



THE UNIVERSITY OF  
**TOLEDO**  
1872

## **Core Curriculum Assessment Plan 2020-2021**

I: Student Learning Outcomes

Core Curriculum Student Learning Outcome	Institutional Student Learning Outcome Alignment
<p><b>COMMUNICATION:</b></p> <p>UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.</p>	<p><b>BROAD AND INTEGRATIVE KNOWLEDGE:</b></p> <p>University of Toledo graduates will demonstrate proficiency in using broad, integrative knowledge.</p> <p><b>INTELLECTUAL SKILLS:</b></p> <p>University of Toledo graduates will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum.</p>
<p><b>SCIENTIFIC AND QUANTITATIVE REASONING AND LITERACY:</b></p> <p>UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.</p>	<p><b>BROAD AND INTEGRATIVE KNOWLEDGE:</b></p> <p>University of Toledo graduates will demonstrate proficiency in using broad, integrative knowledge.</p> <p><b>INTELLECTUAL SKILLS:</b></p> <p>University of Toledo graduates will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum.</p>
<p><b>PERSONAL, SOCIAL, AND GLOBAL RESPONSIBILITY:</b></p> <p>UT students must demonstrate understanding of and critical engagement in ethical, cultural, and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice.</p> <p>*US and Non-US Diversity distribution requirement*</p>	<p><b>BROAD AND INTEGRATIVE KNOWLEDGE:</b></p> <p>University of Toledo graduates will demonstrate proficiency in using broad, integrative knowledge.</p> <p><b>CIVIC AND GLOBAL LEARNING:</b></p> <p>University of Toledo graduates will demonstrate the knowledge required for responsible citizenship, both from their formal studies and from community-based learning.</p>
<p><b>INFORMATION LITERACY:</b></p>	<p><b>BROAD AND INTEGRATIVE KNOWLEDGE:</b></p>

<p>UT students must demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.</p>	<p>University of Toledo graduates will demonstrate proficiency in using broad, integrative knowledge.</p> <p>INTELLECTUAL SKILLS:</p> <p>University of Toledo graduates will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum.</p>
<p>Critical Thinking and Integrative Learning:</p> <p>UT students must be able to integrate reasoning, questioning, and analysis across traditional boundaries of viewpoint, practice, and discipline.</p>	<p>BROAD AND INTEGRATIVE KNOWLEDGE:</p> <p>University of Toledo graduates will demonstrate proficiency in using broad, integrative knowledge.</p> <p>INTELLECTUAL SKILLS:</p> <p>University of Toledo graduates will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum.</p>

II: Assessment Measures

Data collection methods, metrics and sources	Applicable student learning outcomes	Direct/Indirect Measure of student learning, operational measure*	Frequency of data collection and review	Person(s) responsible for reviewing data
Internal Artifact Review	1-5	Direct	In development, scheduled to pilot spring 2021	University Assessment Director, Core Curriculum Committee, Faculty
VALUE Institute Benchmarking	1-5	Direct	Pilot spring 2021	Core Curriculum Committee, University Assessment Committee
Course Reports	1-5	Indirect	Annually	Department Chairs, Faculty, Core Curriculum Committee
Curriculum Mapping	1-5	Operational	In development	Core Curriculum Committee, University Assessment Committee
D,F,W rates by course	1-5	Operational	As requested	Core Curriculum Committee, Deans, Department Chairs
Syllabus Review	1-5	Operational	As requested Last review-Fall 2019, all core courses	Office of Assessment, Accreditation, & Program Review and the University Teaching Center
Transcript Audit	1-5	Operational	As requested Last review included 201401-201910	Office of Assessment, Accreditation, & Program Review, Core Curriculum Committee, University Assessment Committee

\* Direct measures assess student achievement of course SLOs, e.g., projects, papers, exams, a prescribed formalized test. Indirect measures assess thoughts about SLOs, e.g., surveys or focus groups. Operational measures evaluate structural components of the core curriculum.

### Part III: Assessment Measure Descriptions and Examples of how this information is used for decision-making

1. Internal Artifact Review is a process designed to mirror the VALUE institute process. Faculty are compensated to review artifacts independent from the courses they teach. Results of the analysis is shared with the University Assessment Committee for their consideration in reviewing the institutional student learning outcomes.
2. The VALUE Institute benchmarking provides a sample of student achievement for both 1000-2000 level and senior level students in written communication, critical thinking, quantitative reasoning, and global learning. The report compares UT students with peer institutions. Scores of student artifacts from the 1000-2000 level courses provide the institution with an understanding of their skill level mid-way through their UT experience. Senior student scores represent a reflection of multiple influences on their learning including the core curriculum as well as their individual major courses and electives. Currently the VALUE project nationally has a robust process for written communication, critical thinking, and quantitative reasoning. As the AAC&U develops their processes to review the other related outcomes, UT may add this measure to other outcomes. Results of the analysis is shared with the University Assessment Committee for their consideration in reviewing the institutional student learning outcomes.
3. Course reports are utilized to document assessment activities at the course-level. The data inform teaching practices and department level decision-making intended to improve student performance in individual courses. In addition, the reports also provide faculty members with the opportunity to share recommendations for broader, more institutional-level activities designed to enhance student learning. This documentation currently involves one document per course number. The department is responsible for deciding the process of how to sample artifacts, and to review their students' work.
4. The curriculum map data informs the overall core curriculum design, identifying the need for potential changes in course offerings to adequately provide opportunities for students to take courses emphasizing each outcome.
5. The review of DFW rates by course identify departments that may need additional support from the University Teaching Center in course design.
6. The syllabus review process verifies that the required elements of syllabi are included in individuals' syllabi, and confirms alignment of information between the university catalog, website resources, and individual departments.
7. The transcript audit reviews the percentage of students in each college who complete all of the required core courses at the time of graduation. Colleges review this information to determine if adjustments to curriculum are warranted to best meet the needs of current students enrolled.