Recertification Process – Dr. Tamy Frank-Cannon

Assessment Results and Continuous Improvement – Dr. Kimmy Clough

Question & Answer – All
Recertification Process
Recertification Process

• Why?
  ✓ Ensure core curriculum develops student skills identified by the State of Texas.
  ✓ Identify areas for improvement

• 2 stage – 2-year process
  • Year 1 – university-level assessment of student skills
  • Year 2 – CCC review of course
Recertification Process

• Year 1 – University-level assessment of student skills
  ✓ Submission of artifacts of student work
  ✓ Each recertification cycle – 1 or 2 core objectives submitted
  ✓ OIEE analyzes work across all FCAs
  ✓ Results presented each Fall to faculty & CCC
Recertification Process

- Year 2 – CCC review of course
  - ✓ Submission of course proposal
  - ✓ Does course meet minimum requirements?
  - ✓ Describe how core content is taught & assessed
  - ✓ **ALL** core objectives are addressed in each recertification cycle
  - ✓ Each campus that offers a course submits a proposal
CCC Review Expectations
Minimum requirements

Are courses effectively reaching and teaching students?

- Course taught annually
- Minimum course enrollment of 30 students a year
- At least 10% of students use course to meet FCA needs
- Approval by CCC – based on proposal submission
Minimum requirements

- Minimum course enrollment of 30 students a year
- At least 10% of students use course to meet FCA needs

- CCC receives annual reports for enrollment and use
  - Summary of data over last 4 years in notification memo
  - Enrollment: students enrolled on census date
  - FCA Use: # students using course to meet their graduation requirement for that FCA.
Minimum requirements

- Calculation of use percentage based on previous 4 years:
  
  \[
  \frac{\text{average # students used course for FCA}}{\text{average # students enrolled}} \times 100\%
  \]

- Minimum for a Core Course is 10%
- Transfer students are included in Use totals
FCA (foundational component area) Definition

Review definition for your FCA

How does your course address the elements of the FCA?
  - What key parts of course content fit the FCA definition?
Informing students of core status

• Describe how are students informed that the course is a Core course?

• Required:
  ✓ FCA & its definition on syllabus
  ✓ Core objectives addressed & their definitions on syllabus

• Preferred:
  ✓ How course content fits & addresses FCA definition
  ✓ How course content & activities are related to core objectives
Fostering student development of core objectives

• Explain what & how student activities designed for student learning of each objective.
  • How are skills developed & advanced?

• Address all core objectives in your FCA
  ➢ Critical thinking
  ➢ Communication: written, visual, & oral
  ➢ Plus 1-2 others
Fostering student development of core objectives

• Explain what & how student activities designed for student learning of each objective.
  ✓ How are skills developed & advanced?

• Required:
  ✓ At least one activity
  ✓ Activity(ies) described evident in course syllabus

• Preferred:
  ✓ Multiple activities including opportunities for feedback
Evaluation of learning core objectives

• Explain activities and how they are designed to assess student skill for each objective.
  • What aspect(s) of activity allows student to show their ability at the objective?

• Address all core objectives in FCA
  ➢ Critical thinking
  ➢ Communication: written, visual, & oral
  ➢ Plus 1-2 others

Describe how student learning of each objective was evaluated.
Proposal Form

Evaluation of learning core objectives

• Explain activities and how they are designed to assess student skill for each objective.
  ✓ What aspect(s) of activity allows student to show their ability at the objective?

• Required:
  ✓ At least one activity
  ✓ Required of all students (grade or participation)
  ✓ One activity produces an assessable artifact of student work
  ✓ Activity evident in course syllabus
Evaluation of learning core objectives

• Explain activities and how they are designed to assess student skill for each objective.
  ✓ What aspect(s) of activity allows student to show their ability at the objective?

• Preferred:
  ✓ Multiple & various assessment opportunities
  ✓ Activity(ies) in syllabus clearly labeled as addressing core objectives.
Core objective expectations:

• Critical thinking
  ability to address content through innovation, inquiry, evaluation, analysis and synthesis of information.

• Written communication
  ability to effectively express and support content addressing a purpose in writing. A minimum of 3-4 sentences expected.

• Visual communication
  ability to either create a visual that expresses content addressing a purpose OR analyze a visual's idea and meaning within a context.

• Oral communication
  ability to verbally express content addressing a purpose.
Core objective expectations:

- **Social Responsibility**
  
  Ability to consider cultural awareness in addressing civic roles and social challenges.

- **Personal Responsibility**
  
  Ability to consider an ethical issue, support a position while recognizing other perspectives and consequences of choices.

- **Empirical & Quantitative**
  
  Ability to manipulation and analyze data; includes ability to present data, calculate or analyze data and interpret results.

- **Teamwork**
  
  Students work in groups of 3 or more and consider differences while working to meet a shared goal or purpose.
Artifact assessment
• Informs what CCC looks for in description of assessment
• Informs faculty of university's effectiveness at teaching objectives

• Select objective artifacts submitted year prior to CCC review.
• Cycle D – undergoing CCC review this year
  ✓ Oral communication
  ✓ Visual communication
  ✓ Teamwork
Artifact assessment

• Review and Reflect on your FCA's results
  ✓ What activities contributed to results?
  ✓ Are there changes or adjustments to that could improve?
  ✓ Describe this reflections and any updates in the proposal form.

• In CARS proposal form – attached addendum
• If using alternate campus proposal – included on form
Questions are the path to learning

fso-ccc@tamu.edu
AY 2022-2023
Core Assessment Results
Overview

• Assessed Oral Communication & Visual Communication
• Teamwork Survey
  o Creative Arts
  o Life & Physical Sciences
• Resources
  o Full report & rubrics available at assessment.tamu.edu/core
  o Individual course results available by request (assessment@tamu.edu)
“to include effective development, interpretation and expression of ideas through written, oral, and visual communication”
Score Range

- Advanced (8)
- Competent (6)
- Developing (4)
- Beginner (2)
- Not Present (0)
<table>
<thead>
<tr>
<th>Oral Comm</th>
<th>Creative Arts</th>
<th>Language, Philosophy, &amp; Culture</th>
<th>Life &amp; Physical Sciences</th>
<th>Mathematics</th>
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<tr>
<td>Developing (4.76)</td>
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<td>Pre-Developing (3.96)</td>
<td>Developing (4.33)</td>
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<td>Developing (4.02)</td>
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<td>Developing (3.87)</td>
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<td>Pre-Developing (3.60)</td>
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<td>Developing (4.63)</td>
<td>Pre-Developing (3.09)</td>
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<td>Intent</td>
<td>Developing (4.82)</td>
<td>Developing (4.82)</td>
<td>Pre-Developing (3.44)</td>
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<td>Clarity of Interpretation of a Visual</td>
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<td>Developing (4.48)</td>
<td>Pre-Developing (3.06)</td>
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“to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.”
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<th>Question</th>
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<th>Average</th>
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<tr>
<td>I contributed to team/group discussion effectively.</td>
<td>2,632</td>
<td>1.34</td>
<td>0.56</td>
</tr>
<tr>
<td>I helped other team/group members participate.</td>
<td>2,649</td>
<td>1.48</td>
<td>0.68</td>
</tr>
<tr>
<td>As a team/group member, I listened carefully to others.</td>
<td>2,562</td>
<td>1.34</td>
<td>0.79</td>
</tr>
<tr>
<td>I treated everyone in the team/group with respect.</td>
<td>2,648</td>
<td>1.23</td>
<td>0.47</td>
</tr>
<tr>
<td>I individually worked hard to help the team/group be successful.</td>
<td>2,637</td>
<td>1.39</td>
<td>0.61</td>
</tr>
<tr>
<td>Other team/group members could depend on me to finish my work on time.</td>
<td>2,626</td>
<td>1.34</td>
<td>0.56</td>
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Scale: 1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree
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<td>I contributed to team/group discussion effectively.</td>
<td>45</td>
<td>1.47</td>
<td>0.55</td>
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<td>I helped other team/group members participate.</td>
<td>47</td>
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<td>As a team/group member, I listened carefully to others.</td>
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<td>I individually worked hard to help the team/group be successful.</td>
<td>45</td>
<td>1.76</td>
<td>0.83</td>
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<tr>
<td>Other team/group members could depend on me to finish my work on time.</td>
<td>44</td>
<td>1.55</td>
<td>0.70</td>
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<td>As a team/group, we encouraged each other to look at our work from different perspectives.</td>
<td>2,630</td>
<td>1.59</td>
<td>0.79</td>
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<tr>
<td>If something was unclear, the team/group asked questions of each other.</td>
<td>2,649</td>
<td>1.42</td>
<td>0.67</td>
</tr>
<tr>
<td>Team/group members elaborated on each other’s contributions and ideas.</td>
<td>2,651</td>
<td>1.49</td>
<td>0.73</td>
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<tr>
<td>As a team/group, we addressed conflict, if we had any, constructively.</td>
<td>2,562</td>
<td>1.54</td>
<td>0.79</td>
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<td>After making a mistake, the team/group worked together to analyze the cause.</td>
<td>2,618</td>
<td>1.56</td>
<td>0.78</td>
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<td>All team/group members contributed equally to our project.</td>
<td>2,615</td>
<td>1.66</td>
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<td>0.59</td>
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<td>I was satisfied with the conversations our team/group had about our project/activity.</td>
<td>2,634</td>
<td>1.45</td>
<td>0.73</td>
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<tr>
<td>I am happy with the results of our team/group project/activity.</td>
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Continuous Improvement
Based on the analysis of the student learning outcome data for your *Foundational Component Area* (FCA), what changes or improvements are planned for the course?

**Review & Reflect on your FCA's results**

✓ What activities contributed to results?
✓ Are there changes or adjustments to that could improve?
✓ Describe this reflection and any updates in the proposal form.

Course-level/FCA-level results do not affect recertification eligibility.
Potential Data-Informed Actions

- Strengthening continuity between campuses, sections, and modalities
  - Departmental review/development of artifacts used for recertification

- Pedagogical modification and/or assignment redesign
  - Rubrics as reference

- Consult with campus units
  - Center for Teaching Excellence
  - University Libraries
  - Office of Institutional Effectiveness & Evaluation (review assignments and/or assessment results)
Office of Institutional Effectiveness & Evaluation:
Kimmy Clough – Assistant Director for Assessment
kclough@tamu.edu or assessment@tamu.edu

Core Curriculum Council:
Jacob Miller – Administrative Assistant for CCC
jacobmiller@tamu.edu or fso-ccc@tamu.edu

Center for Teaching Excellence:
Jean Layne – Lead Instructional Consultant
jlayne@tamu.edu

University Libraries:
Stephanie Graves – Associate University Librarian
stephaniegraves@tamu.edu
Questions?