Core Curriculum Assignment Development Workshop

Dr. James M. Palmer
J.B. Coleman Library 108
August 11, 2015, 9-12 p.m.
Workshop Overview

- Welcome and Introductions
- Overview of Texas and PVAMU Core Requirements and Outcomes
- Sharing What Works at PVAMU: Sample Assignments, Strategies and Teaching Tools
  - Discussion
- Creating Good and Well Aligned Assignments
  - A Collaborative Exercise
What is the Core Curriculum?

- Core Curriculum -- the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete.

- The core is:
  - no less than 42 lower-division SCH.
  - developed using the purpose, core objectives, and foundational component areas of the Texas Core Curriculum.
Some Reasons for the “New” Core

- Previous core from the 1990’s.
- Transferability of core as required by statute.
  - Vast student options in core across Texas
  - Potential problems for ensuring objectives are covered
- Objectives should be shared by all areas of core.
- Clearer objectives and outcomes needed for assessment and for teaching.
- Importance of Association of American Colleges & Universities’ (AAC&U) “Liberal Education and America’s Promise” (LEAP) essential learning outcomes and VALUE rubrics as starting point.

Prairie View A&M University
What Are the Core’s Objectives?

- Critical Thinking Skills*
- Communication Skills*
- Empirical & Quantitative Skills
- Teamwork (consider different viewpoints / work effectively with others)
- Personal Responsibility (connect choices, actions, and consequences to ethical decision-making)
- Social Responsibility (intercultural competence, civic responsibility, engage in regional, national, and global communities)

*These are to be taught and assessed across the core.
### Current Component Area Names

#### Previous Area Names:

- Communication (6 SCH)
- Mathematics (3 SCH)
- Natural Sciences (6 SCH)
- Humanities & Visual/Performing Arts (6 SCH)
- U.S. History (6 SCH)
- Political Science (6 SCH)
- Social & Behavioral Sciences (3 SCH)
- Component Area Option (6 SCH)

=42 SCH

#### New Area Names:

- Communication (6 SCH)
- Mathematics (3 SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy, Culture (3 SCH)
- Creative Arts (3 SCH)
- American History (6 SCH)
- Government/Political Science (6 SCH)
- Social & Behavioral Sciences (3 SCH)
- Component Area Option (6 SCH)

=42 SCH
### PVAMU Core Curriculum Course Titles

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Critical Thinking (CT)</th>
<th>Communication (COM)</th>
<th>Empirical &amp; Quantitative (EQS)</th>
<th>Team Work (TW)</th>
<th>Social Responsibility (SR)</th>
<th>Personal Responsibility (PR)</th>
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</thead>
<tbody>
<tr>
<td>010 Communication</td>
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<tr>
<td>020 Mathematics</td>
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<tr>
<td>030 Life and Physical Sciences</td>
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<tr>
<td>040 Language, Philosophy and Culture</td>
<td>*</td>
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<tr>
<td>050 Creative Arts</td>
<td>*</td>
<td>*</td>
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<td>*</td>
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<tr>
<td>060 American History</td>
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<td>*</td>
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<td>*</td>
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<tr>
<td>070 Government/Political Science</td>
<td>*</td>
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<tr>
<td>080 Social and Behavioral Sciences</td>
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<tr>
<td>090 Professional Development (Area 1)</td>
<td>*</td>
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<tr>
<td>090 Professional Development (Area 2)</td>
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Assessment of Core Curriculum

- Six core objectives must be assessed across core.
- PVAMU measures, methodology, and timeline approved by THECB in 2014.
- Results of assessment must be reported to THECB in 2018-19 (prior to SACSCOC reaffirmation), to include:
  - Level of attainment targeted and achieved for each objective.
  - Analysis of results and use of data to improve student learning.
How Do We Assess the Core?

**Direct Measures:**
- Core Curriculum Rubrics in Taskstream for each core course
  - If you teach a core course, you’re involved in assessing the core
- ETS Proficiency Profile: Critical Thinking, Reading, Writing, Mathematics
- General Education Synthesis Assignment (GESA): Critical Thinking, Communication, Information Literacy (Fall 2015)

**Indirect Measures:**
- National Survey of Student Engagement (NSSE)
- Graduation Candidate Exist Survey (PVAMU Created)
- Global Perspective Inventory (GPI): Social/Personal Responsibility
Current Course Assessment Cycle: 2015-17

- **Critical Thinking Skills:** 2015-16, Core Critical Thinking Rubric
- **Communication Skills:** 2015-16, Core Communication Rubric
- **Empirical & Quantitative Skills:** 2015-16, Core Quantitative Rubric
- **Teamwork:** 2016-17, Core Teamwork Rubric
- **Personal Responsibility:** 2016-17, Core Personal Responsibility Rubric
- **Social Responsibility:** 2016-17, Core Social Responsibility Rubric
Essay 2: Global Position

Directions Distributed to Author

Evaluation Method
A rubric is used in this Evaluation.
*Name of rubric: Communication Core Rubric [View rubric]*
(not visible to Author)
*Final scoring method: Score is computed based on the total cumulative points author has attained*

Specified Standards

TX- PVAMU Core Objectives (2013)

*Core Objective:* Critical thinking skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Core Objective:* Communication skills - to include effective written, oral, and visual communication

*Core Objective:* Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

*Core Objective:* Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
# Taskstream: Rubric View

<table>
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<tr>
<th>CRITICAL THINKING - Evidence</th>
<th>value: 4.00</th>
<th>value: 3.00</th>
<th>value: 2.00</th>
<th>value: 1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information is taken from source(s) with enough critical evaluation to develop a clear, comprehensive analysis. Viewpoints of experts are questioned thoroughly. Provides full understanding of an issue.</td>
<td></td>
<td>Information is taken from credible, relevant source(s) with enough critical evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning. Provides solid understanding of an issue with few omissions.</td>
<td>Information is taken from source(s) with some evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken as mostly fact, with little questioning. Provides good understanding of an issue with several omissions.</td>
<td>Information is taken from source(s) without any real evaluation. Viewpoints of experts are taken as fact, without question. Provides a limited or one-sided understanding of an issue.</td>
</tr>
</tbody>
</table>

## Standards

- **CRITICAL THINKING - Student's Position**
  - Specific position or thesis is imaginative and complex. Limits of position acknowledged. Other points of view are synthesized within position.
  - Specific position or thesis is relatively complex. Others' points of view are acknowledged within position.
  - Specific position or thesis acknowledges different sides of an issue.
  - Specific position or thesis is stated, but is simplistic and obvious.

## Communication - Organization
- Specific introduction and conclusion.
- Specific introduction and conclusion.
- Specific introduction and conclusion.
- Specific introduction and conclusion.
Where Are All Core Rubrics?

- PVAMU Core Guides and Sample Rubrics
  - Communication
  - Mathematics
  - Life & Physical Sciences
  - Language, Philosophy, and Culture
  - Creative Arts
  - American History
  - Government/Political Science
  - Social/Behavioral Science
  - Current Institutional Option: Computing
What Does All of This Mean for Teaching and Assignment Creation?

- Teaching methods must address the required core outcomes.
- Assignments must teach and reinforce the required core outcomes.
- A strong alignment must be in place between outcome and assignment expectations.
  - For assisting students master outcomes and skill sets
  - For strong assessment and to demonstrate achievement levels of PVAMU students
Sharing What Works: Assignments, Strategies and Teaching Tools (1.5 hours)

- Kahoot (Dr. Michael Nojeim, Game-based Digital Learning)
- Poll Everywhere (Dr. Sarah Wakefield, Creating Polls and Surveys)
- “Cornered” Video (Ms. Tracey Moore, Visual Communication and Perspective)
- Thinglink (Ms. Shayla Wiggins, Making Images Interactive)
- Padlet (Dr. Nathan Mitchell, Creating and Collaborating)
- IPADS (Dr. Quincy Moore and Dr. Cleveland Lane, IPADS: More Than a Social Tool)
Sharing What Works: Follow-up Discussion

- How to Implement?
- Contributions to Engagement and Core Outcomes
- Benefits and Pitfalls
- Assignment Creation Advise/Suggestions
Creating Good and Well Aligned Assignments (1 hour)

- Review core learning outcome requirements
- Examine the outcomes with others for common understanding
- Brainstorm potential course tasks, problems, projects, examples, etc., that could be used
- Examine list of verbs that might help pinpoint student expectations (see list)
- Draft assignment and discuss with others
Sample Verbs for Assignment Creation

Sample Action Verbs from Bloom’s Taxonomy:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>explain</td>
<td>solve</td>
<td>analyze</td>
<td>reframe</td>
<td>design</td>
</tr>
<tr>
<td>identify</td>
<td>describe</td>
<td>apply</td>
<td>compare</td>
<td>criticize</td>
<td>compose</td>
</tr>
<tr>
<td>describe</td>
<td>interpret</td>
<td>illustrate</td>
<td>classify</td>
<td>order</td>
<td>create</td>
</tr>
<tr>
<td>label</td>
<td>paraphrase</td>
<td>modify</td>
<td>contrast</td>
<td>appraise</td>
<td>create</td>
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<tr>
<td>list</td>
<td>summarize</td>
<td>use</td>
<td>distinguish</td>
<td>judge</td>
<td>create</td>
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<tr>
<td>name</td>
<td>classify</td>
<td>calculate</td>
<td>infer</td>
<td>support</td>
<td>plan</td>
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<tr>
<td>state</td>
<td>compare</td>
<td>change</td>
<td>separate</td>
<td>compare</td>
<td>combine</td>
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<tr>
<td>match</td>
<td>differentiate</td>
<td>choose</td>
<td>explain</td>
<td>compare</td>
<td>hypothesize</td>
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<tr>
<td>recognize</td>
<td>discuss</td>
<td>demonstrate</td>
<td>select</td>
<td>decide</td>
<td>substitute</td>
</tr>
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Collaborative Creation

- Modify or Create an Assignment for Feedback
- Consider Signature Assignment
  - A general assignment that can be tailored by others
  - Helps with core curriculum courses with multiple sections
  - Allows for varied pedagogical approaches but common data collection (think Taskstream)
  - Faculty agree to the use and collaboration

- Sharing and Discussion
Conclusions and Reminders

• Remember core outcomes and assessment requirements
• Align teaching techniques and assignments with outcome expectations
• Collaborate with others on teaching strategies and assignment development
• Follow core assessment schedule

Dr. James M. Palmer
jmpalmer@pvamu.edu
936-261-2214