Core Recertification

January 18, 2023

Agenda

Compliance Update – Elizabeth Piwonka

Recertification Process – Dr. Tamy Frank-Cannon

BREAK – Lunch

Assessment Results and Continuous Improvement – Elizabeth Piwonka and Dr. Kimmy Clough

Question & Answer – All

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Section 8: Student Achievement

2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

    a. Student learning outcomes for each of its educational programs.

    (Student outcomes: educational programs)

    b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
    (Student outcomes: general education)

    c. Academic and student services that support student success.

    (Student outcomes: academic and student services)

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and ***provides evidence of seeking improvement based on analysis of the results.***

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

Proposal Form

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?

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 core objectives

Proposal Form

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.

Proposal Form

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.

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

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?

- Preferred:
  - ✓ Multiple & various assessment opportunities
  - ✓ Activity(ies) in syllabus clearly labeled in addressing core objectives.

Describe how student learning of each objective was evaluated.

Proposal form

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.

Proposal form

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 C – undergoing CCC review this year
  - ✓ Written communication
  - ✓ Personal Responsibility
  - ✓ Empirical & Quantitative skills

Proposal form

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

fso-ccc@tamu.edu

BREAK

Feel free to grab a lunch.

AY 2021-2022
Core Assessment Results

Reminders

- Submitted artifacts for Written Communication, Personal Responsibility, and Empirical & Quantitative Skills during Fall 2021 and Spring 2022.

- Scoring took place during Spring, Summer, and Fall of 2022.

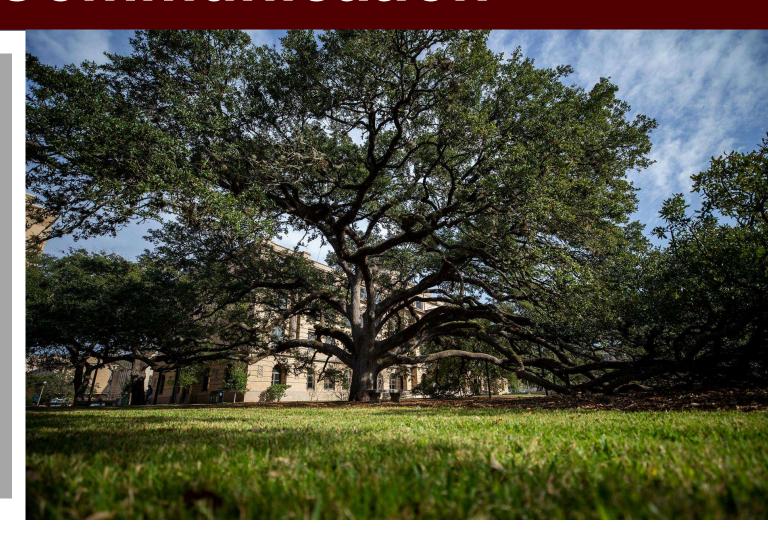- Course level results are *not* part of the recertification process.

Core Learning Objective

Written Communication

Written Communication

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

Texas A&M University Core Curriculum
Written Communication

	Advanced 8	7	Competent 6	5	Developing 4	3	Beginner 2	1	Not Present 0
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	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 awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).		Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).		No apparent context or purpose demonstrated.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.		Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.		Uses appropriate and relevant content to develop and explore ideas through most of the work.		Uses appropriate and relevant content to develop simple ideas in some parts of the work.		Content unrelated to topics.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.		Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.		Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.		Attempts to use a consistent system for basic organization and presentation.		No identifiable system or organization used
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.		Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.		Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.		Demonstrates an attempt to use sources to support ideas in the writing.		No evidence or sources used to support ideas.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.		Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.		Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.		Uses language that sometimes impedes meaning because of errors in usage.		Misuse of language seriously impedes understanding.

Results by FCA

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Office of Institutional Effectiveness
& Evaluation

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

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

Written Comm.

Written Comm.	American History	Communication	Creative Arts	Government/ Political Sciences	Language, Philosophy, & Culture	Life & Physical Sciences	Mathematics	Social & Behavioral Sciences
Context of and Purpose for Writing	Developing (4.06)	Developing (4.96)	Pre-Developing (3.52)	Pre-Developing (3.82)	Developing (4.52)	Pre-Developing (3.87)	Pre-Developing (4.00)	Developing (4.83)
Content Development	Pre-Developing (3.99)	Developing (4.73)	Pre-Developing (3.24)	Pre-Developing (3.00)	Developing (4.27)	Pre-Developing (3.53)	Pre-Developing (3.62)	Developing (4.60)
Genre and Disciplinary Conventions	Pre-Developing (3.96)	Developing (4.59)	Beginner (2.97)	Beginner (2.97)	Developing (4.00)	Pre-Developing (3.03)	Pre-Developing (3.25)	Developing (4.23)
Sources and Evidence	Beginner (2.80)	Developing (4.08)	Beginner (2.61)	Beginner (2.02)	Pre-Developing (3.28)	Beginner (2.67)	Beginner (2.44)	Developing (4.04)
Control of Syntax and Mechanics	Developing (4.56)	Pre-Competent (5.29)	Developing (4.09)	Pre-Developing (3.79)	Developing (4.84)	Developing (4.08)	Developing (4.23)	Pre-Competent (5.13)

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Core Learning Objective

PERSONAL RESPONSIBILITY

Personal Responsibility

"to include the ability to connect choices, actions, and consequences to ethical decision-making."

Texas A&M University Core Curriculum
Personal Responsibility

	Advanced 8	7	Competent 6	5	Developing 4	3	Beginner 2	1	Not Present 0
Identification and Description of Ethical Issue	Ethical issue is stated and described from multiple perspectives, providing a thorough summary of the complexities involved with the issue.		Ethical issue is stated and described from a single perspective, but acknowledges other perspectives or sides to the issue.		Ethical issue is stated and described from own/single perspective. May either imply or state that the description provided is the only perspective/point of view to consider.		Ethical Issue is stated without clarification or description.		No ethical issue identified.
Evaluation of Student Position and Other Perspectives	States and defends a specific position while considering the complexities of the issue and providing counter-arguments for potential (specific) objections.		States and defends a specific position while identifying potential (specific) objections those with other perspectives may have to their stance.		States a position and includes a thoughtful defense/argument for their stance.		States a position but does not include a defense/argument for their stance.		No position communicated.
Consequences of Action Implementation	Articulates an informed action to address the ethical issue and evaluates the broader consequences of the proposed action/ intervention.		Articulates an informed action to address the ethical issue, acknowledging the presence of broader consequences of the proposed action/intervention.		Identifies an action to address the ethical issue without acknowledging broader consequences of the proposed action/intervention.		States a need for action to address the identified ethical issue without discussing possible actions or the broader consequences of possible actions (Or identifies an implied action with no acknowledgement of consequences).		No consequences stated.

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

Personal Responsibility	American History	Communication	Creative Arts	Government/ Political Sciences	Language, Philosophy, & Culture	Life & Physical Sciences	Mathematics	Social & Behavioral Sciences
Identification and Description of Ethical Issue	Developing (4.03)	Pre-Developing (3.48)	N/A	Pre-Developing (3.80)	Developing (4.39)	N/A	N/A	N/A
Evaluation of Student Position and Other Perspectives	Pre-Developing (3.07)	Pre-Developing (3.28)		Beginner (2.71)	Pre-Developing (3.61)			
Consequences of Action Implementation	Beginner (2.58)	Beginner (2.74)		Pre-Beginner (1.90)	Beginner (2.94)			

Core Learning Objective

EMPIRICAL & QUANTITATIVE SKILLS

Empirical & Quantitative Skills

"to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions."

Texas A&M University Core Curriculum
Empirical & Quantitative Skills:
Computational

	Advanced 8	7	Competent 6	5	Developing 4	3	Beginner 2	1	Not Present 0
Set up	Efficiently represents problem in its entirety		Represented problem adequately, but not in the most efficient or complete way		Represented with some relationship to the problem		Represented with little to no relationship to the problem		No response
Computation	Calculations include no significant errors		Calculations include few errors		Calculations include some errors		Calculations are inaccurate, or inappropriate		Calculation not attempted
Interpretation	Results are competently and thoroughly interpreted with no significant errors		Results are competently interpreted, but with minor omissions or inaccuracies		Results are partially or incorrectly represented		Results are not interpreted in the context of the question		No results offered

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

EQS: Computational Rubric	American History	Communication	Creative Arts	Government/ Political Sciences	Language, Philosophy, & Culture	Life & Physical Sciences	Mathematics	Social & Behavioral Sciences
Set Up	N/A	N/A	N/A	N/A	N/A	Pre-Competent (5.10)	Developing (4.23)	Not included due to small sample size
Computation						Developing (4.81)	Pre-Developing (3.91)	
Interpretation						Developing (4.22)	Beginner (2.72)	

Texas A&M University Core Curriculum
Empirical & Quantitative Skills:
Other

	Advanced		Competent		Developing		Beginner		Not Present
	8	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
Presentation of Numerical Data/ Observable Facts	Synthesizes numerical data/observable facts with the specific problem/topic being investigated. Results are presented in a concise and efficient manner demonstrating a deep understanding of the problem/topic as a result of the data.		Connections between numerical data/observable facts to the problem/topic being investigated are explicit and appropriate. Results are organized and demonstrate a data-informed understanding of the problem/topic.		Connections between numerical data/observable facts to the problem/topic being investigated may be implicit. Results are loosely organized and demonstrate a simplistic understanding of the problem/topic.		Limited or ineffectual presentation of sufficient data/observable facts in order to make a connection to the problem/topic.		No results presented.
Analysis/Conclusions	Draws meaningful, independent conclusions based on numerical data/observable facts. Conclusions demonstrate a sophisticated understanding of the problem/topic.		Draws appropriate, independent conclusions based on numerical data/observable facts. Conclusions demonstrate a sufficient understanding of the problem/topic.		Presents independent conclusions based on numerical data/observable facts. Conclusions demonstrate a surface-level understanding of the problem/topic.		Presents limited or weak conclusions based on numerical data/ observable facts. Conclusions may include obvious judgements about the problem/topic rather than drawing independent conclusion.		No attempt to draw conclusions.
Use only when student is generating their own data set									
Methods	Methods (theories/principles underlying design, subjects, instruments, data collection, and analyses) are formed from a theoretical framework, are organized and described with sufficient clarity.		Methods (design, subjects, instruments, data collection, and analyses) are organized and described with sufficient clarity.		Methods (design, subjects, instruments, data collection, and analyses) are organized.		Missing or loosely organized methods used to describe research design, subjects, instruments, data collection, and analyses.		No methods presented.

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

EQS: Other Rubric	American History	Communication	Creative Arts	Government/ Political Sciences	Language, Philosophy, & Culture	Life & Physical Sciences	Mathematics	Social & Behavioral Sciences
Presentation of Numerical Data/ Observable Facts	N/A	N/A	N/A	N/A	N/A	Developing (4.87)	N/A	Pre-Competent (5.07)
Analysis/ Conclusion						Developing (4.40)		Pre-Competent (5.07)
Methods (used only when student is generating their own data set)						Pre-Competent (5.15)		Beginner (2.46)* *n*=39

Continuous Improvement

Proposal form

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?

Proposal form

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

Considerations & Discussion

Potential Data Informed Actions
- Strengthening continuity between campuses (CS, GV, QT), sections, and modalities
- Pedagogical modification and/or assignment redesign
- Consult with campus units such as the Center for Teaching Excellence, University Libraries, etc. and incorporate additional resource materials

Considerations
- Departmental review/development of artifacts used for recertification
- Use of rubrics as reference in authoring recertification application
- Conversations or consultations with Office of Institutional Effectiveness & Evaluation to take a deep dive on the assessment process with sample artifacts

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Real examples from your colleagues

- A Student Success Committee has been formed of faculty who teach core courses to ensure that course objectives are being met. They now host required trainings at the start of each semester for faculty teaching core courses and offer professional development opportunities throughout each semester

- Specific changes to instructional practice by adjusting instructional activities to align more closely with the expectations for learning outlined on the common scoring rubrics for the core learning objectives

Resources

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

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

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

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Stephanie Graves – Associate University Librarian
stephaniegraves@tamu.edu

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Questions?