).
- #7 Essential. Gaining a broader understanding and appreciation of intellectual/ cultural activity (music, science, literature, etc.).
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Direct Assessment of Student Artifacts (blue book exams, essays) (E/G=Excellent or Good, F=Fair)

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	E/G	F	E/G	F	E/G	F	E/G	F	E/G	F
SLO 1	49%	39%	58%	33%	n/a	n/a	47%	44%	n/a	n/a
SLO 1 B	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57%	24%
SLO 2	56%	41%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SLO 2 A	n/a	n/a	38%	20%	n/a	n/a	39%	34%	n/a	n/a
SLO 2 B	n/a	n/a	47%	30%	n/a	n/a	23%	33%	n/a	n/a
SLO 3	34%	53%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SLO 3 A	n/a	n/a	n/a	n/a	50%	27%	n/a	n/a	50%	28%
SLO 3 B	n/a	n/a	n/a	n/a	50%	23%	n/a	n/a	51%	26%
SLO 4	75%	23%	n/a	n/a	84%	16%	n/a	n/a	n/a	n/a

Indirect Assessment

IDEA DATA

Describe the amount of progress you made on the following objectives:

Objective	Top 2 Responses	Percent of Respondents Selecting one of the Top 2 Responses					
		Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
		(n=871)	(n=699)	(n=696)	(n=578)	(n=652)	(n=491)
Gaining factual knowledge (terminology, classifications, methods, trends)	<i>Substantial Progress / Exceptional Progress</i>	73.7%	72.1%	72.0%	81.0%	76.8%	79.2%
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<i>Substantial Progress / Exceptional Progress</i>	68.1%	68.7%	64.1%	68.5%	67.9%	72.7%
Learning to analyze and critically evaluate ideas, arguments, and points of view	<i>Substantial Progress / Exceptional Progress</i>	64.4%	63.2%	60.2%	70.6%	70.1%	72.3%

NSSE Data

General Question	Specific Question	Top 2 Responses	Percent of Respondents selecting either of the two highest responses					
			2013: First-Years	2014: First-Years	2015: First-Years	2013: Seniors	2014: Seniors	2015: Seniors
			(n = 439)	(n = 436)	(n = 289)	(n = 242)	(n = 354)	(n = 226)
During the current school year, about how often have you had discussions with people from the following groups?	<i>people from an economic background other than your own</i>	often/very often	64.2%	61.7%	56.1%	64.5%	55.9%	54.4%
During the current school year, about how often have you had discussions with people from the following	<i>people of a race or ethnicity other than your own</i>	often/very often	49.0%	53.4%	50.9%	50.0%	49.2%	40.3%



groups?								
During the current school year, about how often have you had discussions with people from the following groups?	<i>people with political views other than your own</i>	often/very often	63.8%	63.1%	55.7%	71.5%	59.6%	59.7%
During the current school year, about how often have you had discussions with people from the following groups?	<i>people with religious beliefs other than your own</i>	often/very often	64.2%	62.2%	54.3%	63.2%	58.2%	54.4%

During the current school year, about how often have you done the following?	<i>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</i>	often/very often	53.8%	59.4%	56.1%	53.7%	44.1%	46.9%
How much does your institution emphasize the following?	<i>Attending events that address important social, economic, or political issues</i>	quite a bit/very much	54.7%	47.7%	38.8%	47.1%	41.8%	35.4%
How much does your institution emphasize the following?	<i>Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)</i>	quite a bit/very much	47.6%	41.7%	36.3%	43.8%	34.7%	30.1%

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)</i>	quite a bit/very much	48.7%	42.0%	36.3%	52.5%	41.8%	36.3%
Which of the following have you done or do you plan to do before you graduate?	<i>Study abroad program</i>	done or in progress/plan to do	45.8%	45.6%	38.1%	27.3%	29.1%	27.0%

Findings – Review of direct and indirect data suggests that GHS courses are not adequately meeting Student Learning Outcomes. Review further suggests that Student Learning Outcomes are ineffectively formulated and/or difficult to measure and require revision and/or simplification.

### Challenges and Closing the Loop

- GHS assessment has demonstrated the changing values in this area of the “new” core compared to the previous core, where the requirement was called “Change and Tradition,” with very different objectives. Initially the C&T courses were “grandfathered” into the new core. Assessment demonstrated that the grandfathered courses were not meeting the objectives of the new core. Through development (including a series of specific workshops) the director has attempted to bridge the gap between the two types of courses. One faculty member whose course was grandfathered in abandoned the old model and eagerly embraced the new model. Other faculty have been slower to respond and recently the area has been invigorated by the hiring of some new contingent faculty concurrently with retirement of faculty who taught in the C&T model. The new director is working this year to continue to bridge the gap with the remaining courses and is providing incentives for new course development. In the Fall of 2016 GHS added a new course Freedom and Movement in the Transatlantic World to the roster, the first new course to be added to this area since the Fall of 2007. In the Spring of 2016 GHS will add a second new course The Modern Middle East to the roster.
- Like other areas of the core GHS struggled to obtain usable data, however with GHS the use of blue book examinations compared to term papers created a true “apples to oranges” situation. Over the past several years faculty have been asked specifically to send essays (not blue book examinations).
- OIRA was instrumental in identifying and expressing to faculty the problem caused by the “not scorable” artifacts. In AY2015-2016 we effectively closed the loop on this issue (although vigilance will be necessary moving forward). In addition, better communication with faculty about the type of artifacts sought resulted in a reduction of “not scorable” artifacts from between 13% and 18% of artifacts determined to be “not scorable” in AY2013-2014 to just 3% of artifacts deemed “not scorable” in AY2015-2016.

### Areas for Improvement

- GHS has continuously struggled to meet benchmarks established for “understand[ing] the benefits and challenges of living in a culturally diverse and increasingly globalized world.” This has happened in part because of the schism between grandfathered courses as noted above (which were never designed to meet this requirement), in part because of the use of blue book examinations (where questions addressing this issue were not given) and in part because faculty teaching in the area do not have a common understanding of the phrase “culturally diverse and increasingly globalized world.” As the area takes up the task of rewriting the SLOs (see below), faculty might be led to a discussion of the meaning of this phrase and hopefully come to a common understanding of its meaning.
- GHS has been discussing rewriting the Student Learning Outcomes since 2011, and the numerical scores in the direct assessment suggest that there is indeed a problem in the Student Learning Outcomes, the operationalizing of the outcomes, or the artifacts

produced by GHS courses. In AY2016-2017 GHS moved onto the development path of assessment to address this issue.

- Since GHS has (as of this writing) an outcome that hinges upon writing development from the First Year Seminar, it is recommended that FYS and GHS meet together to try to determine a method by which to demonstrate student development from FYS to GHS, which would include using the same rubric to score writing in both areas.

## THE AREAS OF INQUIRY (AR, NW, PCA, PWB, SW, TI)

Until AY2016-2017, two faculty members served as Area 1 Coordinator (who conducted Assessment and development activities for PCA, SW and TI) and Area 2 Coordinator (who conducted Assessment and development activities for AR, NW and PWB). Just one area from each triad was assessed each year, creating a system where after the reporting out of assessment results a full three years passed before the area was again assessed. In AY2016-2017 the first Director of the Areas of Inquiry was named and charged with developing a more sustainable and regular rotation, utilizing the “Discovery and Development” model.

- Analytical Reasoning was assessed in 2011 and again in 2014.
- Texts and Ideas was assessed in 2011 and again in 2014.
- Perspectives in the Creative Arts was assessed in 2012 and again in 2015.
- Physical Well Being was assessed in 2012 and again in 2015.
- Natural World was assessed in 2013 and 2016.
- Social World was assessed in 2013 and again in 2016.

## Analytical Reasoning

Analytical Reasoning courses assist students in developing capacities for quantitative and analytic reasoning, and their central place in natural and social sciences in particular, and personal and public life in general.

### Learning Objectives (from the Original Core Document, 2005)

- To develop capacities for quantitative and analytical reasoning.
- To understand the centrality of these capacities to the natural and social sciences.
- To recognize the applications of such capacities to matters of personal and public life.

### Learning Outcomes used for Assessment

- Students will demonstrate quantitative and analytical reasoning skills.
- Students will demonstrate the ability to apply quantitative and analytical reasoning skills to issues in natural or social sciences.
- Students will demonstrate the ability to explain how quantitative and analytical reasoning applies to situations in their personal or public life.

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)

### Corresponding IDEA Outcomes

- #3 Essential. Learning to apply course material (to improve thinking, problem solving, and decision).
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Direct Assessment

Analytical Reasoning data comes from questions embedded in students' final exams. Faculty are asked to provide the student responses and a key for the answers.

**SLO#1: Develop capacities for quantitative and analytical reasoning.**

	High Proficiency	Proficient	Some Proficiency	No Proficiency
2011-2012	33%	33%	23%	10%

	Completely Correct (4)	3.5	More Correct than Incorrect (3)	2.5	More Incorrect than Correct (2)	1.5	Completely Incorrect (1)
2013-2014	39.2%	23.5%	17.6%	2.0%	7.8%	3.9%	9.8%

**SLO #2: Recognizing the applications of quantitative and analytical reasoning in personal and public life.**

	Completely Correct (4)	3.5	More Correct than Incorrect (3)	2.5	More Incorrect than Correct (2)	1.5	Completely Incorrect (1)
2013-2014	47.1%	0.0%	21.6%	3.9%	15.7%	2.0%	9.8%

Indirect Assessment

IDEA DATA

Describe the amount of progress you made on the following objectives:

		<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
<b>Objective</b>	<b>Top 2 Responses</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
		<i>(n=240)</i>	<i>(n=200)</i>	<i>(n=209)</i>	<i>(n=142)</i>	<i>(n=232)</i>	<i>(n=160)</i>
Learning to apply course material (to improve thinking, problem solving, and decision)	<i>Substantial Progress / Exceptional Progress</i>	82.1%	74.5%	77.5%	83.8%	74.1%	78.1%
Learning to analyze and critically evaluate ideas, arguments, and points of view	<i>Substantial Progress / Exceptional Progress</i>	57.5%	58.0%	59.8%	66.9%	62.1%	65.0%



NSSE Data

General Question	Specific Question	Top 2 Responses	Percent of Respondents selecting either of the two highest responses					
			2013: First-Years	2014: First-Years	2015: First-Years	2013: Seniors	2014: Seniors	2015: Seniors
			(n = 439)	(n = 436)	(n = 289)	(n = 242)	(n = 354)	(n = 226)
During the current school year, about how often have you done the following?	<i>Connected your learning to societal problems or issues</i>	often/very often	58.1%	58.7%	57.1%	64.0%	59.6%	66.4%
During the current school year, how much has your coursework emphasized the following?	<i>Analyzing an idea, experience, or line of reasoning in depth by examining its parts</i>	quite a bit/very much	76.3%	76.4%	70.9%	74.8%	70.3%	68.6%
During the current school year, how much has your coursework emphasized the following?	<i>Applying facts, theories, or methods to practical problems or new situations</i>	quite a bit/very much	76.3%	78.7%	67.8%	78.9%	75.1%	72.1%

During the current school year, about how often have you done the following?	<i>Identified key information from reading assignments</i>	often/very often	76.8%	73.9%	68.5%	74.4%	69.8%	68.6%
During the current school year, about how often have you done the following?	<i>Learned something that changed the way you understand an issue or concept</i>	often/very often	66.7%	58.7%	62.6%	64.0%	61.3%	66.8%
During the current school year, about how often have you done the following?	<i>Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</i>	often/very often	50.3%	38.5%	32.9%	40.9%	37.3%	40.7%
During the current school year, about how often have you done the following?	<i>Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics,</i>	often/very often	50.3%	56.0%	45.7%	52.1%	47.2%	50.0%

	<i>etc.)</i>							
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Analyzing numerical and statistical information</i>	quite a bit/very much	44.6%	42.9%	32.9%	52.5%	47.2%	43.4%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following	<i>Solving complex real-world problems</i>	quite a bit/very much	50.3%	40.1%	38.4%	61.2%	57.6%	49.1%

areas?								
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Thinking critically and analytically</i>	quite a bit/very much	68.8%	67.0%	58.1%	76.0%	75.7%	63.7%
How much has your experience at this institution contributed to your knowledge, skills, and personal development	<i>Working effectively with others</i>	quite a bit/very much	63.6%	58.7%	49.8%	66.5%	65.0%	58.4%

in the following areas?								
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Writing clearly and effectively</i>	quite a bit/very much	61.3%	60.3%	51.2%	69.0%	58.5%	55.3%

In relation to the Areas of Inquiry, it is much more difficult to determine the significance of indirect data, whether provided through IDEA forms or NSSE surveys. Unlike FYS and GHS, which are expected to be taken in students' first and second year at Butler respectively, courses for the Areas of Inquiry requirement are spread over students' four years. Some "get them out of the way" early, and some leave them until their senior year. It is entirely possible for students to not take courses in the area of the core to which NSSE questions pertain in the year that they are asked about. Furthermore, some evidence has been found, particularly in relation to Texts and Ideas (on which see below), that the year in which courses for the core are taken can affect student progress.

Nevertheless, if the NSSE data fluctuates significantly in terms of the percentage of students who say that they undertook a particular type of learning activity in a given year, it still provides clear evidence of positive trends and developments between the first and final years of

study at the university. It will only be in the longer term that we will be able to track cohorts and compare the answers given by the same group of students, when we can compare the data from four years after a given year, with the data from what will in most instances be that group of respondents' first academic year at Butler.

### Closing the Loop / Areas for Improvement

- Both Analytical Reasoning and Natural World (discussed next) had developed a “consensus” method for determining scoring of student artifacts (rather than each faculty member filling out individual rubrics). Moving forward, even though some of the items being assessed are “objective” measures, faculty should fill out individual rubrics.
- It is noted that most of the faculty who teach in this area of the core have participated in the scoring of assessment artifacts, maximizing the potential for closing the loop in their own classrooms. In this way AR provides an aspirational model for other areas of the core curriculum.
- We do not have a picture of participation in assessment (either submitting or scoring artifacts) by contingent faculty in this area of the core curriculum. Assessing contingent faculty participation compared to full-time faculty would provide a good first step towards integration of *all* faculty teaching in the core into the assessment process, not only to ensure that our data set is as representative as possible, but also so that contingent faculty can benefit from the faculty development activities that result from assessment which they have participated in.

## Natural World

In Natural World courses, students gain awareness of some significant scientific theories and achievements, and learn to recognize how they are related both to other areas of science and to our understanding of broader societal issues. Our students develop an understanding of the methods of natural science and a capacity to reason scientifically. Since these are courses that require a lab component, students experience first-hand the scientific process method through discovery-based learning.

### Learning Objectives (from the Original Core Document, 2005)

- To gain awareness of some significant scientific theories and achievements, and to recognize how they are related both to other areas of science and to our understanding of broader societal issues.
- To develop an understanding of the methods of natural science and a capacity to reason scientifically.
- To experience first-hand the scientific process method through discovery-based learning.

### Learning Outcomes used for Assessment

- Students will demonstrate content knowledge.
- Students will demonstrate the ability to explain how knowledge of scientific theories guide society's understanding of broader societal issues.
- Students will experience the methods of science including implementation of the scientific method, data collection, data analysis, and the interpretation of data.

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)
- Students will recognize the relationship between the natural world and broader societal issues. (Cognitive – “know”)

### Corresponding IDEA Outcomes

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #3 Essential. Learning to apply course material.

Direct Assessment

Natural World data comes from questions embedded in students' final exams. Faculty are asked to provide the student responses and a key for the answers.

Percentage of responses scoring a 3 or higher.

	2012-2013	2015-2016
SLO 1: Students will demonstrate content knowledge.	55%	76%
SLO 2: Students will demonstrate the ability to explain how knowledge of scientific theories guide society's understanding of broader societal issues.	36.7%	72.5%

Indirect Assessment

IDEA DATA

Describe the amount of progress you made on the following objectives:

Objective	Top 2 Responses	<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
		Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
		(n=298)	(n=268)	(n=279)	(n=194)	(n=245)	(n=228)
Learning fundamental principles, generalizations, or theories	<i>Substantial Progress / Exceptional Progress</i>	81.9%	83.6%	77.4%	86.1%	78.8%	73.7%



Learning to apply course material (to improve thinking, problem solving, and decision)	<i>Substantial Progress / Exceptional Progress</i>	73.2%	72.4%	70.3%	80.9%	71.8%	68.9%
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NSSE Data

			<i>Percent of Respondents selecting either of the two highest responses</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
During the current school year, how much has your coursework emphasized the following?	<i>Analyzing an idea, experience, or line of reasoning in depth by examining its parts</i>	quite a bit/very much	76.3%	76.4%	70.9%	74.8%	70.3%	68.6%
During the current school year, how much has your coursework emphasized the	<i>Applying facts, theories, or methods to practical problems or new situations</i>	quite a bit/very much	76.3%	78.7%	67.8%	78.9%	75.1%	72.1%

following?								
During the current school year, about how often have you done the following?	<i>Identified key information from reading assignments</i>	often/very often	76.8%	73.9%	68.5%	74.4%	69.8%	68.6%
During the current school year, about how often have you done the following?	<i>Learned something that changed the way you understand an issue or concept</i>	often/very often	66.7%	58.7%	62.6%	64.0%	61.3%	66.8%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Analyzing numerical and statistical information</i>	quite a bit/very much	44.6%	42.9%	32.9%	52.5%	47.2%	43.4%

<p>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</p>	<p><i>Solving complex real-world problems</i></p>	<p>quite a bit/very much</p>	<p>50.3%</p>	<p>40.1%</p>	<p>38.4%</p>	<p>61.2%</p>	<p>57.6%</p>	<p>49.1%</p>
<p>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</p>	<p><i>Thinking critically and analytically</i></p>	<p>quite a bit/very much</p>	<p>68.8%</p>	<p>67.0%</p>	<p>58.1%</p>	<p>76.0%</p>	<p>75.7%</p>	<p>63.7%</p>

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Working effectively with others</i>	quite a bit/very much	63.6%	58.7%	49.8%	66.5%	65.0%	58.4%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Writing clearly and effectively</i>	quite a bit/very much	61.3%	60.3%	51.2%	69.0%	58.5%	55.3%

Findings:

A major change in approach to core curriculum science pedagogy was implemented between the first and second NW assessment cycles included in this report. The biggest shift was in the direction of more universal adoption of active and inductive learning approaches.

While the numerical data in assessment captured the impact of these changes, faculty in the natural sciences have also articulated verbally on numerous occasions the positive impact that the changes have made not only on students and the classroom environment, but also on themselves as educators.

#### Closing the Loop / Areas for Improvement

- In AY2015-2016 NW closed the loop on an issue in the assessment process. Previously NW utilized a “consensus” method for determining scoring of student artifacts (rather than each faculty member filling out individual rubrics). In the 2016 Assessfest! faculty were instructed to fill out individual rubrics.
- We do not have a picture of participation in assessment (either submitting or scoring artifacts) by contingent faculty in this area of the core curriculum. Assessing contingent faculty participation compared to full-time faculty would provide a good first step towards identifying the extent of compliance and whether missing data tends to stem from contingent or tenure-stream faculty.

### Perspectives in the Creative Arts

Courses in Perspectives in the Creative Arts develop cognitive and affective appreciation for the process and products of artistic creation. Students participate actively in the creation of an artistic product and reflect on the nature and sources of aesthetic value. Through such production and reflection, we expect students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

#### Learning Objectives (from the Original Core Document, 2005)

- To develop cognitive and affective appreciation for the process and products of artistic creation.
- To participate actively in the creation of an artistic product.
- To reflect on the nature and sources of aesthetic value.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

#### Learning Outcomes used for Assessment

- Student will develop cognitive and affective appreciation for the process and products of artistic creation.
- Students will participate actively in the creation of an artistic product.
- Students will reflect on the nature and sources of aesthetic value.

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “do”)
- Students will be exposed to the value of lifelong learning. (Affective – “Value”)

### Corresponding IDEA Outcomes

- #6 Essential. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.).
- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

### Direct Assessment

H=High Proficiency, P=Proficiency, S=Some Proficiency, L=Little or No Proficiency.

	2011-2012				2014-2015			
	H	P	S	L	H	P	S	L
SLO#1: Students will develop cognitive and affective appreciation for the process and products of artistic creation.	1%	15%	56%	17%	42%	28%	17%	14%
SLO#2: Students will participate actively in the creation of an artistic product.	0%	22%	61%	17%	33%	33%	17%	17%

### Indirect Assessment

In 2012 a separate survey was administered because of the poor fit of the IDEA corresponding to SLO#1 and #2. Students were asked “How much has your appreciation and understanding of the arts, and the creation of the arts, increased as a result of taking this course?”

Answer Choices	5 (A great deal)	4	3	2	1 (Not at all)
Responses	41.88%	34.38%	18.13%	4.48%	1.25%

76% of the students ranked their progress as a 4 or 5 on a 5-point scale. In addition, 61 of the 160 respondents wrote a response to the optional follow-up prompt: “Please provide further details about how the course has impacted your appreciation and understanding of the arts. Nearly all of the responses were positive, citing the transformative impact of the course both in terms of development of knowledge about creative processes but also personal development, as the course revealed to them their ability to do things previously thought impossible.

### IDEA DATA

Describe the amount of progress you made on the following objectives:

Objective	Top 2 Responses	Percent of Respondents Selecting one of the Top 2 Responses					
		Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
		(n=383)	(n=363)	(n=547)	(n=479)	(n=474)	(n=430)
Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	<i>Substantial Progress / Exceptional Progress</i>	76.8%	79.9%	81.0%	81.8%	84.4%	81.9%

Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<i>Substantial Progress / Exceptional Progress</i>	84.1%	87.6%	85.9%	83.3%	88.4%	74.8%
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NSSE Data

General Question	Specific Question	Top 2 Responses	Percent of Respondents selecting either of the two highest responses					
			2013: First-Years <i>(n = 439)</i>	2014: First-Years <i>(n = 436)</i>	2015: First-Years <i>(n = 289)</i>	2013: Seniors <i>(n = 242)</i>	2014: Seniors <i>(n = 354)</i>	2015: Seniors <i>(n = 226)</i>
During the current school year, about how often have you done the following?	<i>Attended an art exhibit, play or other arts performance (dance, music, etc.)</i>	often/very often	40.5%	42.2%	39.8%	38.8%	41.8%	38.9%



## Alumni Survey Data

In spring 2016 OIRA sent a survey to Butler Alumni. They were asked “how much did you benefit from the Core Curriculum [...].” Below are the results for the PCA.

	Little Benefit	Neutral	Much Benefit
Alumni with PCA requirement only	35%	20%	46%

From a 5-point scale, Significant benefit = ratings of 4 + 5, Neutral = 3, Little benefit = 1+2. n=55

As will be indicated below, several issues on the instructional end of the process – with respect to interpreting, implementing, and meeting the SLOs for PCA courses - were identified and addressed as a result of the assessment process. A procedural issue related to the correlation between rubric and SLOs was also identified, and by separating out four different sub-elements of SLO #1 – reflecting the aspects of comprehension and appreciation as distinct, and each again distinguishable in relation to artistic process and products – we were able to acknowledge that no single student artifact was likely to address every aspect of this SLO in equal measure. In the overall lowest subcategory, 59% of students scored a 3 or 4, while in the highest the percentage was 72% scoring 3 or 4. By taking a comprehensive and detailed approach to assessment in this area of the core – examining syllabuses, meeting with faculty, evaluating artifacts, and studying, discussing, and adjusting the procedures of assessment, we were able to accomplish a great deal in relation to this area of the core that had eluded us in the past.

### Closing the Loop / Areas for Improvement

- Perspectives in the creative arts successfully closed the loop on a method to assess SLO#2 by determining that a syllabus review can demonstrate satisfaction of this SLO (and as such provides a model for other areas to streamline their assessment with a similar strategy for SLOs well suited for syllabus identification).
- Following the 2015 assessment, which included syllabus review, it was discovered that a small percentage of faculty did not appear to be trying to meet SLO#2. The director of what was then Area 1 and the Faculty Director of the Core Curriculum utilized a multi-prong strategy to close the loop with these faculty. The Faculty Director of the Core Curriculum spoke to the chair of the faculty members’ department and she encouraged them to attend a lunchtime discussion where the faculty who had conducted the assessment would discuss their findings. A lively conversation ensued that revealed that one of the faculty members was meeting the SLO, but was not in the habit of including that information on the syllabus. The discussion also revealed that some faculty were interpreting the SLO by focusing on the word “artistic” more than the rest of the words in the SLO, which led them to

feel it was impossible to teach students to be artists (of any kind) in one semester. During the conversation the faculty conducting the assessment attempted to reposition the emphasis on “participation” – however, this discovery suggests that rewriting the SLO to be clearer may be warranted.

- PCA went from being one of the more frustrating components of the core curriculum, in terms of faculty non-compliance with SLOs and procedures, to becoming the first in which a new faculty development element was added to Assessfest! itself, in which there was enthusiastic participation by a large number of faculty, even including some who do not currently teach PCA courses. Nevertheless, PCA retains some unique challenges with respect to ongoing assessment. The core guidelines in their current form do not require that students provide written reflections or other comparable kinds of text-producing assignments. In the absence of such artifacts, and without visual, aural, or other evidence that shows not just a final product but the stages through which it passed, it can be difficult if not impossible to evaluate student progress in courses. Add to this the fact that visual artists participating in Assessfest may not feel well prepared to assess students’ musical products, and musical faculty may feel the same way about student paintings, and the challenging nature of PCA assessment becomes clear. Further discussion is needed in order to determine whether the only solution is to constrain faculty with an additional requirement, namely that written assignments of a particular type be incorporated into all PCA courses. PCA is not alone in that some of the loftiest educational aspirations that faculty have with respect to student learning can also be challenging to assess *and then document in a way that is conducive to programmatic assessment at a later time*. Nevertheless, we are hopeful that we can make progress in these areas as we have in others. In the most recent round of assessment, we identified and made progress in addressing technical issues in the artifact-collection process – the submission of one part of a two-part assignment, the submission of black-and-white scans of student art in which color was significant, and limitations of file size which precluded the submission of large music files.

## Physical Well Being

To increase awareness of the centrality of health and wellness for pursuit of a good life, students complete a course in Physical Well-Being. In so doing, they are encouraged to develop life-long habits of good health and physical activity.

### Learning Objectives (from the Original Core Document, 2005)

- To develop life-long habits of good health and physical activity.
- To increase awareness of the centrality of health and wellness for pursuit of a good life.

### Learning Outcomes used for Assessment

- Students will develop skills and knowledge of a physical activity.
- Students will demonstrate the ability to explain the way health and wellness positively contribute to a good life.

### Corresponding University Outcomes (2015)

- Students will practice ways and means of physical well-being. (Psychomotor – “do”)
- Students will be exposed to the value of lifelong learning. (Affective – “value”)

### Corresponding IDEA Outcomes

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #10 Essential. Developing a clearer understanding of, and commitment to, personal values.

### Direct Assessment

The Physical Well Being area of the core has yet to develop a method of direct assessment (see areas for improvement below).

### Indirect Assessment

The Physical Well Being area of the core utilized a survey in addition to the IDEA forms.

### **SLO #1: Develop lifelong habits of good health and physical activity**

	<b>2011-2012</b>	<b>2014-2015</b>
Percentage of students that strongly agreed that they were interested in staying fit and healthy after taking a PWB course.	82%	84%
Percentage of students that strongly agreed that maintaining a healthy lifestyle was important to them after taking a PWB course.	80%	78%

**SLO #2: Increase awareness of the centrality of health and wellness for pursuit of a good life**

	<b>2011-2012</b>	<b>2014-2015</b>
Percentage of students that strongly agreed that taking a PWB courses helped them feel less tension and stress.	59%	55%
Percentage of students that indicated that taking a PWB course increased their knowledge and skills for task and time management for healthy living.	83%	35%

IDEA DATA

Describe the amount of progress you made on the following objectives:

<b>Objective</b>	<b>Top 2 Responses</b>	<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
		<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
		(n=596)	(n=264)	(n=296)	(n=216)	(n=388)	(n=261)
Learning fundamental principles, generalizations, or theories	<i>Substantial Progress / Exceptional Progress</i>	71.6%	68.2%	72.6%	71.8%	71.9%	76.6%
Developing a clearer understanding of, and commitment to, personal values	<i>Substantial Progress / Exceptional Progress</i>	65.4%	64.8%	68.2%	63.0%	68.6%	69.0%

NSSE Data

			<i>Percent of Respondents selecting either of the two highest responses</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
How much does your institution emphasize the following?	<i>Providing support for your overall well-being (recreation, health care, counseling, etc.)</i>	quite a bit/very much	71.3%	68.6%	59.9%	70.2%	67.2%	57.5%

		<i>Average of Estimated Number of Hours per Week</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
		<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
About how many hours per week do you spend in a typical 7-day week doing the following?	<i>Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</i>	8.1	8.3	8.8	7.6	7.8	8.3

## Findings

Butler students are famously busy, scheduling themselves with multiple co-curricular activities as well as courses, and these patterns are reflected in the NSSE data. In both NSSE questionnaires and course evaluations, students reported positive changes with respect to healthy living, and the impact of their PWB course on this aspect of their lives. The biggest disappointment was in the most recent assessment cycle, when only a little over 1/3 of students “indicated that taking a PWB course increased their knowledge and skills for task and time management for healthy living.” In closing the loop, we will need to find ways of determining the extent to which this reflects an anomaly on the student or instruction end in that particular year, a general increase in the skills and knowledge students typically already have before taking a PWB course, or something else. If a pattern of disappointing achievement in this area is seen moving forward, development resources can be made available, and seminars and workshops scheduled, to seek to clarify what the causes might be.

## Closing the Loop / Areas for Improvement

- While the results from the indirect method of assessment are compelling, the lack of direct data doesn’t conform to OIRA expectations. Perhaps faculty teaching in the area can be engaged in a method for pre/post data collection e.g. some type of fitness test at the beginning and end of the course that can provide evidence of increase in student wellness. However, there is no expectation explicitly articulated in the PWB SLOs, to the effect that students should *increase* in certain fitness regimens or practices beyond the point at which they begin. And so direct assessment need only involve confirmation that students are engaging in healthy activities and lifestyle choices. Documenting this in a way that preserves student anonymity eliminates certain options, such as video recordings of activities. Further research in the assessment literature, as well as input from instructors, will be sought in an effort to discover and implement meaningful assessment practices in this area. It may be, however, that a syllabus review will be sufficient, as has proven to be the case in other areas of the core.
- The use of the separate survey should be discussed with OIRA (and shortened, if at all possible, since faculty teaching the course are also required to administer the IDEA surveys).
- This area of the core has the highest percentage of contingent hires, and therefore successful assessment hinges on their participation. A first step might be to try to gauge the percentage of contingent participation.

## Social World

In Social World, students study selected questions about human beings and the social, cultural, economic and political world in which they are embedded. They develop an understanding of the variety of quantitative and/or qualitative research methods social scientists use to study the social world. And students enhance their ability to discern the social, scientific and ethical dimensions of issues in the social world, and to understand the interaction between a society's values and its definition of social problems.

### Learning Objectives (from the Original Core Document, 2005)

- To study selected questions about human beings and the social, cultural, economic and political world in which they are embedded.
- To develop an understanding of the variety of quantitative and qualitative research methods social scientists use to study the social world.
- To develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and to understand the interaction between a society's values and its definition of social problems.

### Learning Outcomes used for Assessment

- Student will study selected questions about human beings in the social, cultural, economic and/or political world in which they are embedded.
- Students will develop an understanding of the variety of quantitative and/or qualitative research methods social scientists use to study the social world. *Note that "and" was changed to "and/or" in 2015.*
- Students will develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and
- Students will understand the interaction between a society's values and its definitions of social problems.

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – "know")
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – "know")
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – "know")
- Students will make informed, rational and ethical choices. (Psychomotor – "do")

Corresponding IDEA Outcomes

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #3 Important. Learning to apply course material (to improve thinking, problem solving, and decision).
- #11 Important. Learning to analyze and critically evaluate ideas, arguments, and points of view.

Direct Assessment

With Perspectives in the Creative Arts, Social World was an early adopter of a syllabus review to meet one of the outcomes. In 2013 they were able to determine with certainty that more than 80% of courses could be determined to meet SLO#1 through examination of the syllabus alone. H=High Proficiency, P=Proficiency, S=Some Proficiency, L=Little or No Proficiency

SLO	H	P	S	L
SLO#2 To develop an understanding of the variety of quantitative and qualitative research methods social scientists use to study the social world.	0%	0%	3.6%	96.4%
SLO#3 To develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and to understand the interaction between a society’s values and its definition of social problems.	0%	4.8%	56.6%	38.6%

2015-2016

SLO	H/P
SLO 2a: Quantitative / Qualitative Methods	64%
SLO 2b: Application of Method	62%
SLO 3a: Social Issues Recognition	80%
SLO 3b: Evaluation of different ethical perspectives /concepts	74%
SLO 3c: Use of evidence / data in discussion of social issues	72%
SLO 3d: Application of relevant framework model or theory	63%



### Indirect Assessment

In 2013 a separate survey was administered because of the poor fit of the IDEA corresponding to SLO#2 (the IDEA item is extremely general). A juxtaposition of the data shows a significant delta in student responses. It was notable that students were more likely to report exceptional progress on the IDEA form. The more additional survey revealed that, when asked more pointedly about course content, students dialed back their perceived progress.

#### **Core objective #1**

To study selected questions about human beings and the social, cultural, economic, and political world in which they are embedded.

	Exceptional progress	Substantial progress	Moderate progress	Slight Progress	No apparent progress
Survey (192 responses)	38.2%	47.6%	13.6%	0%	.5%
IDEA data* (24 sections)	54.3%	34.4%	8.7%	2.6%	.4%

\*IDEA Item #2 (Learning fundamental principles, generalizations or theories) – note that this IDEA item is a poor match for the core language.

IDEA DATA

Describe the amount of progress you made on the following objectives:

		<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
<b>Objective</b>	<b>Top 2 Responses</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
		(n=571)	(n=425)	(n=447)	(n=343)	(n=461)	(n=283)
Learning fundamental principles, generalizations, or theories	<i>Substantial Progress / Exceptional Progress</i>	77.2%	82.1%	79.0%	75.5%	79.6%	78.8%
Learning to apply course material (to improve thinking, problem solving, and decision)	<i>Substantial Progress / Exceptional Progress</i>	71.8%	82.8%	75.4%	74.6%	76.6%	77.4%
Learning to analyze and critically evaluate ideas, arguments, and points of view	<i>Substantial Progress / Exceptional Progress</i>	65.0%	76.9%	69.8%	69.1%	73.3%	73.9%

NSSE Data

			<i>Percent of Respondents selecting either of the two highest responses</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
During the current school year, about how often have you done the following?	<i>Connected your learning to societal problems or issues</i>	often/very often	58.1%	58.7%	57.1%	64.0%	59.6%	66.4%
During the current school year, how much has your coursework emphasized the following?	<i>Evaluating a point of view, decision, or information source</i>	quite a bit/very much	73.8%	72.7%	66.4%	67.4%	58.8%	62.4%
During the current school year, how much has your coursework emphasized the following?	<i>Forming a new idea or understanding from various pieces of information</i>	quite a bit/very much	70.2%	71.3%	65.1%	69.8%	63.8%	62.8%

During the current school year, about how often have you done the following?	<i>Examined the strengths and weaknesses of your own views on a topic or issue</i>	often/very often	59.5%	59.2%	57.4%	64.0%	54.2%	56.2%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Developing or clarifying a personal code of values and ethics</i>	quite a bit/very much	54.2%	53.4%	43.6%	59.5%	51.4%	45.6%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Thinking critically and analytically</i>	quite a bit/very much	68.8%	67.0%	58.1%	76.0%	75.7%	63.7%

During the current school year, about how often have you done the following?	<i>Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</i>	often/very often	40.3%	38.5%	32.9%	40.9%	37.3%	40.7%
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General Question	Specific Question	Average of Estimated Number of Assigned Papers					
		2013: First-Years <i>(n = 439)</i>	2014: First-Years <i>(n = 436)</i>	2015: First-Years <i>(n = 289)</i>	2013: Seniors <i>(n = 242)</i>	2014: Seniors <i>(n = 354)</i>	2015: Seniors <i>(n = 226)</i>
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>up to 5 pages in length</i>	11.2	10.6	10.3	9.6	9.1	9.5

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>between 6 and 10 pages in length</i>	2.7	2.8	2.9	3.6	3.3	3.6
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Findings

In the first Social World assessment, a rubric was used that was a slightly adapted version of one used in a social science discipline for the evaluation of courses for majors. This rubric was found to be a poor fit to core courses, both because of discipline-specific elements that did not fit the full range of social scientific approaches represented in SW courses, and because it set the bar for excellence in a manner that fit less well in the context of the core curriculum. Added to this was another issue, namely the view that individual student artifacts ought to show evidence in relation to *both* quantitative *and* qualitative social scientific methods. While there are still many who advocate that students ought to be exposed to both kinds of methods in every course in this part of the core curriculum, it has been acknowledged that it is unrealistic and inappropriate to expect that any single sample of student work will require them to utilize and show knowledge of both kinds of method, even if the artifact derives from a course that introduces both. As a result of the discussions of these matters in the wake of the first SW assessment cycle, we were able to adjust the rubric still further, yet without making radical changes, so as to still allow for a measure of meaningful comparison. The changes that were made resulted in a fairer evaluation of student learning, and this is reflected in the data.

Closing the Loop / Areas for Improvement

- Several attempts have been made to close the loop in the Social World area on SLO#2. The primary challenge stems from (a) the number of grandfathered courses in this part of the core, (b) the dual purpose of “introduction to a discipline” and core area course that most of the courses in this area serve, and (c) differences in disciplinary approaches to research. After the first assessment cycle, the faculty conducting the assessment rewrote the learning outcomes and the Area Coordinator attempted to engage the three primary departments (sociology, psychology, and faculty teaching the course Media Literacy) in a conversation to arrive at outcomes that would work for all areas. These conversations were not successful in bridging the gaps between the

various departments' interpretation of the "qualitative and quantitative" aspects of research. A compromise was reached prior to the second assessment: "qualitative and quantitative" was changed to "qualitative and/or quantitative" in SLO #2. However, the second assessment demonstrated that there is still an issue in this area. It is strongly recommended that broader outcomes be written, underneath which the various disciplines might have their own more specific outcomes. Faculty in the departments that contribute most to this area will need to work together. Perhaps the alignment to the four new university outcomes can be leveraged in this effort.

- In the 2016 assessment, it was recognized that different professors (perhaps divided along disciplinary lines), and different assignments, approach the SLOs in distinct ways. For some, showing in detail an understanding of the methods is a key element. For others, comprehension of a method is only shown through concrete application to specific problems or case studies, with no assignments in the course in question asking for written explanation of methods in the abstract or as a precursor to the application thereof within the assignment. The latter approach meets the expectations of SLO #2 as written, but results in weak evaluation in relation to the rubric used in the 2016 assessment. Moreover, a syllabus review was undertaken to ensure that students are being asked to do what is specified in SLO #1. However, conversations at Assessfest drew attention to the fact that many professors are investing far more time and effort in relation to SLO #1 than SLO #2. Treating the former as a simple "yes/no" question, while focusing in detail on a variety of aspects of the latter, may thus likewise result in weak scores. One possible solution would be to reverse which SLO is evaluated as a "yes/no" and which is evaluated in more detail using a rubric. Adopting this approach in the next SW assessment should be instructive, and may help us get closer to figuring out ways to undertake assessment that does justice to the range of different approaches found in the social sciences.

## Texts and Ideas

Texts and Ideas engages students in reading, writing and discussion about important ideas drawn from the study of important texts in a variety of areas — including, among others, literary texts, dramatic texts, sacred texts, historical texts, philosophical texts and scientific texts. Through such engagement, students develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and their ideas.

### Learning Objectives (from the Original Core Document, 2005)

To engage in reading, writing and discussion about important ideas drawn from the study of important texts in a variety of areas - including, among others, literary texts, dramatic texts, sacred texts, historical texts, philosophical texts and scientific texts.

To develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and ideas.

### Learning Outcomes used for Assessment

- Students will engage in reading, writing, and discussion about important ideas drawn from the study of important texts – including literary texts, dramatic texts, sacred texts, historical texts, philosophical texts, and scientific texts.
- Students will develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and ideas.

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

### Corresponding IDEA Outcomes

- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
- #8 Important. Developing a skill in expressing oneself orally or in writing.
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

### Direct Assessment

H=High Proficiency, P=Proficiency, S=Some Proficiency, L=Little or No Proficiency.

	2011-2012				2013-2014			
	H	P	S	N	H	P	S	N
SLO#1: To develop skills in expressing oneself orally and in writing.	0%	30%	67%	3%	12%	47%	38%	4%
SLO#2: To learn how to analyze and critically evaluate ideas, arguments, and points of view.	0%	27%	66%	8%	10%	49%	36%	4%



Indirect Assessment

IDEA DATA

Describe the amount of progress you made on the following objectives:

		<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
<b>Objective</b>	<b>Top 2 Responses</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
		(n=453)	(n=431)	(n=399)	(n=315)	(n=357)	(n=271)
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<i>Substantial Progress / Exceptional Progress</i>	66.0%	65.4%	70.9%	65.7%	70.0%	69.0%
Developing skills in expressing oneself orally or in writing	<i>Substantial Progress / Exceptional Progress</i>	66.2%	68.2%	70.2%	67.6%	66.9%	66.1%
Learning to analyze and critically evaluate ideas, arguments, and points of view	<i>Substantial Progress / Exceptional Progress</i>	78.4%	76.6%	81.7%	75.9%	77.3%	76.4%

NSSE Data

			<i>Percent of Respondents selecting either of the two highest responses</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
During the current school year, about how often have you done the following?	<i>Prepared two or more drafts of a paper or assignment before turning it in</i>	often/very often	49.1%	51.6%	49.1%	35.1%	35.7%	43.2%
During the current school year, how much has your coursework emphasized the following?	<i>Analyzing an idea, experience, or line of reasoning in depth by examining its parts</i>	quite a bit/very much	76.3%	76.4%	70.9%	74.8%	70.3%	68.6%
During the current school year, how much has your coursework emphasized the following?	<i>Evaluating a point of view, decision, or information source</i>	quite a bit/very much	73.8%	72.7%	66.4%	67.4%	58.8%	62.4%
During the current school year, how much has your coursework emphasized the following?	<i>Forming a new idea or understanding from various pieces of information</i>	quite a bit/very much	70.2%	71.3%	65.1%	69.8%	63.8%	62.8%

During the current school year, about how often have you done the following?	<i>Examined the strengths and weaknesses of your own views on a topic or issue</i>	often/very often	59.5%	59.2%	57.4%	64.0%	54.2%	56.2%
During the current school year, about how often have you done the following?	<i>Identified key information from reading assignments</i>	often/very often	76.8%	73.9%	68.5%	74.4%	69.8%	68.6%
During the current school year, to what extent have your instructors done the following?	<i>Provided feedback on a draft or work in progress</i>	quite a bit/very much	64.5%	61.5%	57.4%	64.9%	55.9%	57.1%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Thinking critically and analytically</i>	quite a bit/very much	68.8%	67.0%	58.1%	76.0%	75.7%	63.7%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Writing clearly and effectively</i>	quite a bit/very much	61.3%	60.3%	51.2%	69.0%	58.5%	55.3%

		<i>Average of Estimated Number of Assigned Papers</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>2013: First- Years</b>	<b>2014: First- Years</b>	<b>2015: First- Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
		<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>up to 5 pages in length</i>	11.2	10.6	10.3	9.6	9.1	9.5
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>between 6 and 10 pages in length</i>	2.7	2.8	2.9	3.6	3.3	3.6

### Findings

Although there is significant improvement that can be seen between the first and second assessments of Texts and Ideas, it is clear that more work needs to be done. Doubling the percentage of students who achieved proficiency or high proficiency in the two rubric categories represents real progress. However, it remains the case that Texts and Ideas represents one of the most diffuse elements of the

core in terms of the kinds of “texts and ideas” that are its focus, the types of humanistic methods adopted, and the pedagogical approaches implemented. Oral communication is supposed to be a focus, and not only written, and there is evidence that all courses incorporate discussion at the very least. There is evidence, however, that not all faculty focus on *developing* formal presentation skills, as opposed to merely giving students opportunity to discuss texts and ideas in a less formal manner. Since it seems unlikely that faculty teaching TI courses are not asking students to critically examine viewpoints and arguments, the scores in relation to this area are puzzling. It may be that most are not instructing students in the processes and procedures for how to do this well, but are merely asking them to do it, assuming that they already know how to do so and merely need more practice. Thus a place to focus faculty development is in the area of providing more training in how to *teach* the skills of critical analysis and of written and oral communication in this part of the core.

### Closing the Loop / Areas for Improvement

- As a result of the first assessment cycle, the faculty conducting the assessment made a recommendation that students not be enrolled in Texts and Ideas as First Year Students (concurrently with FYS).
- The above recommendation became more nuanced with the second assessment, when additional data demonstrated that first year students were capable of performing as well as more advanced students, with the exception of thesis development and using evidence for an argument. In AY 2014-2015, in direct response to the assessment findings, special “First-Year only” sections of Texts and Ideas were piloted with faculty dedicated to give first-year students very direct instruction on the discreet elements of the thesis and argument. The pilot was very successful (both the faculty and the student participating indicated success; students reported that they felt more comfortable working on their writing in Texts and Ideas in focused first-year group. The practice of offering 2-3 of these special sections has continued (with special emphasis on Fall Semester offerings).
- As writing skills are intended to develop from FYS to GHS, TI and WAC, development and use of one writing rubric across all these areas could provide important developmental evidence.

### The Indianapolis Community Requirement

Through community engagement, Butler University’s Indianapolis Community Requirement prepares students to collaborate in their larger communities—local, regional, national, and global—while deepening their academic experience through experiential learning aimed at cultivating citizens of purpose.

### Learning Objectives (from the Original Core Document, 2005)

- To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
- To use an experience in Indianapolis to further the individual student's understanding of the nature of community and the relationship between community and the student.
- To further students' commitment to service and ongoing involvement as community actors.

### Learning Outcomes used for Assessment

- Students will engage in learning that integrates academic content with significant activities alongside Indianapolis community partners. (ICR1)
- Students will connect the active learning experience to enlarge their understanding of community and public good in a pluralistic society. (ICR2)
- Students will demonstrate a commitment to ongoing community involvement and citizenship. (ICR3)

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive- "know")
- Students will demonstrate collaborative behavior with others. (Psychomotor - "do")
- Students will make informed, rational and ethical choices. (Psychomotor - "do")
- Students will appreciate diverse cultures, ethnicities, religions and sexual orientations. (Affective - "value")
- Students will be exposed to the value of lifelong learning. (Affective - "Value")

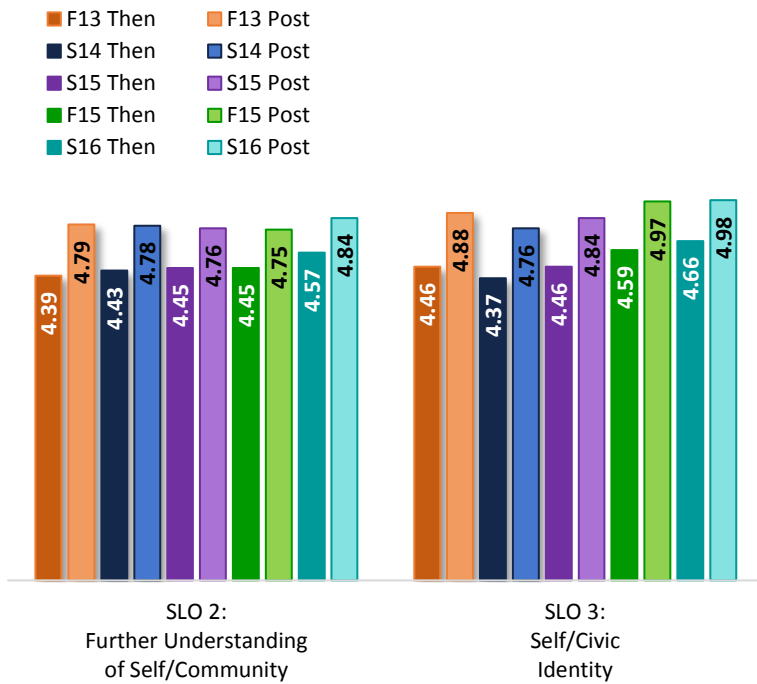
Corresponding IDEA Outcomes

- None. A separate survey is used (instructors choose IDEA items that most closely match the content of their course).

Direct Assessment

Post-Then Community Engagement Survey, F13-S16ICR Post-Then Survey Data: Aggregate SLO Mean

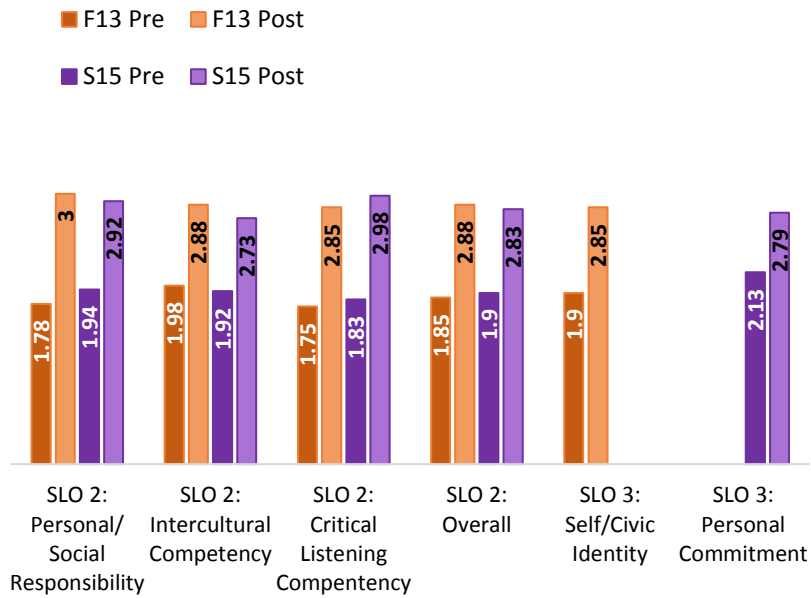
p ≤ .000 significance for all SLOs and factors.



Indirect Assessment (note there is no corresponding IDEA item for the ICR)

Reflection Journal Rubric Assessment, F13 & F15, Pre-Post Rubric Analysis of Student Reflective Writing

$p \leq .000$  significance for all SLOs in both assessments





NSSE DATA

			<i>Percent of Respondents selecting either of the two highest responses</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
During the current school year, about how often have you done the following?	<i>Connected ideas from your courses to your prior experiences and knowledge</i>	often/very often	79.7%	74.3%	71.6%	80.6%	74.0%	77.4%
During the current school year, about how often have you done the following?	<i>Connected your learning to societal problems or issues</i>	often/very often	58.1%	58.7%	57.1%	64.0%	59.6%	66.4%
During the current school year, about how often have you done the following?	<i>Examined the strengths and weaknesses of your own views on a topic or issue</i>	often/very often	59.5%	59.2%	57.4%	64.0%	54.2%	56.2%

During the current school year, about how often have you had discussions with people from the following groups?	<i>people from an economic background other than your own</i>	often/very often	64.2%	61.7%	56.1%	64.5%	55.9%	54.4%
During the current school year, about how often have you had discussions with people from the following groups?	<i>people of a race or ethnicity other than your own</i>	often/very often	49.0%	53.4%	50.9%	50.0%	49.2%	40.3%
During the current school year, about how often have you had discussions with people from the following groups?	<i>people with political views other than your own</i>	often/very often	63.8%	63.1%	55.7%	71.5%	59.6%	59.7%
During the current school year, about how often have you had discussions with people from the following groups?	<i>people with religious beliefs other than your own</i>	often/very often	64.2%	62.2%	54.3%	63.2%	58.2%	54.4%

During the current school year, about how often have you done the following?	<i>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</i>	often/very often	53.8%	59.4%	56.1%	53.7%	44.1%	46.9%
Which of the following have you done or do you plan to do before you graduate?	<i>Internship, co-op, field experience, student teaching, or clinical placement</i>	done or in progress/plan to do	76.8%	76.4%	71.6%	75.2%	74.0%	72.6%
During the current school year, about how often have you done the following?	<i>Learned something that changed the way you understand an issue or concept</i>	often/very often	66.7%	58.7%	62.6%	64.0%	61.3%	66.8%

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Acquiring job- or work-related knowledge and skills</i>	quite a bit/very much	56.9%	49.1%	37.7%	69.4%	65.3%	56.6%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Being an informed and active citizen</i>	quite a bit/very much	52.4%	44.3%	39.8%	58.3%	49.2%	35.8%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Developing or clarifying a personal code of values and ethics</i>	quite a bit/very much	54.2%	53.4%	43.6%	59.5%	51.4%	45.6%

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Solving complex real-world problems</i>	quite a bit/very much	50.3%	40.1%	38.4%	61.2%	57.6%	49.1%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)</i>	quite a bit/very much	48.7%	42.0%	36.3%	52.5%	41.8%	36.3%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Working effectively with others</i>	quite a bit/very much	63.6%	58.7%	49.8%	66.5%	65.0%	58.4%

During the current school year, about how often have you done the following?	<i>Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</i>	often/very often	61.7%	62.2%	61.2%	66.1%	57.3%	65.0%
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General Question	Specific Question	Average of Estimated Number of Hours per Week					
		2013: First-Years  (n = 439)	2014: First-Years  (n = 436)	2015: First-Years  (n = 289)	2013: Seniors  (n = 242)	2014: Seniors  (n = 354)	2015: Seniors  (n = 226)
About how many hours per week do you spend in a typical 7-day week doing the following?	<i>Doing community service or volunteer work</i>	2.4	2.2	1.9	2.9	3.1	3.4

Findings

- By both direct and indirect measures students are making significant ( $p \leq .000$ ) learning gains on all SLOs.
- The development process for ICR assessment used multiple measures including true pre post assessments and pilot assessments that collectively provide our assessment team with confidence that the measures currently used accurately reflect student learning gains related to ICR experiences.

- Not all individual courses reveal the same magnitude of learning changes with respect to individual SLOs or factors used to measure SLOs. These differences correlate with course design, allowing opportunities to discern methods that may work better than others for, for example, engaging students with others across difference.

#### Closing the Loop / Areas for Improvement

- While the data collected by the area is impressive, response rate for the post-then survey has varied from a high of 64% (paper survey) to a low of 27% when the online survey was implemented. Current response rate in Spring 2016 was 50.4%. In Fall 2016, we are piloting new strategies for distributing the survey link and communicating with faculty to increase participation (Data indicate the low response rate is partially an issue of student participation in classes where faculty are engaged with assessment and partially an issue of some courses that are not involved in the assessment process. A first step would be determining percentage of faculty participation followed by collaboration with Associate Deans to increase participation.
- To date the indirect assessment has been conducted on a sampling of courses for which viable narrative artifacts have been submitted for rubric analysis. During the development phase of ICR assessment in 2015-16, template prompts were developed for use by faculty in generating pre- and post- artifacts for analysis. An evaluation of syllabi for ICR courses suggests these templates can be readily adapted and incorporated by faculty. This process has been implemented in Fall 2016.
- Since the ICR is by definition not a course but a strategy by which a wide range of courses can be taught using pedagogies of engagement, ICR courses can vary widely. The development phase of ICR assessment in 2015-16 addressed the question as to whether the rubric used for evaluating learning gains was sufficiently flexible enough to be used across the ICR program. Sample artifacts were collected from a range of courses and the rubric language was updated to viably measure learning across all courses.
- While we have done development work with faculty related to ICR findings, we have not specifically targeted courses where there are apparent gaps in student learning related to specific SLOs. This provides an opportunity to deepen student learning in response to assessment data.

## Writing Across the Curriculum

Writing Across the Curriculum at Butler University combines cross-disciplinary insights surrounding the writing-to-learn movement as a principal pedagogy with the introduction of upper-level students to writing communications and conventions within their chosen fields of study. Writing is foregrounded as a powerful tool for learning, expressing meaning, and communicating to diverse audiences and across diverse platforms.

### Learning Objectives (from the Original Core Document, 2005)

- To refine habits conducive to good writing developed at earlier stages in Core education and education in the major.
- To use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession.

### Learning Outcomes used for Assessment

- Students will use writing as a way to learn in order to deepen their understanding of their chosen discipline.
- Students will use types of writing common to the discipline as a step toward professionalization.

### Corresponding University Outcomes (2015)

- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

### Corresponding IDEA Outcomes\* separate survey also used

- #8 Essential. Developing skills in expressing oneself orally or in writing.



Direct Assessment

In 2011-2012 assessment focused on the 3<sup>rd</sup> SLO by scoring student artifacts (essays) with a rubric.

The data below indicates the percentage of student evidence assessed according to the rubric criteria.

<i>Thesis/Focus</i> 48% Rubric Score 4	42% Rubric Score 3	7% Rubric Score 2	3% Rubric Score 1
<i>Evidence/Development</i> 42% Rubric Score 4	38% Rubric Score 3	19% Rubric Score 2	1% Rubric Score 1
<i>Organization</i> 34% Rubric Score 4	50% Rubric Score 3	15% Rubric Score 2	1% Rubric Score 1
<i>Expression</i> 38% Rubric Score 4	46% Rubric Score 3	14% Rubric Score 2	1% Rubric Score 1

In 2014-2015 assessment focused on the 2<sup>nd</sup> SLO by scoring student artifacts (essays) with a rubric.

4 to 3+	3 to 2+	2 to 1+	1
24%	49%	25%	1%

In 2015-2016 Writing Across the Curriculum became one of the pilot members of the “development” phase of assessment under a new system. A syllabus review revealed that, while nearly all courses showed that for SLO#1, only 58% of faculty teaching in the area were even putting the SLOs on their syllabus. Further investigation revealed that some faculty were unaware that the course they were teaching was listed as carrying the WAC credit. The results of the syllabus survey are below:

<b>Criteria</b>	<b>Percentage</b>
Listed the WAC learning outcomes	58%
Writing to learn activities	69%
Writing in the discipline	93%
Opportunity for revision	77%

Indirect Assessment

IDEA DATA

Describe the amount of progress you made on the following objectives:

		<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
<b>Objective</b>	<b>Top 2 Responses</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
		(n=727)	(n=785)	(n=701)	(n=751)	(n=737)	(n=617)

Developing skills in expressing oneself orally or in writing	<i>Substantial Progress / Exceptional Progress</i>	73.3%	71.6%	68.9%	69.5%	69.7%	70.3%
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NSSE Data

		<i>Percent of Respondents selecting either of the two highest responses</i>						
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>
During the current school year, about how often have you done the following?	<i>Prepared two or more drafts of a paper or assignment before turning it in</i>	often/very often	49.1%	51.6%	49.1%	35.1%	35.7%	43.2%
During the current school year, how much has your coursework emphasized the following?	<i>Evaluating a point of view, decision, or information source</i>	quite a bit/very much	73.8%	72.7%	66.4%	67.4%	58.8%	62.4%

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Acquiring job- or work-related knowledge and skills</i>	quite a bit/very much	56.9%	49.1%	37.7%	69.4%	65.3%	56.6%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Writing clearly and effectively</i>	quite a bit/very much	61.3%	60.3%	51.2%	69.0%	58.5%	55.3%

		<i>Average of Estimated Number of Assigned Papers</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>2013: First- Years</b>	<b>2014: First- Years</b>	<b>2015: First- Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
		<i>(n = 439)</i>	<i>(n = 436)</i>	<i>(n = 289)</i>	<i>(n = 242)</i>	<i>(n = 354)</i>	<i>(n = 226)</i>

During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>up to 5 pages in length</i>	11.2	10.6	10.3	9.6	9.1	9.5
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>between 6 and 10 pages in length</i>	2.7	2.8	2.9	3.6	3.3	3.6
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (include those not yet completed)	<i>11 or more pages in length</i>	0.7	0.6	0.7	1.8	1.6	1.9

### Findings:

**Asking students about length of writing tasks:** The underlying assumption is that longer=more rigorous. This assumption is pretty silly. Concision and compression are important higher-order writing skills. A short essay can be just as challenging to write (often more challenging!) than a long one. For instance, I have been asked to write only two or three sentences for these "findings," and I am finding that challenging. My failure is instructive.

**First-years might be getting better writing instruction than seniors:** According to the data, first-year students more likely to write multiple drafts of an essay before turning it in than seniors. Why do students get less draft-y as they advance? Some might say that seniors have become "more efficient" at writing, but my guess is that seniors are putting in less effort, and their teachers are focusing less on teaching the writing process. The onus here is on the instructors as much as it's on the students. In my experience, FYS instructors seem more likely to create milestones within essay assignments (complete your first draft at this time; hand in the revised version on this date, etc.), while instructors of upper-level courses may be more likely to just say *Turn in your paper on this date*. Why this difference? Because FYS instructors understand that they're teaching a skills class and one of the skills is writing. Upper-level instructors (often) think that they're just teaching a subject, and so they might not focus as much on the writing process.

**Writing instruction has, um, not gotten better over the last few years:** Each year, fewer students—first-years and seniors—have been able to say that their experience at our institution has helped them "quite a bit" in writing clearly and effectively. This is a disturbing trend. We need to figure out what's causing this problem, and we need to fix it. \_

### Closing the Loop/Areas for Improvement:

The syllabus review determined that development is necessary for a second year. This year, our professional development efforts will focus on the topic of revision, and we hope to see an increase in the percentage of classes that offer a revision opportunity to students, as well as a deeper focus on revision in classes that already offer such opportunities.

WAC should join FYS, TI, and GHS in developing a common writing rubric to be used by all of the areas, to enable developmental growth in writing skills to be accurately measured.

## Speaking Across the Curriculum

The goals of oral communication intensive courses are to strengthen students' understanding and mastery of course or discipline specific materials through oral communication; and to develop students as effective communicators (speakers and listeners) in a variety of settings relevant to their major and needs.

### Learning Objectives (from the Original Core Document, 2005)

- To develop oral communication skills in the context of course- and discipline-specific materials.
- To use oral communications assignments to aid students in mastery of course- and discipline-specific content.

### Learning Outcome used for Assessment

- Students will develop oral communication skills in the context of course- and discipline-specific materials.

### Corresponding University Outcomes (2015)

- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

### Corresponding IDEA Outcomes (note a separate survey is also used)

- #8 Essential. Developing skills in expressing oneself orally or in writing.

### Mixed Direct/Indirect Assessment

Speaking Across the Curriculum used a nationally-normed survey for the pilot indirect assessment in 2014-2015. The results are reported below. Since increased relaxation while speaking is directly correlated with better speaking, students reporting of their level of stress really sits between indirect and direct assessment.

Question #1: "I have no fear of giving a speech."

2014-2015	Somewhat Disagree	Disagree	Neutral	Agree	Somewhat Agree
Pre	14%	43%	15%	16%	11%
Post	8%	49%	10%	24%	8%

Question #2: "Certain parts of my body feel very tense and rigid while giving a speech."

2014-2015	Somewhat Disagree	Disagree	Neutral	Agree	Somewhat Agree
Pre	6%	22%	21%	38%	13%
Post	10%	35%	13%	34%	8%

Question #3: "I feel relaxed while giving a speech."

2014-2015	Somewhat Disagree	Disagree	Neutral	Agree	Somewhat Agree
Pre	10%	41%	23%	19%	6%
Post	3%	40%	24%	28%	4%

Question #4: "My thoughts become confused and jumbled when I am giving a speech."

2014-2015	Somewhat Disagree	Disagree	Neutral	Agree	Somewhat Agree
Pre	9%	41%	14%	27%	9%
Post	10%	35%	17%	31%	7%

Question #5: "I face the prospect of giving a speech with confidence."

2014-2015	Somewhat Disagree	Disagree	Neutral	Agree	Somewhat Agree
Pre	4%	25%	37%	26%	8%
Post	3%	27%	23%	36%	11%



Question #6: “While giving a speech, I get so nervous I forget facts I really know.”

2014-2015	Somewhat Disagree	Disagree	Neutral	Agree	Somewhat Agree
Pre	12%	50%	11%	26%	1%
Post	24%	30%	20%	20%	6%

### Direct Assessment

Speaking Across the Curriculum piloted a small direct assessment in 2015-2016. The results are below:

	Pre	Post
Chooses & narrows a topic: topic choice, audience adaptation	6.67	6.63
Communicates specific purpose: introduction, thesis, preview	5	6.17
Provides supporting material: uses oral & visual support, cites sources appropriately	5.83	6
Organizational pattern: main points, sign posting, transitions, review, conclusion	5.33	5.83
Language: clarity – definition, vividness, absence of slang	6	6.17
Vocal variety: varied & appropriate loudness, enthusiasm, rate, and intensity	6.17	5.83
Appropriate fluency: pronunciation, grammar, articulation	5.5	6
Physical behaviors: movement, gesture, eye contact, face, posture, appearance	6	5.67

Indirect Assessment

IDEA DATA

Describe the amount of progress you made on the following objectives:

		<i>Percent of Respondents Selecting one of the Top 2 Responses</i>					
<b>Objective</b>	<b>Top 2 Responses</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>
		(n=338)	(n=314)	(n=290)	(n=534)	(n=449)	(n=575)
Developing skills in expressing oneself orally or in writing	<i>Substantial Progress / Exceptional Progress</i>	72.5%	48.7%	72.4%	69.9%	78.4%	67.1%

NSSE DATA

			<i>Percent of Respondents selecting either of the two highest responses</i>					
<b>General Question</b>	<b>Specific Question</b>	<b>Top 2 Responses</b>	<b>2013: First-Years</b>	<b>2014: First-Years</b>	<b>2015: First-Years</b>	<b>2013: Seniors</b>	<b>2014: Seniors</b>	<b>2015: Seniors</b>
			(n = 439)	(n = 436)	(n = 289)	(n = 242)	(n = 354)	(n = 226)
During the current school year, about how often have you done the following?	<i>Gave a course presentation</i>	often/very often	52.2%	49.8%	53.3%	60.7%	55.1%	67.3%

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Acquiring job- or work-related knowledge and skills</i>	quite a bit/very much	56.9%	49.1%	37.7%	69.4%	65.3%	56.6%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>Speaking clearly and effectively</i>	quite a bit/very much	52.4%	47.5%	42.2%	68.2%	61.0%	53.5%

Findings:

The numbers that we received from our very limited pilot seemed to show that students do meet the eight competencies established by the National Communication Association to at least a satisfactory level. The "Direct Assessment" of student speeches has been difficult. Not all the Speaking Across the Curriculum courses record speeches or even do formalized speeches so it is difficult to measure the success of these courses. In order to clearly establish that a course meets the University outcomes, we might need to consider whether or not making the recording of speeches a requirement.

Closing the Loop / Areas for Improvement

- The loop on assessment was closed in one way through revision of the national survey to better meet specific Butler outcomes. This revision was in direct response to student and faculty comments and was a positive step in ensuring that data could be gathered without appearing to be redundant or obtrusive. This survey, which bridges a gap between indirect and direct data

(because of the acceptance that less anxiety is positively correlated with better speaking), will continue to supplement the IDEA form data.

- Speaking Across the Curriculum was the last area of the core curriculum to undertake assessment (the requirement was suspended for students matriculating Fall 2010 and Spring 2012, due to staffing issues within the College of Liberal Arts and Sciences. This area also had issues surrounding redaction of documents that made it different from other areas, and it took some time for OIRA to determine that videos of students need not be redacted. To date only a relatively small pilot has been completed, and there are technical issues that must be overcome (quality of videos submitted, format of videos etc.).
- Since Speaking Across the Curriculum is embedded in specific disciplines, a conversation could be undertaken, similar to WAC, about whether the disciplines might be charged with demonstrating completion for assessment purposes.

## The Butler Cultural Requirement

Butler University offers a rich set of cultural activities in the form of artistic performances, seminars, and public lectures that collectively comprise one of our most remarkable educational resources. The aim of the Butler Cultural Requirement (BCR) is to engage students in these valuable and exciting learning opportunities, and to encourage students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts and public intellectual life.

### Learning Objectives (from the Original Core Document, 2005)

- To discover that some of the most valuable and exciting learning opportunities at Butler take place outside the classroom.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement with in the creative arts and public intellectual life.

### Learning Outcome used for Assessment

- Students will attend artistic and cultural events at Butler intended to enrich their overall academic experience.

### Corresponding University Outcomes (2015)

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will be exposed to the value of lifelong learning. (Affective – “value”)

Corresponding IDEA Outcome (although IDEA forms cannot currently be used for events)

- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

Direct Assessment

	2014-2015	2015-2016
Percent of graduates completing requirement by attending events only	96.3%	97.4%
Percent of graduates completing requirement by attending events and make-up assignments	3.7%	2.6%

Indirect Assessment

Alumni Survey Data

In spring 2016 OIRA sent a survey to Butler Alumni. They were asked “how much did you benefit from the Core Curriculum [...]” Below are the results for the BCR.

	Little Benefit	Neutral	Much Benefit
Alumni with BCR requirement only	35%	12%	53%

From a 5-point scale, Significant benefit = ratings of 4 + 5, Neutral = 3, Little benefit = 1+2. n=51

## Current Student Survey Data

In spring 2016 the Core Curriculum Office administered a survey to current Butler students. They were asked to rank whether they felt that BCR meets it's learning objectives on a scale of 1-5 where 1=not at all and 5=completely.

	Completely	Mostly	Somewhat	A little	Not at all
I believe that the BCR events provide valuable and exciting learning opportunities	28%	31%	22%	12%	7%
I believe that the BCR events have helped me develop habits of participation in artistic and cultural events.	20%	20%	24%	19%	17%
I believe that the BCR events will lead to my lifelong public engagement with the creative public arts and public intellectual life.	24%	10%	28%	20%	18%

n=138

There were 3 responses where more than one option one chosen. We used the lower number as their response. This made no significant difference on the averages.

### Findings:

- While the scanner data demonstrates that students meet the outcome,
- Indirect data collection is only in a pilot phase. Limited data makes drawing firm conclusions impossible.
- In AY2016-2017 the form used to collect indirect data has been revised to better align with the questions asked on the alumni survey, with the hope that better comparative data will be available in the future.

### Closing the Loop / Areas for Improvement:

- The fact that this requirement is not linked to courses makes demonstration of student learning as a result of attending these events impossible. Could the BCR advisory and the CCC consider reconfiguring the requirement to be added onto courses rather than freestanding events that are monitored by student workers?

## THE NEW DISCOVERY & DEVELOPMENT ASSESSMENT MODEL

Developed at the Teagle Institute, Wabash, October 2015, by Elizabeth Mix (Team Leader; Faculty Director of the Core Curriculum), Tom Paradis (Associate Provost), Amia Foston (Assistant Director, OIRA), Angela Hofstetter, (Co-Director, First Year Seminar) Phil Villani, (Area 2 Coordinator), Janis Crawford (Director of Speaking Across the Curriculum).

### **The Vision**

The Core will be more than the sum of its parts, a holistic curriculum consciously constructed with outcomes so that student learning experiences are consistent, clear and intentional to students, staff and faculty. The benefits of interdisciplinary teaching and learning will likewise be showcased and celebrated among students, faculty and staff, helping to form connections across the larger educational experience at Butler University. As a result, students will value the Core curriculum for its meaningful contribution to their Butler education and will thereby promote the program to their peers. In turn, staff, students and faculty will enjoy multiple outlets for communication across disciplines and Core areas, while all six colleges will feel inspired to participate in ongoing Core conversations. In support of continuous improvement, the faculty-driven assessment system will be integrated into curriculum decision making processes in more natural, seamless ways. Consequently, the Core curriculum and its assessment process will operate as a dynamic living organism; a coordinated whole.

### **Achieving the Vision**

Part 1: Discovery/Development phases of assessment.

The Discovery/Development model was piloted in AY2015-2016 with full implementation to begin in 2016-2017. (see figures 1 and 2 below, which graphically represent the process). Figure 1 shows what transpires once directors choose the path (discovery, which involves the analysis of student artifacts using normed rubrics; or development, which involves the analysis of something other than student artifacts, such as syllabi, assignment language or faculty reflections). Figure 2 shows the

Part 2: Interdisciplinary Series of Core Development Events collectively titled Core: Cutting Across the Curriculum, designed to foster discussion of pedagogy not only across areas of the core, but also across the core and courses offered in majors and minors (i.e. non-core courses). Below are the titles and dates of the AY2016-2017 series.

- November 14: Creativity in Computation: the Art of Science across the curriculum
- November 28: The Culture of Reading in the Age of TXTS

- December 12: "Caring about Community: ICR as Complement to CORE Learning"
- February 6 Civility, Free Speech and Human Rights across the curriculum
- March 13: Making Students Safe and Uncomfortable: thinking critically across the curriculum
- March 27: Celebrate Core Times

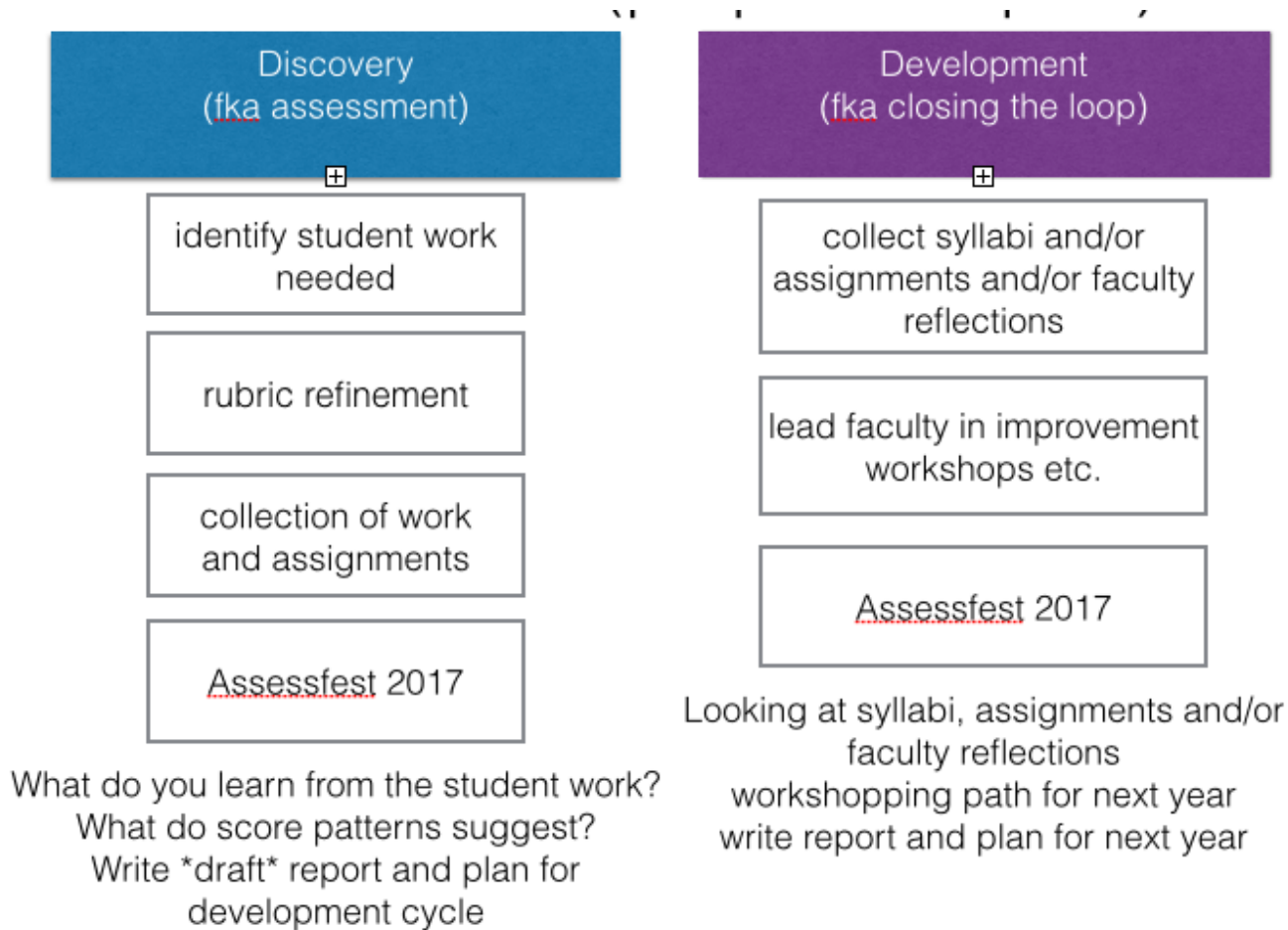


Figure 1. Articulation of Full Implementation of Discovery/Development paths in affect AY2016-2017.



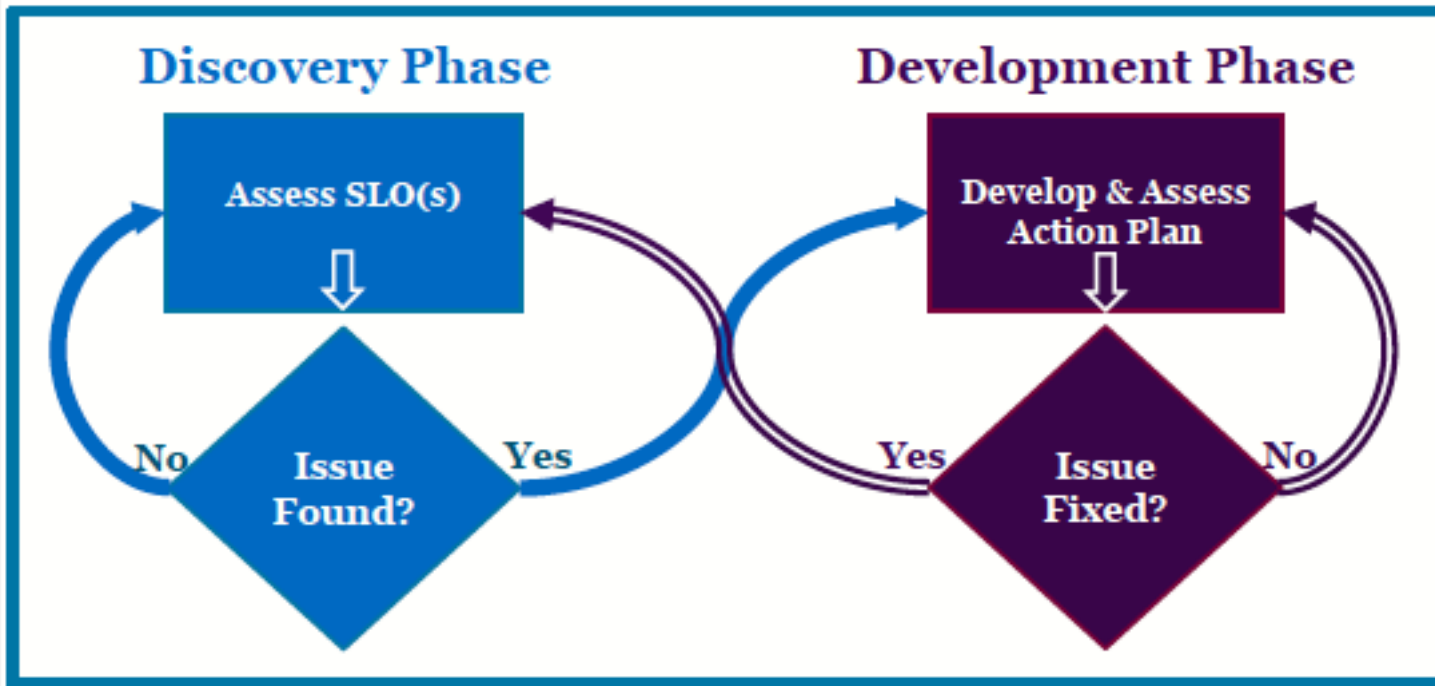


Figure 2. Graphical representation of the Discovery/Development process, showing that if no issues are determined in the discovery phase the area moves on to another student learning outcome, and that if an issue that is found is not fixed in a single academic year, the area may stay in development for another cycle, for a total of two years. Diagram created by Amia Foston.

Part 3: Dissemination of the Results beyond campus. The Assessfest! construction and the new Discovery/Development model were presented publicly at the following events.

"Discovery and Development: A Hybrid Vision of Faculty Development and Assessment" 2016 IUPUI Assessment Institute (Elizabeth Mix, Angela Hofstetter, Amia Foston, Janis Crawford)

"Assessfest! Enticing Faculty Engagement with Assessment," Higher Learning Commission Annual conference, April 15-19, 2016. (Elizabeth Mix, Angela Hofstetter, Nandini Ramaswamy)

## CHALLENGES & OPPORTUNITIES MOVING FORWARD:

- Mapping Core Curriculum outcomes to new university outcomes approved by the Faculty Senate October 11, 2016.
- Full implementation of the discovery/development phases of assessment while remaining mindful of the data-crunching implications for OIRA.
- Rotation of assessment in the Areas of Inquiry remains problematic.
- Purdue Gallup Survey, while shedding favorable light on the Butler student experience, does not collect data on student learning gains.
- While many loops have been closed within the assessment process itself, and the process is now better documented through the Core Operating Manual, evidence of individual faculty closing the loop in their classrooms remains difficult to document.
- The rotations of assessment in all areas of the core (either internally among multiple SLOs or externally among the Areas of Inquiry) result in undesirable gaps between data collection and closing the loop.
- Many areas of the core are no longer establishing specific targets to be achieved; conversations have not taken place among the areas about how/where to set such targets. 75% at level 3 out of 4 used to be a baseline but which changes in OIRA this practice was not consistently maintained.

## GENERAL RECOMMENDATIONS (please see the individual sections for recommendations specific to each area of the core).

(faculty led)

- Consider reducing the number of Student Learning Outcomes associated with each area to one “primary” SLO and one “secondary” SLO (following the model of the Speaking Across the Curriculum, Writing Across the Curriculum and Butler Cultural Requirement areas of the Core). Doing this might completely remove the need for rotation among SLOs and allow more focus on closing –the– loop activities.
- Actively move to “unbundle” bundled outcomes to create discreet measurable outcomes for each area of the core curriculum.
- Consider creating a new rotation system that more elegantly moves among SLOs and areas of the core curriculum.
- Consider formalizing which outcomes might be regularly demonstrated from a regular syllabus review (“development” phase) rather than student artifacts (“discovery” phase).
- Devise a mechanism to collect evidence of “closing the loop” between assessment results and individual faculty in the classroom.
- Consider creating Senate-level committee charged with assessment, in order to solidify faculty governance and ownership of assessment (acknowledgement that assessment is part of teaching responsibilities).
- The Core Curriculum Committee should consider revising the application packet for new course approvals and revisions to (a)

require that outcomes be stated on the accompanying syllabus (b) require an articulation of the assignments to be submitted for assessment. This is particularly timely because after a lull in new course development for the past several years, the pace has picked up recently. *As of 10/2016 the matter is under discussion with the CCC.*

- The Core Curriculum Committee should consider formalizing the relationship between itself and the advisory committees (which are currently operating, for all intents and purposes, as subcommittees in one sense, but if they are to be considered true subcommittees they need to conform to the Faculty Senate Constitution and Bylaws, which imply that they must be re-approved to operate beyond a single year and should be constituted in a manner that the CCC determine).

(administration led)

- Engage the core directors in a conversation about setting targets (give counsel of how to set targets, where to set targets and when targets should be similar across areas of the core curriculum).
- Devise a mechanism to collect student progress on learning outcomes between students courses in the major/minor and the core curriculum, in order to gain a more global picture of student learning at Butler University. Perhaps the new consolidated University Learning Outcomes might foster this shift.
- Collaboratively with faculty, discuss the poor fit of the IDEA form Outcomes to the core learning outcomes and devise a method to address this disconnect.
- Collaboratively with the directors and the Core Curriculum Committee, explore the structural relationship between the structure underneath and above the Faculty Director of the Core Curriculum, especially the relationship with both Associate Provosts (one currently vacant but previously occupying the role of Senior Core Administrator and the other, to whom the core does not report, responsible for assessment and development—the two chief functions of the director). It is also notable that the relative autonomy of the directors, the fluctuating faculty memberships of faculty on the advisory committees and the broad disciplinary areas present in core areas and at Assessfest! presents challenges in closing the loop effectively (perhaps guidance from a Senior Assessment administrator would be helpful). The conversation might lead to more specified collaboration or a new reporting structure through the Provost's office. Within this conversation, provide regular review of the entire structure supporting the core to ensure optimal functioning.
- Create mechanisms for the administration to publicly acknowledge assessment efforts and link assessment more directly to teaching.
- Create mechanisms that support and collect evidence of closing the loop, for instance:
  - Faculty Handbook
  - Faculty Activity Reports

## DOCUMENTS REFERENCED IN THIS REPORT

### (1) CORE CURRICULUM: EXEMPTIONS retrieved from a link at <https://www.butler.edu/core/core-faculty-faq>

Core curriculum courses are distinctive in their interdisciplinary and multidisciplinary approach, the pedagogies with which they are taught, and the commitment faculty have made to offer unique and provocative courses. They diverge significantly from the traditional introductory courses taught at many colleges and universities, as well as from learning experiences offered in Advanced Placement and International Baccalaureate. As a result, Core courses ordinarily will be completed at Butler.

Students, nevertheless, can be exempted from one or more areas of the Core curriculum. In general, students are exempted from any areas in which they have a specified number of hours of disciplinary courses (typically nine hours). The specific exemptions for each area are described below:

<b>FYS: First Year Seminar (2-semester sequence, 6 cr. hours)</b> No exemption
<b>GHS: Global and Historical Studies (6 cr. hours)</b> Exemption for 1 semester (3 hours) after successful completion of 9 or more credit hours of coursework while studying abroad in a Butler-approved program. All International students automatically receive a 1-semester (3 hours) exemption for GHS. Students may only receive exemption for 1 semester (3 hours) of GHS.
<b>AR: Analytic Reasoning (3 cr. hours)</b> Exemption after successful completion of at least 5 hours of mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements.
<b>NW: The Natural World (5 cr. Hours, lecture + lab)</b> Exemption after successful completion of at least 8 hours of laboratory science.
<b>PCA: Perspectives in the Creative Arts (3 cr. hours)</b> Exemption after successful completion of at least 9 hours in the arts, including art; dance; theatre; music; digital media production; recording industry studies; or creative writing.
<b>PWB: Physical Well Being (1 cr. hour)</b> No exemption
<b>SW: The Social World (3 cr. hours)</b> Exemption after successful completion of at least 9 hours in the social sciences, including anthropology; education; international studies; journalism; organizational communication & leadership; media, rhetoric & culture; strategic communication; political science; sociology; economics; psychology; STS; or communication sciences & disorders.
<b>TI: Texts and Ideas (3 cr. hours)</b> Exemption after successful completion of at least 9 hours in the humanities, including most English; history; philosophy; religion; or literature courses taught in classical and modern languages.
<b>C: Speaking Across the Curriculum</b> No exemption
<b>W: Writing Across the Curriculum</b> No exemption
<b>I: Indianapolis Community Requirement</b> No exemption
<b>BCR: Butler Cultural Requirement (8 events prior to graduation)</b> All JCA students have arts events attendance requirements regardless of area of study; this includes primary majors and secondary majors but not students who are pursuing only a JCA minor. Effective Spring 2016, students pursuing a primary or secondary major in JCA have fulfilled the university BCR requirement by completing the arts events attendance requirements as required by their area of study in JCA.

### (2) Core Curriculum Operating Manual, approved by the Core Curriculum Committee 10/04/2016

ADD LINK- <https://www.butler.edu/core/core-faculty-faq> this does not automatically open the document. There is a link on the website opens the manual as a pdf.

(3) *Student Learning Objectives (SLOs) for Core Courses (retrieved from a link at <https://www.butler.edu/core/core-faculty-faq>)*

**Since Core courses in each area have the same learning objectives, faculty teaching in the Core curriculum should identify the following Objectives as Essential or Important (in the upper left box). Individual faculty may identify additional Essential or Important Objectives—but it is strongly recommended that only 3-5 Objectives should be marked as Essential or Important.**

**In the Objectives section of the Faculty Information Form, darken those of the 12 Objectives identified below for the area of the core you are teaching in. Mark the bubble “E” for essential or “I” for important, as identified below.**

**AR: Analytic Reasoning**

#3 Essential Learning to apply course material (to improve thinking, problem solving, and decision)

#11 Essential Learning to analyze and critically evaluate ideas, arguments, and points of view

**FYS: First Year Seminar**

#8 Essential Developing skills in expressing oneself orally or in writing

#11 Essential Learning to analyze and critically evaluate ideas, arguments, and points of view

**GHS: Global and Historical Studies**

#1 Important Gaining factual knowledge (terminology, classifications, methods, trends)

#7 Essential Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

#11 Essential Learning to analyze and critically evaluate ideas, arguments, and points of view

**NW: Natural World**

#2 Essential Learning fundamental principles, generalizations, or theories

#3 Essential Learning to apply course material (to improve thinking, problem solving, and decision)

**PCA: Perspectives in the Creative Arts**

#6 Essential Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

#7 Essential Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

**PWB: Physical Well Being**

#2 Essential Learning fundamental principles, generalizations, or theories

#10 Essential Developing a clearer understanding of, and commitment to, personal values

**SW: Social World**

#2 Essential Learning fundamental principles, generalizations, or theories

#3 Important Learning to apply course material (to improve thinking, problem solving, and decision)

#11 Important Learning to analyze and critically evaluate ideas, arguments, and points of view

**TI: Texts and Ideas**

#7 Essential Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

#8 Important Developing a skill in expressing oneself orally or in writing

#11 Essential Learning to analyze and critically evaluate ideas, arguments, and points of view

**SAC: Speaking Across the Curriculum**

#8 Essential Developing skills in expressing oneself orally or in writing

**WAC: Writing Across the Curriculum**

#8 Essential Developing skills in expressing oneself orally or in writing

**ICR: Indianapolis Community Requirement** – choose outcomes related to the content of your course