UH Core Curriculum Assessment

Additional Information for All Foundational Component Areas

When papers, essays, and/or written projects are not appropriate measures for the discipline, the University of Houston has always allowed the use of objective questions for this assessment.

Option 2: Test/assignment multiple-choice items

Instructors wishing to use test/homework multiple-choice items, rather than essays or papers, for this assessment may do so providing they have identified appropriate questions matched to each dimension and have provided some information about the difficulty of the selected items. It is expected that professors will match their objectives items to each dimension, providing a hierarchy of difficulty within each dimension. Because of the comprehensive nature of the AAC&U VALUE Rubrics, a Capstone4 rating may not be appropriate for every dimension. For example, if it is not possible to demonstrate a specific skill through the chosen set of objective items, then the highest possible score may be Milestone 3. The Difficulty Scale should reflect the highest performance level possible from that set of questions for that particular dimension.

Starting with the AAC&U rubric dimensions for the assessment, professors can identify objective items that measure that skill in their discipline. For each dimension ("row" in the rubric), choose a minimum of four items, from tests or assignments, to represent that learning or skill. The items may all come from one source, or from different sources. Professors should use their own discretion and the rubric performance levels to apply a percentage correct to a particular dimension. A separate rubric (Option 2 Rubric) has been created to capture this scoring in the Learning Mastery Gradebook. This Option 2 Rubric is accessed in exactly the same way as the AAC&U Rubrics. (See Updated Steps for Using AAC&U Rubrics in Canvas.)

Professors teaching different sections of the same course can work together to find the best items to represent each competency and then score them as indicated above. It may also be helpful to choose items that best reflect student growth over time. In Canvas, there is a way to identify these exam or homework items and save them as a part of this assessment for future use. (Contact Bobbie Koen for details on how to retain items for Core assessment from year to year.)

Also, professors using the SpeedGrader in Canvas to record their students' proficiency in each dimension **will not need to do anything more** to make their results available to the Office of Institutional Effectiveness.

However, professors who are completing this assessment outside of Canvas will have to create a spreadsheet for their results. They need to list the fifteen randomly chosen students and their ratings for each dimension. For this assessment, please include all items and answers for each dimension, as well as the final rating grid for all fifteen students. It is the final or total rating for each dimension that satisfies the assessment and should be entered into the Option2 Rubric. (See Spreadsheet Examples.)

SPREADSHEET EXAMPLE 1:

Item Results Table

STUDENT	DIMENSION 1 TEST ITEMS- Difficulty Scale = Capstone4				DIMENSION 2 TEST ITEMS- Difficulty Scale = Milestone3				DIMENSION 3 TEST ITEMS- Difficulty Scale = Milestone3				DIMENSION 4 TEST ITEMS- Difficulty Scale = Milestone3				DIMENSION 5 TEST ITEMS- Difficulty Scale = Milestone3				DIMENSION 6 TEST ITEMS- Difficulty Scale = Capstone4			
	T2 Q10	T3 Q6	T4 Q18	T4 Q9	T2 Q9	T3 Q7	T3 Q8	T3 Q16	T2 Q19	T3 Q7	T4 Q7	T4 Q8	T2 Q7	T2 Q14	T3 Q12	T3 Q13	T2 Q8	T2 Q1	T4 Q1	T3 Q2	T1 Q4	T1 Q7	T1 Q5	T1 Q2
1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1	0	0
2	0	1	1	0	1	1	0	1	1	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0
3	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1
4	0	1	1	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	1	1	0	1	1	1
5	1	0	0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	0	0	0	0	0	1	0
6	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	0
7	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1

SPREADSHEET EXAMPLE 1:

Dimension Totals Table

Student	Total Dimension1- **Difficulty Scale = 4**	Total Dimension2- **Difficulty Scale = 3**	Total Dimension3- **Difficulty Scale = 3**	Total Dimension4- **Difficulty Scale = 3**	Total Dimension5- **Difficulty Scale = 3**	Total Dimension6- **Difficulty Scale = 4**
1	2	3	2	2	2	2
2	2	3	2	1	1	2
3	3	3	3	3	2	4*
4	2	2	**3**	1	2	3
5	1	3	0	3	1	1
6	3	3	3	2	3	2
7	4*	1	2	3	2	2

Justification- These two students (*) demonstrated exceptional performance in Dimensions 1 and 6 which contained the most difficult questions. (See the Difficulty Scales in the column headings.)

Discussion- Note that Student 3 got all four items in Dimension 3 correct, but because it was set with a Difficulty Scale of 3, the highest rating possible is "3".

SPREADSHEET EXAMPLE 2:

Item Results Table

	Dimension 1- Difficulty Scale = Capstone4				Dimension 2- Difficulty Scale = Milestone 3				Dimension 3 – Difficulty Scale = Milestone 2				Dimension 4 – Difficulty Scale = Capstone 4			
Items:	T1-Q16	T2-Q16	T3-Q16	Qz4-Q1	T1-Q20	T2-Q20	T3-Q20	Qz4 Q8	T1-Q17	T2-Q17	T3-Q17	Qz4-Q7	T1-Q18	T2-Q19	T3-Q19	Qz4-Q4
Student1	Y	Y	N	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y	Y	Y
Student2	N	Y	Y	Y	N	N	Y	Y	N	N	Y	Y	N	N	Y	Y
Student3	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	N	N	Y	N
Student4	Y	Y	N	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y
Student5	N	Y	Y	Y	N	N	Y	N	N	N	N	Y	Y	N	N	Y
Student6	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	N

SPREADSHEET EXAMPLE 2:

Dimension Totals Table

	Domain1 Totals- Difficulty Scale = 4	**Domain2 Totals-** Difficulty Scale = 3	**Domain3 Totals-** Difficulty Scale = 2	**Domain4 Totals-** Difficulty Scale = 4
S1	3	3	2	4*
S2	3	2	2	2
S3	4	3	**2**	1
S4	2	2	**2**	3
S5	3	1	1	2
S6	4*	2	**2**	2

Justification- These two students (*) demonstrated exceptional performance in Dimensions 1 and 4 which contained the most difficult questions.

Discussion: Note that the table of results shows that Students 3, 4, and 6 correctly answered all of the items in Dimension 3, but because the Difficulty Scale was set at "Benchmark 2", the highest rating they can earn is "2".