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Core Review Task Force Assessment Review Spring 2025

IGNITING EXCELLENCE: EMBRACE, FOSTER, AND THRIVE ARE YOU IN?

Overview

- Assessment Model
- Improve Rubrics
- Improve Assessments
- Separate Assessment from Grading
- Enhance Reporting
- Expand Assessment Calendar

Assessment Model

Core Assessment Model

Element	Best Practice	Current	Proposed
Rubrics	National	FSU-developed	**AAC&U VALUE**
Assessments	Authentic	Different types	**Authentic preferred**
Assessment v Grading	Separate	Combined	**Separate**
Assessors	External	Instructors assess own students	**Instructor training on rubrics and assessment**
Reporting	Automated and centralized	Spreadsheets into OPAR	**Canvas into Watermark**
Calendar	Multi-year	Two-year cycle	**Three-year cycle**

UNC Peers

Level	Rubric	Instrument	Assessor	Assessment vs. Grading	Example
Gold	National	Authentic	Multiple external	Separate	UNC Charlotte
Silver	National	Authentic	Single external	Separate	WSSU
Bronze	National	Mixed	Instructor	Separate	
Tinfoil	Institutional	Mixed	Instructor	Combined	FSU

Our Goal: From Tinfoil to Bronze!

Improve Rubrics

Current

- Internally developed
- Levels based on CLA
  - Basic
  - Proficient
  - Advanced

Information Literacy Rubric

	Formulate effective questions	Organize, sort, evaluate, retrieve academic information	Cite sources appropriately
Basic (Below Proficiency)	Define and articulate the need for information that is appropriate to complete a given assignment	Understand and describe search strategies appropriate for a variety of retrieval systems, including online catalogs, periodical databases, online reference tools, and internet search engines	Recognize concepts of academic honesty and plagiarism; explain intellectual property and fair use
Proficient	Select sources; compare and contrast relevant ideas found in sources to questions appropriate for a given assignment	Apply and refine search strategies to suit appropriate purpose and context	Document appropriately in text and bibliographic references according to one style; demonstrate personal responsibility by avoiding plagiarism
Proficient - Advanced	Integrate information from various sources to assemble and answer appropriate questions for a given assignment	Evaluate information from multiple sources based on usefulness, reliability, validity, accuracy, authority, timeliness, and point of view or bias; develop own thesis based upon integration of appropriate, reliable, accurate sources	Document in multiple styles as appropriate for given discipline and assignment; construct full awareness of reasoning behind codes of academic honesty

Proposed : AAC&U VALUE Rubric - Information Literacy

Nationally recognized: Common expectations for teaching and learning

Four-Year Scope

	Capstone R4	Milestones R3	Milestones R2	Benchmark R1
C1. Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
C2. Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
C3. Evaluate Information and Its Sources Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
C4. Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose with clarity and depth.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
C5. Access and Use Information Ethically and Legally	Students correctly use all of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Clear Criteria

ARE YOU IN?
Standardized performance descriptions

Improve Assessments

Authentic Assessment

- **Skills** as students actually use them (in academia, professions)
- **Contexts** that matter to students (course-embedded)
- **Artifacts** that students would produce in such situations (papers, projects, presentations)

Example: ENGL 120

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Core Planning Report Instrument Form

- Course: ENGL 120 _____
- Core Learning Outcome: Information Literacy _____
- Assessment Year: 2020-2021 _____
- Instrument Name: Common Research Paper _____

Copy and paste the instrument(s) used for core assessment, as well as any rubric. Map the rubric to the CLO rubric in the Core Assessment Planning Reporting Form. Upload this form with the Core Assessment Planning Reporting Form into the Assessment Plan area of the OPAR.

Instrument

Each instructor designates the final research essay of the semester as the assessment instrument and evaluates that essay using the common rubric. The essay assignment topics vary by instructor and section, but all require students to address the same set of course learning outcomes. We assess use a modified version of the Value Added rubric, rotating which element to assess for in a given cycle based on previous student performance and data.

Proposal Argument Essay

ENGL 120-D1 | Dr. Murray

For the fourth paper, you will write a research-based **proposal essay**. Basically, your essay will **identify** a problem or issue and then **propose** a way that it can be solved or addressed. Your argument will use the sources from your Annotated Bibliography as supporting evidence throughout the essay.

Think of your essay as containing two halves: **the first half** requires you to *convincingly* establish that there is a problem or issue, considering the causes and results of it. Following your introduction paragraph, you should write several paragraphs (at least two pages) on this part of your argument. Some paragraph topics you may include could be the general background of the topic, the specific causes of the problem, the negative effects of this problem, and why this issue needs to be addressed. An important thing to keep in mind is the fact that unless you convince your reader of this issue and its need to be addressed, then your argument will not be persuasive.

Once you have successfully demonstrated that there is a problem/issue, you will use **the second half** of your essay to propose a solution. This, along with your conclusion paragraph, will take up the remaining 2-3 pages of your essay. Your goal here should be to *convincingly* show that your proposed solution is feasible and successful. You should demonstrate why it is a valid option, explain its history, detail any necessary steps for implementing this solution, and incorporate any evidence that supports your argument. You should use and cite evidence from your sources in *all sections* of the essay.

Guidelines and Key Dates:

- You need to use the 5 sources from your Annotated Bibliography in this essay.
- The essay should be in APA format, including a Title page, an Abstract page, and a References page.
- Additionally, the essay should be in Times New Roman 12-point font, be double-spaced throughout, and have 1-inch margins on the top, bottom, and sides.
- A first draft will be due on Canvas by the end of Module 13, and a second draft will be due on Canvas by the end of Module 14.
- The final draft should be *at least 5 full pages* in length, not counting the Title page, Abstract page, and References page. It will be due on Canvas by the end of Module 15.

Other Assessments

- **Examples**
  - Quizzes
  - Exams
- **Burden of proof** on departments. Show how assessments
  - Align with rubric
  - Demonstrate CLO skills
  - Can be reported using rubrics

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Separate Assessment from Grading

Current Practice: Mixed

ENGL 120: Assessment <mark>separate from</mark> grading

ENGL 120 INFORMATION LITERACY RESEARCH PROJECT COMMON RUBRIC

Accomplished 4	Proficient 3	Developing 2	Emerging 1
Retrieve and evaluate academic information	• Retrieve relevant and useful information from a variety of retrieval systems, including online catalogs, periodical databases, online reference tools, and internet search engines • Accurately evaluate information from multiple sources based on usefulness, reliability, validity, accuracy, authority, timeliness, and point of view or bias	• Retrieve information from a variety of retrieval systems, including online catalogs, periodical databases, online reference tools, and internet search engines • Evaluate information from multiple sources based some markers of validity	• Retrieve information from limited retrieval systems • Evaluate information with limited success	• Attempt to retrieve information • Attempt to evaluate information

HIST 110: Assessment <mark>combined with</mark> grading

	A	B	C	D	E	F	G	H
1	HIST 110 Global Literacy Project Rubric							
2	**Criteria**	**Advanced**	**Proficient**	**Basic**	**Below Basic**	**Pts**	**Pct**	**GLBL**
3	**Thesis**	20	17	15	10	20	10%	
4	**Argument**	30	25.5	22.5	15	30	15%	
5	**Writing**	30	25.5	22.5	15	30	15%	
6	**GLBL-H**	30	25.5	22.5	15	30	15%	15%
7	**GLBL-D**	30	25.5	22.5	15	30	15%	15%
8	**GLBL-I**	30	25.5	22.5	15	30	15%	15%
9	**Ethics**	30	25.5	22.5	15	30	15%	
10	**Total**	200	170	150	100	200	100%	45%
11	**Pct**	100%	85%	75%	50%			
12	**Min**	90%	80%	70%	0%			
13								
14	**Global Literacy Rubric: Heritage, Diversity, Interdependence**							
15	We report students as Proficient if they score 80% or higher on the assignment.							
16	Only 45% of the assignment score is the actual CLO.							
17	1. How could we report a score that would better reflect GLBL?							
18	2. How do we avoid assessment inflation?							

Rubrics: Assessment vs. Grading

Assessment Rubric

Criteria	Rubric Scores			
	AR4	AR3	AR2	AR1
AC1	4	3	2	1
AC2	4	3	2	1
AC3	4	3	2	1
AC4	4	3	2	1
AC5	4	3	2	1
Total	20	15	10	5
Pct	100%	75%	50%	25%

Missing Assessment Rubric Criterion

Grading Rubric-Specific Criteria

Grading Rubric

Criteria	Rubric Scores				
	GR4	GR3	GR2	GR1	Points
AC1	20	17	15	10	20
AC2	40	34	30	20	40
AC3	40	34	30	20	40
AC4	20	17	15	10	20
GC1	30	25.5	22.5	15	30
GC2	25	21.3	18.8	13	25
GC3	25	21.3	18.8	13	25
Total	200	170	150	100	200
Pct	100%	85%	75%	50%	
Letter	A	B	C	F	

Criteria Weights
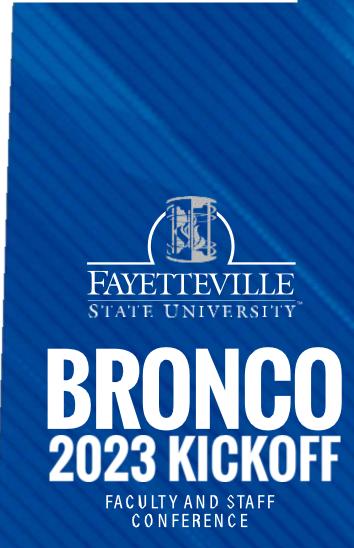
Proposed: Separate Assessment from Grading

Why

- Avoid grading pressure on assessment scores
- Use exclusively assessment rubric criteria
- Potential for outside assessors
- Cleaner assessment data

How

- Core Assessment Assignment with common rubric in Canvas Commons
- Download into Core course
- Use to score work graded in a separate assignment

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Enhance Reporting

Assessment Reporting - Current 1
Assessment Data

Core Course Assessment Data Reporting Form

COURSE				ASSESSMENT(S)				
Course:	ENGL 120	Enrollment:	910	Num	Title	Assessed	Proficient	Proficient%
Year:	2022-23	Completed:	866	1	Common research paper	720	585	81.3%
Dept:	HS-ENGL			2				
CLO:	3. INFO LIT			3				
					Average	720	585	81.3%

ASSESSMENT DATA

						Assessment 1		Assessment 2		Assessment 3		Average		
Term	Instructor	Sct	Delivery	Enr	Comp	1 Assessed	1 Proficient	2 Assessed	2 Proficient	3 Assessed	3 Proficient	Av Assessed	Av Proficient	Pr
	Murray	D1	Onl	27	27	22	19					22	19	
	Dykes	D2	Onl	22	22	12	10					12	10	
	Dykes	D3	Onl	22	22	19	11					19	11	
	Dykes	D4	Onl	22	20	19	10					19	10	
	Murray	D46	Onl	28	26	16	12					16	12	
	Smith	D47	Onl	26	25	15	13					15	13	
202320	Hammack	01	F2F	25	25	18	10					18	10	
	Orban	02	F2F	25	25	23	20					23	20	
	Smith	03	F2F	25	25	19	15					19	15	

- Submitted to course coordinator on Word document
- Compiled by course coordinator on Spreadsheet
- Uploaded into OPAR

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Assessment Reporting - Current 2
Assessment SLO Matrix

	A	B	C	D	E	F	G
1				**Program SLO Matrix**			
2				**University College Core Curriculum**			
3							
4	Department:	HS-ENGL		Academic Year:	2022-23		
5							
6	**Core Learning Outcome** - Must be core learning outcomes as approved by the Faculty Senate in Spring 2012.	**Evidence** – To include where you assessed (a specific course) and how you assessed (specify assessment instruments). List each core course on a separate row.		**Results: No. & % of students** who have satisfactorily achieved the outcome (Met or Exceeded your expectations)		**Use of Results** (Recommendations) - Suggestions to improve student outcomes.	**Did it Work? Reflections**
7	3. INFO LIT	Course:	ENGL 120	Enrolled	910	To offer the most engaging and relevant instruction, the course will be redesigned during the 22-23 academic year. Areas of focus include relevant topics, inclusion of digital assignments, and use of best practices in online instruction.	We narrowed our scope of assessment to target just citation, and that was helpful. Rotating elements of the rubric to assess gives more useable information, so we will continue that approach in future assessment cycles.
8		Assessments:		Completed	866		
9		1. Common research paper		Assessed N	720		
10				Assessed %	83.1%		
11				Proficient N	585		
12				Proficient %	81.3%		
13		Course Target:	70%	Target Met:	Yes		
14		**Summary of Findings:**					
15		The students who complete the course and are assessed are doing well. A large number of students failed to complete the course or be assessed.					
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							

	N	Pct
Enrolled	910	
Completed	866	
Assessed	720	83.1%
Proficient	585	81.3%

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Assessment Reporting 2 - Proposed

ENGL 120 Current

	N	Pct
Enrolled	910	
Completed	866	
Assessed	720	83.1%
Proficient	585	81.3%

ENGL 120 Proposed

Criteria	Rubric Scores				Proficient
	R4	R3	R2	R1	R3-R4
C1	320	284	80	36	84%
C2	219	316	164	21	74%
C3	170	457	50	43	87%
C4	329	300	49	39	88%
C5	183	346	82	109	73%
Total	1221	1703	425	248	81.3%

Breakdown by rubric criteria

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Proposed Rubric Report by Course

ENGL 120

Criteria	Rubric Scores				Proficient
	R4	R3	R2	R1	R3-R4
C1	320	284	80	36	84%
C2	219	316	164	21	74%
C3	170	457	50	43	87%
C4	329	300	49	39	88%
C5	183	346	82	109	73%
Total	1221	1703	425	248	81.3%

HIST 212

Criteria	Rubric Scores				Proficient
	R4	R3	R2	R1	R3-R4
C1	60	80	24	17	77%
C2	76	84	6	15	88%
C3	51	75	40	15	70%
C4	74	92	3	12	92%
C5	30	95	25	31	69%
Total	291	426	98	90	79%

Proposed Rubric Report by CLO

| Criteria | Rubric Scores | | | | Proficient |
	R4	R3	R2	R1	R3-R4
C1	380	364	104	53	83%
C2	295	400	170	36	77%
C3	221	532	90	58	84%
C4	403	392	52	51	89%
C5	213	441	107	140	73%
Total	1512	2129	523	338	81%

- Combine reports across courses, departments, and colleges
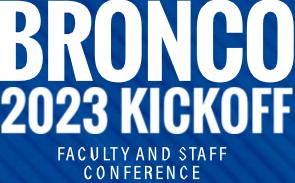- Analyze rubric scores at the institutional level

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Assessment Reporting - Proposed

- **Core Assessment Assignment**
  - In Canvas
  - Downloaded from Commons
  - Includes Common Rubric
- **Used to score separately graded assignment**
  - Instructor
  - Outside evaluator?
- **Rubric scores uploaded into Watermark**
  - Including rubric criteria scores

Expand Assessment Calendar

Current

- Every two years
- Up to departments to determine which courses in which years

Proposed

CLO Cohorts
- A. Communication, Information Literacy
- B. Soft Skills, Ethical Reasoning, Digital Literacy
- C. Inquiry and Analysis, Intercultural Knowledge , Critical Thinking

Cycle
1. Course certification, faculty development, assessment development, course development, tech set-up
2. Implement assessment in course, collect assessment data
3. Review, use results to improve teaching and learning

Divisions
- *LD: Lower Division (traditional core)*
- *UD: Upper Division (major, capstone)*
  - *If we decide to implement UD assessment*

Calendar

	Cohorts					
Year	**A**		**B**		**C**	
Division	**LD**	*UD*	**LD**	*UD*	**LD**	*UD*
25-26	1					
26-27	2		1			
27-28	3		2		1	
28-29	1	*1*	3		2	
29-30	2	*2*	1	*1*	3	
30-31	3	*3*	2	*2*	1	*1*

Core Course Certification

Provisional vs. Full Certification

- **Provisional (2025-2026)**
  - Grandfathered from current Core
  - Proposed by department, approved by Core Curriculum Committee
- **Full (New and 2026+)**
  - Assessment Plan
  - Due during Year 1 of CLO assessment cycle
  - Identify assessment instrument
  - Demonstrate alignment with CLO rubric

HIST 110 Global Literacy Rubric Alignment

Criterion	Rubric	Performance Levels			
Heritage	Assessment	Capstone	Milestone 3	Milestone 2	Benchmark
	Grading	NA	Advanced	Proficient	Basic
Diversity	Assessment	Capstone	Milestone 3	Milestone 2	Benchmark
	Grading	NA	Advanced	Proficient	Basic
Interdependence	Assessment	Capstone	Milestone 3	Milestone 2	Benchmark
	Grading	NA	Advanced	Proficient	Basic

- **AAC&U VALUE assessment rubrics** (and Core CLO rubrics) are four-year rubrics – Capstone proficiency expected of graduating seniors
- **Course grading rubrics** reflect proficiency expected of successful students in 100-200 level courses
  - Students in HIST 110 not expected to achieve Capstone performance

HIST 110 Assessment Scoring

Assignment Grade

MA3 Assessment ... Due: Dec 5, 2024 at 11:59... | 73/73 Graded | 153.25 / 200 (77%) Average | 1/73 | Emyia Allen

Argument
view longer description

Body supports the thesis with most relevant evidence from primary and secondary sources; evidence is analyzed and logically presented.

25.5 / 30 pts

Writing
view longer description

Advanced

Very well organized with introduction, body, and conclusion; sentence structure, spelling, grammar, and punctuation excellent.

30 / 30 pts

Global Heritage
view longer description

Proficient

Substantial knowledge and analysis of dates, persons, documents, as well as most political, cultural, social and international developments, with few lacunae.

25.5 / 30 pts

Global Diversity
view longer description

Proficient

Analyzes diversity within or among cultures, civilizations, and time periods, using relevant factors.

25.5 / 30 pts

Global Interdependence
view longer description

Proficient

Assesses relationships between different civilizations and cultures and/or relationships among economic, social, political, cultural/ethnic relationships within civilizations and cultures.

25.5 / 30 pts

Historical Ethics
view longer description

Advanced

Clearly written in student's own words. Quoted or paraphrased information is smoothly integrated into paragraphs and sentences with appropriate citation.

30 / 30 pts

Total Points: 182

Assignment Comments

Assessment Score

Global Literacy Core As... Due: Dec 6, 2024 at 11:59pm - 20... | 7/73 Graded | 6.86 / 12 (57%) Average | 1/73 | Emyia Allen

Grade out of 12

6

View Rubric

Global Literacy Core Assessment Rubric

Criteria	Ratings
Global Heritage view longer description	**Basic** Identifies obviously relevant dates, persons and documents; some relevant developments omitted. 2 / 4 pts
Global Diversity view longer description	**Basic** Some comparison of diversity within or among cultures, civilizations, and time periods, including most relevant points; some significant points missing or inadequately developed. 2 / 4 pts
Global Interdependence view longer description	**Basic** Some assessment of relationships between different civilizations and cultures and/or relationships among economic, social, political, cultural/ethnic relationships within civilizations and cultures. 2 / 4 pts

Total Points: 6

Assignment Comments

Paragraph | B I U A | link image list | √x | 0

Administration

Core Coordinator
- Maintain/update assessment calendar
- Identify CLO cohorts
- Develop training materials
- Coordinate Core course certification process

IERP
- Develop/maintain Watermark Core assessment project

ITS
- Develop/maintain Canvas integration

Colleges/Departments
- Identify Core assessment coordinator(s)
- Identify faculty teaching Core courses
- Ensure Canvas courses are set up
- Remind faculty to complete assessment scoring

Core Assessment Subcommittee
- Subcommittee of Core Curriculum Committee
- Representatives from above units

Calendar

	Cohorts					
Year	**A**		**B**		**C**	
Division	LD	*UD*	LD	*UD*	LD	*UD*
25-26	1					
26-27	2		1			
27-28	3		2		1	
28-29	1	*1*	3		2	
29-30	2	*2*	1	*1*	3	
30-31	3	*3*	2	*2*	1	*1*

Summary and Next Steps

Assessment Change Benefits

Element	Current	Proposed	Benefit
Rubrics	FSU-developed	**AAC&U VALUE**	• Improved rubrics
Assessments	Different types	**Authentic preferred**	• Improved, more relevant assessments
Assessment v Grading	Combined	**Separate**	• More accurate and impartial scoring
Assessors	Instructors assess own students	**Instructor training on rubrics and assessment**	• More accurate and impartial scoring • Better designed assessments and courses
Reporting	Spreadsheets into OPAR	**Canvas into Watermark**	• Easier data collection • More detailed reporting • More flexible and powerful reporting
Calendar	Two-year cycle	**Three-year cycle**	• Time for training, preparation, and use of results

Summary

Improved rubrics

Improved assessment instruments

Improved assessment scoring

Improved reports

Improved calendar

Next Steps

- **Spring 2025**
  - Feedback from CLO Working Groups (Further input from departmental assessment coordinators?)
  - Revised Core Review Report
  - Core assessment working group
- **Fall 2025**
  - Community review of Core Review Report
  - Department confirmation/update of proposed Core course CLOs
  - Senate approved of Core proposal
  - Identification of Assessment Cohort A
- **Spring 2026**
  - Course certification for Cohort A
  - Canvas/Watermark setup for Cohort A
  - Assessment coordinator training
  - Instructor training

Core Assessment Subcommittee

- Membership
  - Brooks
  - Thomas
  - Kelly
  - Ekezue
  - College Reps

- Technical issues
  - Watermark
    - Learning outcomes: program or institutional?
    - Organization
    - Measures and courses
  - Canvas
    - Rubrics vs. outcomes
    - Commons vs. Account-level rubrics
    - Course set-up

- Conceptual Issues
  - Authentic vs. standardized assessment
    - Authentic: papers, projects, presentations
    - Standardized: exams, quizzes
- Administrative issues
  - Distribution and coordination of administrative duties

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