

Assessment and Evaluation of the Core Objectives

Assessment Consultants to THECB's Undergraduate Education Advisory
Committee:

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Core Objectives

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

What it is not?

Assessment of the Academic Course Guide
Manual (ACGM)

What it is not?

Course-based Assessment

What it is?

Assessment of the ***core objectives***

What it is?

Alignment of expectations:

THECB core objectives → SACSCOC Principles

CR 2.7.3 and CS 3.5.1

What it is?

Alignment of timing:

THECB **core objectives assessment** 2 yrs. Prior to
 SACSCOC reaffirmation year

What it is?

ASSESSMENT:

Revising the State Core Curriculum: A Focus on 21st Century Competencies, p. 18

Purpose and Values

The **purpose of assessment** is for institutions to **discover, document** and **seek to improve student attainment of the six Core Objectives** of the General Education Core Curriculum. As such, the **values** for assessing the Core Objectives are:

1. The Core Objectives form the foundation of the institution's General Education Core Curriculum.
2. Institutions use assessment of Core Objectives to improve student learning.
3. Faculty participation is integral throughout the assessment cycle.
4. Institutions use multiple measures for effective assessment, including at least one direct measure per Core Objective. Externally informed benchmarks are encouraged.
5. Assessment practice is evolving.

What it is?

ASSESSMENT:

Revising the State Core Curriculum: A Focus on 21st Century Competencies, p. 18

Definitions

(A) **Assessment cycle** – The systematic collection, review and use of evidence for the purpose of improving student learning.

(B) **Direct measure** – Students' demonstration of learning.

(C) **Indirect measure** – Students' perceptions of their learning or other measures not derived directly from student work.

(D) **Externally informed benchmarks** – Targets for student attainment set by and/or in collaboration with constituencies outside the institution. Examples include: advisory boards, peer institutions and national norms.

What it is?

ASSESSMENT:

Revising the State Core Curriculum: A Focus on 21st Century Competencies, p. 19

Requirements (2):

1. Institutions - **electronically submit the Assessment Report of the Core Objectives** to THECB every 10 years.
2. Coordinating Board staff - process the report to **confirm assessment of the six Core Objectives**.

What it is?

ASSESSMENT:

Revising the State Core Curriculum: A Focus on 21st Century Competencies, p. 19

Options (3):

1. Institutions - encouraged to voluntarily participate in a **peer review** of the **assessment of the six Core Objectives**
2. Institutions - encouraged to **select peer reviewers from across the state**
3. Peer reviewers - **provide feedback** to the institution

What it is?

ASSESSMENT:

Revising the State Core Curriculum: A Focus on 21st Century Competencies, p. 19

ASSESSMENT REPORT OF THE CORE OBJECTIVES

Describe assessment for EACH of the six core objectives including

1. Assessment methods

- Explanations of measures, methodology, frequency and timeline of assessment

2. Criteria/Targets

- Explanation of targets or benchmarks of Core Objective attainment

3. Results

- Evidence of attainment of the six Core Objectives

4. Analysis

- Interpretation of assessment information

5. Actions and Follow-ups

- Use of results for improving student learning

What it is?

ASSESSMENT:

Revising the State Core Curriculum: A Focus on 21st Century Competencies, p. 19

REVIEW OF ASSESSMENT PROCESS (2)

1. Institution - describe the strengths and weaknesses of the assessment process
2. Institution - also describe possible changes that the institution may apply to the assessment process

General Education Competencies

- **Communication skills** – Students will demonstrate effective written, oral and visual communication.
- **Critical Thinking Skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
- **Empirical and Quantitative Skills** – Students will demonstrate applications of scientific and mathematical concepts.
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Social Responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national and global communities.
- **Personal Responsibility** – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

SOURCE: [Amarillo College Catalog 2011-2012: General Education](#)



Options for Assessment Methodologies – Institution’s Choice

Outcome	Examples of Assessment Methodologies	Type
Critical Thinking	Embedded Assessment from across the College – Critical Thinking Rubric	Direct
	Graduating Student Survey	Indirect
	Community College Survey of Student Engagement	Indirect
Communication	Embedded Assessment from across the College – Communication Rubric	Direct
	Graduating Student Survey	Indirect
	Community College Survey of Student Engagement	Indirect
Empirical and Quantitative Skills	Embedded Assessment from across the College – Empirical and Quantitative Rubric	Direct
	Graduating Student Survey	Indirect
	Community College Survey of Student Engagement	Indirect
Teamwork	Embedded Assessment from across the College – Teamwork Rubric	Direct
	Graduating Student Survey	Indirect
	Community College Survey of Student Engagement	Indirect



Gen. Ed. Competencies Aligned with Appropriate Measures (cont.)

Outcome	Assessment	Type
Personal Responsibility	Embedded Assessment from across the College – Personal Responsibility Rubric (to be developed)	Direct
	First-Year Seminar Surveys (pre & post)	Indirect
	Community College Survey of Student Engagement	Indirect
Social Responsibility	Embedded Assessment from across the College – Social Responsibility Rubric	Direct
	First-Year Seminar Surveys (pre & post)	Indirect
	Community College Survey of Student Engagement	Indirect



Options for Assessment Methodologies – Institution’s Choice

Outcome	Examples of Assessment Methodologies	Type
Knowledge Mastery	Program Alignment with Undergraduate Outcomes	Indirect
Critical Thinking	Critical Thinking Assessment Test (CAT)	Direct
	Employer Assessment of Academic Prep. Of COOP	Direct
	Graduation Survey	Indirect
	Program Alignment with Undergraduate Outcomes	Indirect
	National Survey of Student Engagement	Indirect
Communication	Employer Assessment of Academic Prep. Of COOP	Direct
	Speaking Assessment Project (SAP)	Direct
	Writing Assessment Project (WAP)	Direct
	Graduation Survey	Indirect
	Program Alignment with Undergraduate Outcomes	Indirect
	National Survey of Student Engagement	Indirect
Personal/Social Responsibility/ Ethical Leadership	Employer Assessment of Academic Prep. Of COOP	Direct
	Graduation Survey	Indirect
	Participation in Extra-Curricular Activities	Indirect
	Participation in Service Commitments	Indirect
	Program Alignment with Undergraduate Outcomes	Indirect
	Study Abroad Participation	Indirect
	National Survey of Student Engagement	Indirect
Social, Cultural, and Global Competence	Global Perspectives Inventory (GPI)	In/Direct
	Graduation Survey	Indirect
	Program Alignment with Undergraduate Outcomes	Indirect
	Study Abroad Participation	Indirect
	National Survey of Student Engagement	Indirect
Lifelong Learning	Wellness at A&M Project	Direct
	Program Alignment with Undergraduate Outcomes	Indirect
	National Survey of Student Engagement	Indirect
Work Collaboratively	Graduation Survey	Indirect
	Program Alignment with Undergraduate Outcomes	Indirect
	Student Organization Participation	Indirect
	National Survey of Student Engagement	Indirect

Contact Information

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