



Core Recertification

28 February 2024

Recertification Process – Dr. Tamy Frank-Cannon

Assessment Results and Continuous Improvement – Dr. Kimmy Clough

Question & Answer – All



Recertification Process

Recertification Process



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- 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
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Recertification Process



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- 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
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Recertification Process



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- 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



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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
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Minimum requirements



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- 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.
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Minimum requirements



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- 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
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FCA (foundational component area) Definition

Recertification for Foundational Component Area: Lang, Phil, Culture

Describe how this course met the Foundational Component Area description for Language, Philosophy, and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

- 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?
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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
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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

Describe how the course fostered student development related to each of the four core objectives.

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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

Describe how the course fostered student development related to each of the four core objectives.

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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.

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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

Describe how student learning of each objective was evaluated.

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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.

Describe how student learning of each objective was evaluated.

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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.
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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.
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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
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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



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- Assessed Oral Communication & Visual Communication
 - Teamwork Survey
 - Creative Arts
 - Life & Physical Sciences
 - Resources
 - Full report & rubrics available at assessment.tamu.edu/core
 - Individual course results available by request (assessment@tamu.edu)
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Oral & Visual Communication

“to include effective development, interpretation and expression of ideas through written, **oral**, and **visual** communication”





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Office of Institutional Effectiveness
& Evaluation

Score Range

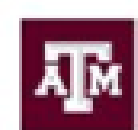


Advanced
(8)Competent
(6)Developing
(4)Beginner
(2)Not Present
(0)

Oral Comm	Creative Arts	Language, Philosophy, & Culture	Life & Physical Sciences	Mathematics	Social & Behavioral Sciences
Purpose and Development	Developing (4.74)	Developing (4.78)	Pre-Competent (5.15)	Developing (4.55)	Developing (4.80)
Intent	Developing (4.94)	Pre-Competent (5.01)	Pre-Competent (5.51)	Developing (4.80)	Pre-Competent (5.03)
Expression/ Presentation	Developing (4.69)	Developing (4.75)	Developing (4.99)	Developing (4.39)	Developing (4.71)

Advanced
(8)Competent
(6)Developing
(4)Beginner
(2)Not Present
(0)

Visual Comm Creation	Creative Arts	Language, Philosophy, & Culture	Life & Physical Sciences	Mathematics	Social & Behavioral Sciences
Purpose and Development	Developing (4.76)	Pre-Developing (3.96)	Developing (4.33)	Developing (4.96)	Pre-Developing (3.92)
Intent	Developing (4.67)	Developing (4.02)	Developing (4.41)	Developing (4.97)	Pre-Developing (3.85)
Aesthetic/Expression	Developing (4.44)	Pre-Developing (3.94)	Developing (3.87)	Developing (4.35)	Pre-Developing (3.60)

Advanced
(8)Competent
(6)Developing
(4)Beginner
(2)Not Present
(0)

Visual Comm Interpretation	Creative Arts	Language, Philosophy, & Culture	Life & Physical Sciences
Purpose and Development	Developing (4.76)	Developing (4.63)	Pre-Developing (3.09)
Intent	Developing (4.82)	Developing (4.82)	Pre-Developing (3.44)
Clarity of Interpretation of a Visual	Developing (4.36)	Developing (4.48)	Pre-Developing (3.06)

Teamwork

“to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.”



Self-Evaluation (CS)



Question	N	Average	SD
I contributed to team/group discussion effectively.	2,632	1.34	0.56
I helped other team/group members participate.	2,649	1.48	0.68
As a team/group member, I listened carefully to others.	2,562	1.34	0.79
I treated everyone in the team/group with respect.	2,648	1.23	0.47
I individually worked hard to help the team/group be successful.	2,637	1.39	0.61
Other team/group members could depend on me to finish my work on time.	2,626	1.34	0.56

Scale: 1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree

Self-Evaluation (GV)



Question	N	Average	SD
I contributed to team/group discussion effectively.	45	1.47	0.55
I helped other team/group members participate.	47	1.77	0.55
As a team/group member, I listened carefully to others.	45	1.76	0.80
I treated everyone in the team/group with respect.	45	1.68	0.67
I individually worked hard to help the team/group be successful.	45	1.76	0.83
Other team/group members could depend on me to finish my work on time.	44	1.55	0.70

Scale: 1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree

Evaluation of Group Dynamics (CS)



Question	N	Average	SD
As a team/group, we encouraged each other to look at our work from different perspectives.	2,630	1.59	0.79
If something was unclear, the team/group asked questions of each other.	2,649	1.42	0.67
Team/group members elaborated on each other's contributions and ideas.	2,651	1.49	0.73
As a team/group, we addressed conflict, if we had any, constructively.	2,562	1.54	0.79
After making a mistake, the team/group worked together to analyze the cause.	2,618	1.56	0.78
All team/group members contributed equally to our project.	2,615	1.66	0.98

Scale: 1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree

Evaluation of Group Dynamics (GV)



Question	N	Average	SD
As a team/group, we encouraged each other to look at our work from different perspectives.	44	1.82	0.81
If something was unclear, the team/group asked questions of each other.	44	1.68	0.67
Team/group members elaborated on each other's contributions and ideas.	45	1.69	0.60
As a team/group, we addressed conflict, if we had any, constructively.	43	1.72	0.77
After making a mistake, the team/group worked together to analyze the cause.	45	1.80	0.76
All team/group members contributed equally to our project.	43	1.86	0.91

Scale: 1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree

Individual Experience in the Team (CS)



Question	N	Average	SD
I was treated with respect by everyone in the team/group.	2,637	1.29	0.59
I was satisfied with the conversations our team/group had about our project/activity.	2,634	1.45	0.73
I am happy with the results of our team/group project/activity.	2,634	1.40	0.69

Scale: 1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree

Individual Experience in the Team (GV)



Question	N	Average	SD
I was treated with respect by everyone in the team/group.	44	1.45	0.59
I was satisfied with the conversations our team/group had about our project/activity.	45	1.69	0.76
I am happy with the results of our team/group project/activity.	45	1.71	0.76

Scale: 1=Strongly Agree | 2=Agree | 3=Neutral | 4=Disagree | 5=Strongly Disagree



Continuous Improvement

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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



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- 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

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Center for Teaching Excellence:

Jean Layne – Lead Instructional Consultant

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University Libraries:

Stephanie Graves – Associate University Librarian

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Questions?