



Core Curriculum Revision submitted to the  
Texas Coordinating Board, Fall 2013

Component II—Core Objective Assessment  
Plan

Authored by the Core Curriculum Revision Committee with assistance from Core Curriculum  
faculty

## **Component II. Core Objective Assessment Plan**

### **A. Institutional Process**

The Core Curriculum Committee will be responsible for overseeing the assessment of the core curriculum.

The Core Curriculum Committee will produce a biannual report on the assessment of the core curriculum. This larger report will represent an aggregate of individual reports produced by the respective Core Learning Objective instructor groups outlined below. The biannual report will be disseminated to all faculty teaching core courses, program coordinators, area division chairs, the Dean of Arts and Sciences, and the Office of Institutional Effectiveness.

An interim assessment report will be submitted in alternating years.

### **B. Assessment Plan for Core Learning Objectives**

#### **ATTACHMENT 3: Direct Assessment Methods for each student learning outcome**

##### **1. Communication**

Communication: Students will demonstrate effective communication of an idea by developing and organizing cogent supports and expressing these via appropriate media in competent and contextually suited presentations.

- a) Assessment Method—Communication will be assessed in the following courses: 1) COMM 1335 Introduction to Radio and Television; 2) COSC 1301 Technology and Problem Solving; 3) DRAM 2366 Introduction to Cinema; and 4) SPCH 1315 Fundamentals of Public Speaking. Two of these four courses are required (COSC 1301 and SPCH 1315) and students are required to select either one of COMM 1335 or DRAM 2366; by assessing students in these courses, we expect to collect one artifact from every freshman and sophomore in a given year, with only a small possibility of redundancy.

Communication will be assessed through the following embedded assignments. In COMM 1335 and SPCH 1315, individual and group oral presentations will be assessed. In COSC 1301, an assignment on the creation of web pages will be assessed. In DRAM 2366, a sample of journal entries will be assessed.

These assessment materials will be collected by the course instructors. The instructors will remove any and all information that could be used to identify students from the assignments. In May of even calendar years, instructors teaching the courses above will convene to assess the Critical Thinking learning objective. At this meeting, they will elect a group leader.

If the total number of artifacts is less than 300, the group leader will distribute all collected artifacts evenly among instructors. If the total number of artifacts is more than 300, then a sample will be distributed among the group. Instructors will then assess the artifacts in keeping with the analysis section below. After the artifacts have been assessed, the group leader will then redistribute them and have them assessed an additional two times to ensure that all artifacts have been assessed a total of three times.

b) Criteria/targets

We expect that 70% of students will meet or exceed expectations. The rubrics used to assess this benchmark derive from [AACU VALUE rubrics](#) and their association with [Liberal Education and America’s Promise \(LEAP\)](#).

c) Analysis

In May of even calendar years, a group of faculty will assess the essays on the following criteria: 1) the ability to develop and organize support for an idea; 2) the ability to express and present support for an idea in diverse contexts via appropriate media. Each criterion will be scored on a 1-3 scale of does not meet expectations, meets expectations or exceeds expectations.

	Exceeds expectations	Meets expectations	Does not meet expectations
The ability to develop and organize support for an idea	Organizational pattern is clear and consistently observable.	Organizational pattern is present and generally observable.	Organizational pattern is absent and cannot be observed.
The ability to express and present support for an idea in diverse contexts via appropriate media	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Instructors will then submit their results to the elected group leader. They will repeat this process an additional two times to ensure that each essay is assessed a total of three times.

## d) Actions and follow up

The group leader will gather the assessment data and complete an initial report on the findings. These findings will then be distributed to all instructors teaching courses that cover the Communication learning objective. Prior to the fall of the ensuing academic year, the faculty group will convene to address the results of the report and discuss strategies and plans for enhancing student learning in this area. The group leader will compile a second report on these strategies and plans and distribute it to all instructors teaching courses that cover the Communication learning objective.

Both reports will be then combined and submitted to the Core Curriculum Committee in time for submission of the annual program assessment report to the Office of Institutional Effectiveness.

## 2. Critical Thinking

Critical Thinking: Students will demonstrate the capacity to analyze and synthesize information to arrive at a conclusion.

## a) Assessment Method

Critical Thinking will be assessed in the following courses: 1) HIST 1301 US History I; 2) HIST 1302 US History II; 3) PSCI 2305 United States Government; and 4) PSCI 2306 Texas State and Local Government. These four courses are required; by assessing students in these courses, we expect to collect one artifact from every freshman and sophomore in a given year, with only a small possibility of redundancy.

Critical Thinking will be assessed through the following embedded assignments. All HIST 1301 and HIST 1302 courses will require students to complete an essay in which they analyze a primary source document and place it in the broader context of course material. In PSCI 2305, students will be required to submit an essay arguing for the continuation or change in some facet of the federal government. In PSCI 2306, students will be required to submit answers to discussion questions addressing costs and benefits of state and local government policy.

For assessment, these essays and discussion questions will be collected by the course instructors. The instructors will remove any and all information that could be used to identifying students from the assignments. In May of odd calendar years, instructors teaching the courses above will convene to assess the Critical Thinking learning objective. At this meeting, they will elect a group leader.

If the total number of artifacts is less than 300, the group leader will distribute all collected artifacts evenly among instructors. If the total number of artifacts is more than 300, then a sample will be distributed within the group. Instructors will then assess the artifacts in keeping with the analysis section below. After the artifacts have been

assessed, the group leader will then redistribute them and have them assessed an additional two times to ensure that all artifacts have been assessed a total of three times.

b) Criteria/targets

We expect that 70% of students will meet or exceed expectations. The rubrics used to assess this benchmark derive from [AACU VALUE rubrics](#) and their association with [Liberal Education and America’s Promise \(LEAP\)](#).

c) Analysis

All the collected artifacts will be assessed for Critical Thinking based on the following criteria: 1) the ability to analyze information to come to a conclusion; 2) the ability to synthesize information to come to a conclusion. Each criterion will be scored on a 1-3 scale of does not meet expectations, meets expectations or exceeds expectations.

	Exceeds expectations	Meets expectations	Does not meet expectations
The ability to analyze information to come to a conclusion	Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
The ability to synthesize information to come to a conclusion	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated without clarification or description.

Instructors will then submit their results to the elected group leader. They will repeat this process an additional two times to ensure that each essay is assessed a total of three times.

## d) Actions and follow up

The group leader will gather the assessment data and complete an initial report on the findings. These findings will then be distributed to all instructors teaching courses that cover the Critical Thinking learning objective. Prior to the fall of the ensuing academic year, the faculty group will convene to address the results of the report and discuss strategies and plans for enhancing student learning in this area. The group leader will compile a second report on these strategies and plans and distribute it to all instructors teaching courses that cover the Critical Thinking learning objective.

Both reports will be then combined and submitted to the Core Curriculum Committee in time for submission of the annual program assessment report to the Office of Institutional Effectiveness.

### 3. Empirical and Quantitative Skills

Empirical and Quantitative Skills: Students will demonstrate ability to make appropriate conclusions based on available data or facts.

- a) Assessment Method—Empirical and Quantitative Skills will be assessed in the following courses: 1) CRIJ 1301 Introduction to Criminal Justice; 2) MATH 1314 College Algebra; 3) MATH 1324 Finite Math; 4) MATH 1325 Business Calculus; 5) MATH 2312 Pre-Calculus; 6) MATH 2413 Calculus I; 7) MATH 2414 Calculus II; 8) MATH 2415 Calculus III; and 9) PSYC 2301 Introduction to Psychology. Students are required to take either CRIJ 1301 or PSYC 2301 and then take any one of the listed MATH courses; by assessing students in these courses, we expect to collect one artifact from every freshman and sophomore in a given year, with only a small possibility of redundancy

Empirical and Quantitative Skills will be assessed through the following embedded assignments. In CRIJ 1301, a term paper addressing the interpretation of statistical information will be assessed. In all MATH courses, empirical and quantitative skills will be covered in every assignment, but will be assessed in a specifically designed assignment during the second half of the semester. In PSYC 2301, empirically and quantitatively-focused exam questions will be assessed

For assessment, these essays and exam questions will be collected by the course instructors. The instructors will remove any and all information that could be used in identifying students from the assignments. In May of odd calendar years, instructors teaching the courses above will convene to assess the Empirical and Quantitative Skills learning objective. At this meeting, they will elect a group leader.

If the total number of artifacts is less than 300, the group leader will distribute all collected artifacts evenly among instructors. If the total number of artifacts is more than 300, then a sample will be distributed among the group. Instructors will then assess the artifacts in keeping with the analysis section below. After the artifacts have been

assessed, the group leader will then redistribute them and have them assessed an additional two times to ensure that all artifacts have been assessed a total of three times.

b) Criteria/targets

We expect that 70% of students will meet or exceed expectations. The rubrics used to assess this benchmark derive from [AACU VALUE rubrics](#) and their association with [Liberal Education and America's Promise \(LEAP\)](#).

c) Analysis

All the collected artifacts will be assessed for Empirical and Quantitative Skills based on the ability to make appropriate conclusions based on available data/facts. This criterion will be scored on a 1-3 scale of does not meet expectations, meets expectations or exceeds expectations.

	Exceeds expectations	Meets expectations	Does not meet expectations
The ability to make appropriate conclusions based on available data/facts	Demonstrates ability to consistently and accurately interpret quantitative information, thoughtfully applies data to arrive at careful conclusions and/or successfully calculates to generate problem solutions.	Demonstrates ability to adequately interpret quantitative information, applies data to arrive at competent conclusions and/or generally calculates successfully to generate problem solutions.	Demonstrates inability to interpret quantitative information, applies data tentatively or incorrectly, calculates unsuccessfully in failing to solve problems

Instructors will then submit their results to the elected group leader. They will repeat this process an additional two times to ensure that each essay is assessed a total of three times.

d) Actions and follow up

The group leader will gather the assessment data and complete an initial report on the findings. These findings will then be distributed to all instructors teaching courses that cover the Empirical and Quantitative Skills learning objective. Prior to the fall of the ensuing academic year, the faculty group will convene to address the results of the report and discuss strategies and plans for enhancing student learning in this area. The group leader will compile a second report on these strategies and plans and distribute it to all instructors teaching courses that cover the Empirical and Quantitative Skills learning objective.

Both reports will be then combined and submitted to the Core Curriculum Committee in time for submission of the annual program assessment report to the Office of Institutional Effectiveness.

#### 4. Teamwork

Teamwork: Students will demonstrate ability to consider different points of view and work effectively with others to support a shared purpose or goal.

- a) Assessment Method—Teamwork will be assessed in the following courses: 1) BIOL 1306-1406 General Biology I; 2) BIOL 1307-1407 General Biology II; 3) BIOL 1309-1409 Life on Earth; 4) BIOL 1322 Nutrition; and 5) BIOL 2306-2406 The Living Planet. Students must choose to take two of these five courses. Therefore, by assessing artifacts from these classes, we expect to capture information from most freshmen and sophomores in a year without redundancy.

In each BIOL course, Teamwork will be assessed through an embedded group presentation assignment involving both the presentation itself and group members' self assessment of their group's collaboration.

For assessment, these presentations will be collected by the course instructors. The instructors will remove any and all information that could be used to identifying students from the assignments. In May of even calendar years, instructors teaching the courses above will convene to assess the Teamwork learning objective. At this meeting, they will elect a group leader.

If the total number of artifacts is less than 300, the group leader will distribute all collected artifacts evenly among instructors. If the total number of artifacts is more than 300, then a sample will be distributed among the group. Instructors will then assess the artifacts in keeping with the analysis section below. After the artifacts have been assessed, the group leader will then redistribute them and have them assessed an additional two times to ensure that all artifacts have been assessed a total of three times.

- b) Criteria/targets

We expect that 70% of students will meet or exceed expectations. The rubrics used to assess this benchmark derive from [AACU VALUE rubrics](#) and their association with [Liberal Education and America's Promise \(LEAP\)](#).

- c) Analysis

All the collected artifacts will be assessed for Teamwork based on the following criteria: 1) the ability to consider different points of view; 2) the ability to work effectively with others to support a shared purpose/goal. This criterion will be scored on a 1-3 scale of does not meet expectations, meets expectations or exceeds expectations.

	Exceeds expectations	Meets expectations	Does not meet expectations
The ability to consider different points of view	Addresses different perspectives by constructively articulating the benefits and costs of ideas from self and other in a way that furthers the group's goals	Identifies and acknowledges different perspectives and remains engaged with them	Passively accepts alternative points of view
The ability to work effectively with others to support a shared purpose or goal	Engages group members in ways that build upon their contributions toward a shared objective	Engages group members in ways that reiterate their contributions toward a shared objective	Engages group members without interruption and takes turns in group interaction

Instructors will then submit their results to the elected group leader. They will repeat this process an additional two times to ensure that each essay is assessed a total of three times.

d) Actions and follow up

The group leader will gather the assessment data and complete an initial report on the findings. These findings will then be distributed to all instructors teaching courses that cover the Teamwork learning objective. Prior to the fall of the ensuing academic year, the faculty group will convene to address the results of the report and discuss strategies and plans for enhancing student learning in this area. The group leader will compile a second report on these strategies and plans and distribute it to all instructors teaching courses that cover the Teamwork learning objective.

Both reports will be then combined and submitted to the Core Curriculum Committee in time for submission of the annual program assessment report to the Office of Institutional Effectiveness.

**5. Social Responsibility**

Social Responsibility: Students will demonstrate knowledge, skills and attitudes that support competent interaction and/or effective engagement in a variety of communities and cultural contexts.

- a) Assessment Method—Social Responsibility will be assessed in the following courses: 1) ENGL 2332 World Literature I; 2) PHIL 1301 Introduction to Western Philosophy; and 3) PHIL 1303 Reasoning and Critical Thinking. Students are required to take one of these three courses. Therefore we expect to collect an artifact from most freshmen and sophomores in one year without redundancy.

Social Responsibility will be assessed through the following embedded assignments. In ENGL 2332 and PHIL 1301, the first and final journal responses to assigned texts will be assessed. In PHIL 1303, the first and final papers will be assessed.

For assessment, these assignments will be collected by the course instructors. The instructors will remove any and all information that could be used in identifying students from the assignments. In May of odd calendar years, instructors teaching the courses above will convene to assess the Social Responsibility learning objective. At this meeting, they will elect a group leader.

If the total number of artifacts is less than 300, the group leader will distribute all collected artifacts evenly among instructors. If the total number of artifacts is more than 300, then a sample will be distributed among the group. Instructors will then assess the artifacts in keeping with the analysis section below. After the artifacts have been assessed, the group leader will then redistribute them and have them assessed an additional two times to ensure that all artifacts have been assessed a total of three times.

- b) Criteria/targets

We expect that 70% of students will meet or exceed expectations. The rubrics used to assess this benchmark derive from [AACU VALUE rubrics](#) and their association with [Liberal Education and America's Promise \(LEAP\)](#).

- c) Analysis

All the collected artifacts will be assessed for Social Responsibility based on the student's ability to demonstrate knowledge, skills and attitudes in support of interaction with varied communities and contexts. This criterion will be scored on a 1-3 scale of does not meet expectations, meets expectations or exceeds expectations.

	Exceeds expectations	Meets expectations	Does not meet expectations
The ability to demonstrate knowledge, skills and attitudes in support of interaction with varied communities and contexts	Provides clear evidence for and expresses attitudes demonstrably supporting interaction in varied civic contexts	Begins to provide evidence for and express attitudes supporting interaction in varied civic contexts	Fails to provide evidence for or express attitudes supporting interaction in varied civic contexts

Instructors will then submit their results to the elected group leader. They will repeat this process an additional two times to ensure that each essay is assessed a total of three times.

d) Actions and follow up

The group leader will gather the assessment data and complete an initial report on the findings. These findings will then be distributed to all instructors teaching courses that cover the Social Responsibility learning objective. Prior to the fall of the ensuing academic year, the faculty group will convene to address the results of the report and discuss strategies and plans for enhancing student learning in this area. The group leader will compile a second report on these strategies and plans and distribute it to all instructors teaching courses that cover the Social Responsibility learning objective.

Both reports will be then combined and submitted to the Core Curriculum Committee in time for submission of the annual program assessment report to the Office of Institutional Effectiveness.

## 6. Personal Responsibility

Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to decision-making.

- a) Assessment Method—Personal Responsibility will be assessed in the following courses: 1) ENGL 1301 Composition I; and 2) ENGL 1302 Composition II.

Personal Responsibility will be assessed through the following embedded assignments. In ENGL 1301, student self-reflection essays addressing the writing process will be assessed. In ENGL 1302, essays will be assessed for their proper use of quotation, integration and documentation. These two courses are required; by assessing students in these courses, we expect to collect one artifact from every freshman and sophomore in that year, with only a small possibility of redundancy.

For assessment, these essays will be collected by the course instructors. The instructors will remove any and all information that could be used in identifying students from the assignments. In May of even calendar years, instructors teaching the courses above will convene to assess the Personal Responsibility learning objective. At this meeting, they will elect a group leader.

If the total number of artifacts is less than 300, the group leader will distribute all collected artifacts evenly among instructors. If the total number of artifacts is more than 300, then a sample will be distributed among the group. Instructors will then assess the artifacts in keeping with the analysis section below. After the artifacts have been assessed, the group leader will then redistribute them and have them assessed an additional two times to ensure that all artifacts have been assessed a total of three times.

b) Criteria/targets

We expect that 70% of students will meet or exceed expectations. The rubrics used to assess this benchmark derive from [AACU VALUE rubrics](#) and their association with [Liberal Education and America's Promise \(LEAP\)](#).

c) Analysis

All the collected artifacts will be assessed for Personal Responsibility based on the student's ability to connect choices, actions and consequences to decision-making. This criterion will be scored on a 1-3 scale of does not meet expectations, meets expectations or exceeds expectations.

	Exceeds expectations	Meets expectations	Does not meet expectations
The ability to connect choices, actions and consequences to decision-making	States assumptions, objections to, new applications and full implications of personal ethical positions	States personal ethical position and applies to new situations, but does not consider broader implications	States personal ethical position, but cannot make application to new situations or consider its broader implications

Instructors will then submit their results to the elected group leader. They will repeat this process an additional two times to ensure that each essay is assessed a total of three times.

d) Actions and follow up

The group leader will gather the assessment data and complete an initial report on the findings. These findings will then be distributed to all instructors teaching courses that cover the Personal Responsibility learning objective. Prior to the fall of the ensuing

academic year, the faculty group will convene to address the results of the report and discuss strategies and plans for enhancing student learning in this area. The group leader will compile a second report on these strategies and plans and distribute it to all instructors teaching courses that cover the Personal Responsibility learning objective.

Both reports will be then combined and submitted to the Core Curriculum Committee in time for submission of the annual program assessment report to the Office of Institutional Effectiveness.