Integrating Assessment & Assignment Design Across the Core Competencies

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By the end of this presentation, you will be able to

• Explain the relationship CSUMB found between assignment design and campus-wide assessment results.

• Describe the promise and limitations of an integrated approach to the core competencies.
Assessing and Assignments

• Critical Thinking and Information Literacy Assessment Scholars recognized assignment design limited what inferences could be drawn about student achievement

• Quantitative Reasoning came to same conclusion

• Response: Develop a faculty assignment design workshop lead by all the core competency Assessment Coordinators (AC) and the University Writing Program (UWP) Director
Assignment Design

- Evidence and the way it intersects between core competencies
- Each coordinator presented the evidence section of their rubric
- Focused on how CT, IL, QR are used in the thinking process of WC and OC
### Intersection of Evidence

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<tr>
<th>Written Communication</th>
<th>Critical Thinking</th>
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<td><strong>Sources and Evidence</strong>: Demonstrates content knowledge: <strong>Interprets</strong>, <strong>evaluates</strong>, and <strong>synthesizes</strong> relevant credible sources which are used to develop complex <strong>analysis</strong>.</td>
<td><strong>Evidence</strong> <em>(Selecting and using information to investigate a point of view or conclusion)</em>: Information is taken from source(s) with enough <strong>interpretation/evaluation</strong> to develop a comprehensive <strong>analysis</strong> or <strong>synthesis</strong>. Viewpoints of experts are questioned thoroughly.</td>
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<td><strong>Oral Communication</strong> <strong>Supporting Material</strong>: Integrates and <strong>synthesizes</strong> varied, appropriate and reliable evidence.</td>
<td><strong>Information Literacy</strong> <strong>Evaluate information and its sources critically</strong>: 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).</td>
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<td><strong>Quantitative Reasoning Analysis</strong>: Uses the quantitative or qualitative <strong>analysis</strong> of data as the basis for complex judgments, drawing advanced complete and correct conclusions from this work while recognizing the limits of the analysis.</td>
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Application

Faculty assisted in the integration of evidence through

- Reworking a current assignment
- Creating a new assignment
Teaching Analysis

Building off of assignment design

- UWP Director organized “Teaching Analysis Series”
  - Student struggle
  - CCs contribution to analysis

- ACs and UWP Director facilitated a workshop
  - ILAC - Teaching Students to Analyze Sources of Information
  - OCAC - Teaching Students to Evaluate Evidence for Different Audiences
  - QRAC - Teaching Students to Evaluate Quantitative Evidence
  - CTAC - Teaching Analysis Through Building Images
  - UWPD - Moving Students from Analysis to Synthesis
Integrated Rubrics

After integration of Core Competencies through Closing the Loop activities

• Recognized the synergistic nature of our assessment areas

• Recognized the potential for integrated rubrics

• Currently reworking rubrics to account for such integration
Types of Integrated Rubrics

- **Written Communication** Rubric + Critical Thinking (+ QR when present) & Information Literacy
- **Oral Communication** Rubric + Critical Thinking (+ QR when present) & Information Literacy
- **Quantitative Reasoning** Rubric + Critical Thinking & Information Literacy
Participants will

- Identify a central course learning outcome (or outcomes) to emphasize
- Create or enhance an assignment that helps students
  - Meet and provide evidence of having met the intended learning outcome(s)
- Strengthen and demonstrate foundational academic competencies such as critical thinking, information literacy, quantitative reasoning, written communication, and oral communication
- Transfer competencies to other assignments, classes, and contexts
- Create or enhance teaching strategies that help students successfully complete the assignment
- Evaluate the effectiveness of the assignment and supporting teaching strategies
What’s Next?

• Streamline integrated rubrics
• Pilot integrated rubrics
• Use rubrics for Closing-the-Loop activities/workshops
Concerns

- **Assessment**
  - Integration dilutes the focus on a particular core competency
  - Integrated rubrics challenge scorers because of length/complexity

- **Closing the Loop**
  - Faculty want to focus on only one core competency
  - Covering multiple core competencies in one workshop
Aspirations

- Develop a common language to share with faculty and students around the core competencies.

- Foster a deeper sense of commitment around the campus to all of the core competencies—we're all writing/oral communication/critical thinking/information literacy/quantitative reasoning instructors.

- Increase the emphasis in instruction on the thinking behind our assignments and behind completing the assignments.

- Decrease assessment fatigue
Can you now

• Explain the relationship CSUMB found between assignment design and campus-wide assessment results.

• Describe the promise and limitations of an integrated approach to the core competencies.