OFFICE OF CURRICULUM & ASSESSMENT

Core Abilities: Assessment at the Institutional Level

www.schoolcraft.edu/oca/core_abilities

Assessment at Schoolcraft College

Schoolcraft College supports a performance-based learning (PBL) model of curriculum development. This model helps faculty shift the focus away from "what do I teach?" toward "**what will the students be able to do?**" and aligns assessment, teaching, and learning with the intended outcomes.

Assessment Process

Assessment is a part of a continuous quality improvement process:

- Analysis of the current curriculum in order to **Prepare and Plan** for the assessment;
- **Collection** of the assessment items [or artifacts];
- **Review and Analysis** of the artifacts;
- Development of **Recommendations and Reports**;
- **Implementation of Changes** that lead to continuous quality improvements.

Common Terms

Core Abilities – broad outcomes or skills. These skills are important in every area of learning and have been indicated as essential by employers and other stakeholders. Schoolcraft College requires candidates for all associate degrees to demonstrate Core Ability competency.

Core Ability Indicators – components or characteristics of a Core Ability. The Core Ability indicators serve as a guide in assessing whether a student's performance demonstrates the overall Core Ability.

Artifact – a product developed by a student as a result of an assignment given in a course which demonstrates the student's performance of the expected outcomes.

Competency – describes what learners are able to perform at the end of their learning experience (employ verbs at the application level or higher on Bloom's Taxonomy*).

Students learn through the continuous assessment of their abilities. Their performance is measured and then new learning opportunities are planned.

Identifying your Artifact (Student Assignment)

1. Check your Common Syllabus
   - Which **Core Ability is assessed** in your course? *Check your Common Syllabus.*
   - Is an artifact or type of artifact or assignment reflected in the **Grading Rationale**? *Check your Common Syllabus.*
2. What assignment(s) have **you** identified that will create a student artifact for this assessment?
   - Is your artifact **measureable**?
     - ☐ Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning).
     - ☐ Assignment and subsequent artifact is in alignment with the competency as it is written (verb, intent, etc.) and is clearly defined.
     - ☐ The artifact will be able to be a stand-alone assessment piece.
     - ☐ Supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
     - ☐ Artifacts may be evaluated within 10-15 minutes per artifact per outcome.
   - Does your artifact **align with the Indicators** for the identified Core Ability? *Check the appropriate CA rubric at www.schoolcraft.edu/oca.*
   - What parts of the artifact reflect the core ability indicators (EX: "Look at problems 10, 17, and 20" or "look at the entire artifact," etc.)? *This information is helpful on your artifact coversheet.*

Thinking About Learning and Developing Learning Plans

What are you trying to have the students learn? *Competencies, Core Abilities, Program Outcomes, External Standards*

Generally, **how** will you know they have learned it? *Performance Assessment Strategies*

Where are the students starting? *Student Readiness*

What do students **need to know**? *Skills, Knowledge, Attitudes as reflected in Competencies and Core Abilities*

What **steps** do they have to take to develop their understanding? *Learning Objectives*

How are you going to achieve each of the steps? *Learning Plans*

- What **learning strategies** might engage the student and carry the message?
- How will you **introduce** the learning?
- How will students **practice** and **achieve** the intended learning?

How does the assessment of their performance **demonstrate** their **learning**? *Performance Assessment Tasks and Artifacts using a Rubric or Scoring Guide*

*USING BLOOM'S TAXONOMY TO WRITE OUTCOMES

Bloom's Taxonomy consists of three learning domains: cognitive, psychomotor, and affective. Once a domain goal is determined, the level of verb selected in writing the goals and objectives will indicate the level of the students' measureable (assessable) performance. Course Competencies are written at the application (or performance) level or higher. If you'd like to learn how better to incorporate the verbs of **Bloom's Taxonomy** into your **learning plans**, go to: http://www.schoolcraft.edu/pdfs/oca/blooms_taxonomy_verb_list.pdf

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Core Abilities Schedules and Indicators

Winter 2011 & Fall 2011

Think creatively and critically

The artifact demonstrates that the Learner…

- Accurately researches, analyzes, and/or evaluates information and ideas.
- Applies logical methods to solve problems and/or make decisions.
- Formulates ideas using explorative and/or innovative thinking.
- Recognizes the influences of biases, motivations, and limitations on thought.

Use mathematics

The artifact demonstrates that the Learner…

- Recognizes situations that require mathematical solutions and employs the appropriate concepts.
- Accurately reads and interprets graphical information.
- Interprets numerical data and draws meaningful conclusions.
- Uses mathematical symbols, concepts or formulas appropriately to solve problems.

Fall 2011 & Winter 2012

Manage information

The artifact demonstrates that the Learner…

- Acquire information: The information is acquired from reliable and varied source(s) to support the subject and purpose.
- Record information: The information is recorded accurately.
- Evaluate information: The information is timely, relevant, credible, integrated, prioritized, analyzed and/or synthesized for specific reasons.
- Organize information: The information has meaningful order, is accessible, and has a design that supports a purpose.
- Comply with regulations and requirements: The information complies with a discipline's standards and practices for collection, acquisition, recording, analysis, documentation, verification, protection, storage and/or maintenance.

Act responsibly

The artifact demonstrates that the Learner…

- Specifies whether behavior is consistent or inconsistent with ethical or legal standards.
- Reflects on the connection between personal behavior/decisions and professional or personal ethics.
- Complies with course instructions and/or institutional standards.

CA Team Leaders for 2012

Communicate Effectively – Jerome Lavis
(Ext 5240)
Think Creatively and Critically - Karen Schaumann
(Ext 5804)
Use Technology Effectively – Michael Waldyke
(Ext 5243)
Use Mathematics - Cathie Ferman
(Ext 5175)
Manage Information - Faye Schuett
(Ext 5516)
Work Cooperatively – Paul Michalsen
(734.812.0243)
Act Responsibly - Lois Bearden
(Ext 5279)
Demonstrate Cultural and Social Awareness – Diane O'Connell
(Ext 5238)

Core Ability Team Co-Chairs
Cheryl Snyder — Associate Professor of Chemistry (Ext 5244)
Cynthia Cicchelli — Director of OCA (Ext 5669)

Winter 2012 & Fall 2012 *(subject to possible revisions)*

Work cooperatively

The artifact demonstrates that the Learner…

- Assumes leadership or supporting roles as required by the team activity.
- Contributes information, ideas, opinions, and efforts that demonstrate commitment to the goals of the team.
- Completes required task using collaborative strategies.
- Resolved conflict with minimal instructor intervention.

Demonstrate social and cultural awareness

The artifact demonstrates that the Learner…

- Identifies similarities among and differences between societies.
- Demonstrates informed awareness of world events.
- Explains the impact of globalization on society and culture.
- Accurately describes behavior in different social and cultural contexts.

Core Ability Rubrics – tools used to assess students' artifacts to determine a level of skill or performance based on the indicators that define each Core Ability. Rubrics to assess the Core Abilities have been created by faculty members. Rubrics can be found at http://www.schoolcraft.edu/oca/core_abilities.asp

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For further information and additional copies, go to www.schoolcraft.edu/oca/core_abilities