

INTRODUCTION TO



CORE COMPONENTS AND ASSESSMENT

Working Group

Over the past decade, postsecondary educational institutions have increasingly attended to the demands from various constituencies, (i.e. legislative bodies, employers, parents, and advisory groups), to address the ability of students to acquire effective general citizenship and employability skills. Terminology for this area of learning varies, and includes general outcomes, abilities, curricular threads, and core components. Skills generally included in such areas are communication across the disciplines, critical thinking, problem solving, social interaction and teamwork, global perspectives, diversity, effective citizenship, responsibility, ethical sensibility, or similar topics. As an institution UMC has responded minimally by noting the concern, assuming or assuring that such learning is attained while the student is completing traditional, subject matter course work, or incorporating a few additional learner outcomes in some courses. However, assessment of these core components is difficult to design and evaluate, especially if the components are leveled. Furthermore, once an assessment procedure is established, several related procedural questions arise:

- How is it incorporated into a student's progress toward degree completion?
- Is there uniformity in assessment procedures?
- How are the students introduced to the components?
- Is component achievement included in a regular course grade, along with subject matter accomplishment and grade point average or maintained as a separate record and transcript?
- Does failure to attain acceptable levels in adopted components prevent a student from graduating?
- Is there a hierarchy of achievement related to rigor of the course?
- Is the record of achievement publicly verifiable?

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Core Component Refinement Summary

The Components

1. Critical Thinking	2. Working With Others	3. Communication
<ul style="list-style-type: none"> • Applied Learning • Problem Solving • Aesthetic valuing 	<ul style="list-style-type: none"> • Teamwork • Diversity • Global perspectives 	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Using Technology

The Performance Assessment Categories

1. Inadequate
2. Satisfactory
3. Excellent

Who Will Judge Performance?

1. Self-Assessment
2. Peer
3. Instructor or Supervisor
4. Audit Committee Members (Authentic Assessment)

Leveling of Components

1. The accomplishment of components will be identified with specific projects, labs, or other identifiable units within the course or activity.
2. The rigor of the course or context of the components will determine the leveling. Students will be required to complete a component in a minimum number of courses at the freshman and sophomore level (lower division) and again at the junior and senior level to be awarded the accomplishment seal on their diplomas.

Record Keeping

1. Data - Central - Electronic record repository
2. Include components, courses, short descriptions, and achievements

Graduation Requirements: Institutional minimum and program requirements

Core Component Performance Indicators

Core Components	Performance Indicators	Inadequate	Satisfactory	Excellent
<u>Communication</u>				
• Listening	<ul style="list-style-type: none"> ⇒ Understands intended messages ⇒ Recognizes and compares multiple viewpoints ⇒ Responds by analyzing, evaluating, and synthesizing information 			
• Reading	<ul style="list-style-type: none"> ⇒ Probes and researches to gain knowledge or information ⇒ Restructures meaning through interpreting and summarizing information ⇒ Responds to text by analyzing, evaluating, and synthesizing information 			
• Speaking	<ul style="list-style-type: none"> ⇒ Applies basic speech principles to a variety of oral experiences ⇒ Applies audience analysis to topic selection and speech organization ⇒ Presents well-organized, carefully supported speeches which demonstrate mastery of content and sophistication of oral style 			
• Using Technology	<ul style="list-style-type: none"> ⇒ Understands technology applications ⇒ Manipulate technology for desired results ⇒ Implements complex new technology 			
• Writing	<ul style="list-style-type: none"> ⇒ Applies appropriate invention, drafting, revision, editing, and proofreading strategies to the recognition and establishment of purpose in writing ⇒ Understands and uses critical thinking principles in the application of research and analytical skills development of the student ⇒ Carefully considers audience in the creation of logical and coherent documents appropriate to discipline-related writing 			
<u>Critical Thinking</u>				
• Problem Solving	<ul style="list-style-type: none"> ⇒ Identifies and describes problems ⇒ Creates and collects data related to problems ⇒ Creates solutions to problems 			
• Applied Learning	<ul style="list-style-type: none"> ⇒ Identifies and follows oral and written procedures ⇒ Proposes basic technological solutions ⇒ Implements processes using technological improvements and changes 			
• Aesthetic Valuing	<ul style="list-style-type: none"> • <i>Participates as a performer or spectator at arts and theater events.</i> • <i>Develops and articulates responses to various art forms.</i> • <i>Demonstrates the impact of aesthetics on one's own attitudes.</i> 			
<u>Working With Others</u>				

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<ul style="list-style-type: none"> • Teamwork 	<ul style="list-style-type: none"> ⇒ Participates in and assumes responsibility for accomplishing team goals ⇒ Understands teams strengths and limitations ⇒ Encourages, supports, and evaluates team activities 			
<ul style="list-style-type: none"> • Diversity 	<ul style="list-style-type: none"> ⇒ Recognizes differences and biases ⇒ Responsibly challenges discriminatory practices and procedures ⇒ Assesses and works to modify procedures that could be discriminatory actions 			
<ul style="list-style-type: none"> • Global Perspectives 	<ul style="list-style-type: none"> • Identifies the impact of international activities on national and local communities • Objectively analyzes global issues from multiple perspectives. • Engages in activities, which elucidates the advantages of global diversity. 			

Potential Topics of Orientation Course

Title Options:

- First-Year Orientation
- Entering Student Orientation
- New Student Skills
- New Student Seminar
- Freshman Orientation

Potential content topics of course: *

- **Self-Assessment:** current level of skills, expressed needs for college success
- **Time Management:** scheduling classes, study time, deadlines, leisure, etc.
- **Reading Strategies:** textbook reference skills, noting key points, note taking
- **Note Taking Techniques:** various styles, diagrams, methods
- **Study Skills and Test Taking Strategies**
- **Advisor-Advisee Roles:** purpose, planning, responsibilities
- **Using the Library and Other Research Skills**
- **Academic Progress:** calculation of GPA, academic standards, probation, etc.
- **Core Components:** purpose, inclusion in courses, evaluation, documentation
- **Interpersonal Concerns:** group living, multicultural experiences, etc.
- **Campus Resources:** knowledge/use of Bulletin, Student Handbook, various student offices (ie. counseling, Academic Assistant Center, nurse, etc.)
- **Computer Skills:** (To what extent? How to mesh with INM 1010?)
- **Portfolio:** purpose, contents, career planning

* Based on sub-group survey of teaching faculty

Arts and Sciences Courses with Core Components

Core Components	First-year	Sophomore	Junior	Senior	Other
Communication <ul style="list-style-type: none"> • Listening • Reading • Speaking • Using technology • Writing 		•	•	•	•
Critical thinking <ul style="list-style-type: none"> • Problem solving • Applied learning • Aesthetic valuing 		•	•	•	
Working with others <ul style="list-style-type: none"> • Teamwork • Diversity • Global Perspectives 		•	•	•	•

Requirements:

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- Fulfillment of a minimum of 6 courses with core components, two in each group at the first-year and sophomore level.

Courses That Have Core Components

Core Components	Agricultural Management Division	Arts and Sciences Division	Management Division
Communication			
Critical Thinking			
Working With Others			

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Courses That Have Core Components

Core Components	Information Networking Management	Health Management	Processing Technology	Equine Industries Management
Communication				
Critical Thinking				
Working With Others				

Recommendations

1. Develop a plan to encourage faculty acceptance of the component concept.
2. Develop a grid of courses in which faculty has developed identifiable and measurable components.
3. Plan for implementation with first year students in 1998.
4. Develop or purchase a software system for faculty use and University record keeping.
5. Initiate an orientation course in which components would be introduced and the student's responsibility explained.
6. Develop an electronic student portfolio, in which components would be the student's method of record keeping.
7. When a student has successfully mastered a component a minimum number of times, at the appropriate level, the student may not be required to participate in the component aspect of subsequent courses.
8. The core components would be a part of a student's record.
9. The number of required core components to be successfully completed in a major may exceed the college requirement.