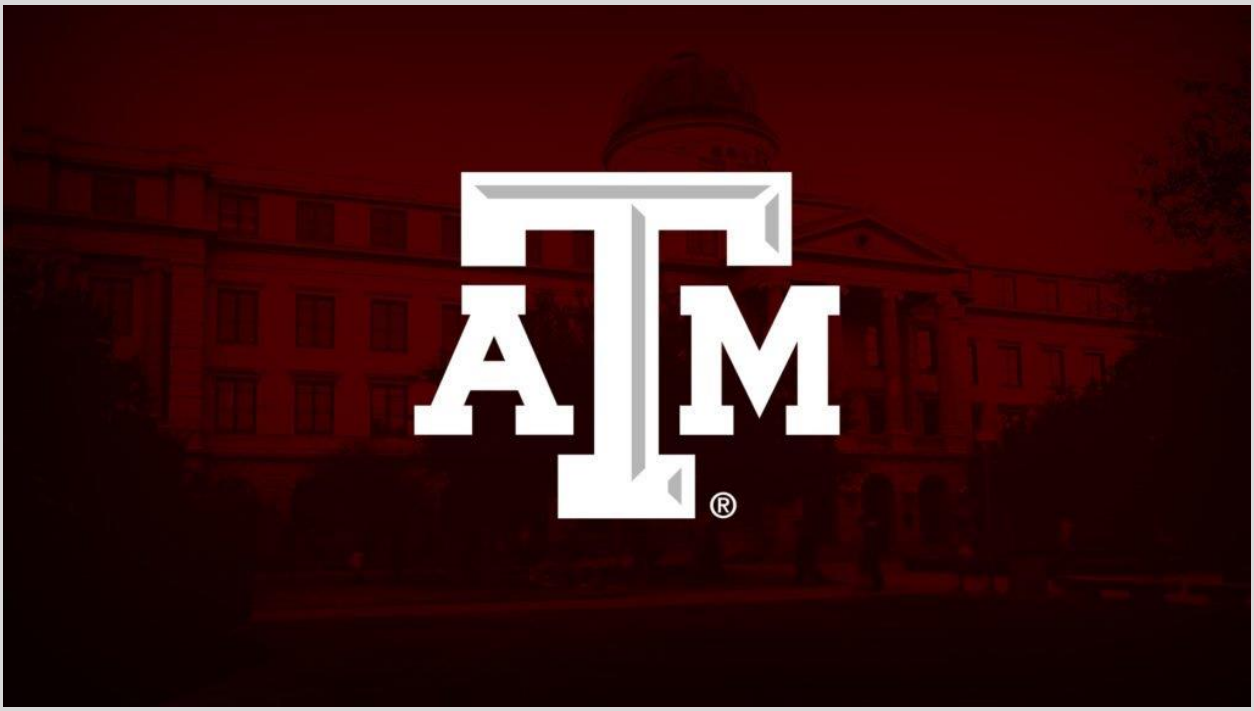

Texas A&M University

CORE CURRICULUM ASSESSMENT COMPANION MANUAL

2021-2022

OFFICE OF INSTITUTIONAL EFFECTIVENESS & EVALUATION

Contact: assessment@tamu.edu

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Core Curriculum Assessment (CCA)

INTRODUCTION

The Texas A&M University (TAMU) Core Curriculum and mandated core objectives are required by statute established for public institutions of higher education across the state of Texas (see Texas Administrative Code (TAC Title 19 § 4.28). This code stipulates that through the mandated core curriculum, "students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all living." The state code further stipulates that through the core curriculum, students will be prepared for contemporary challenges by developing and demonstrating the following **Core Objectives**:

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

As a state institution governed by requirements set forth in Texas Education Code, TAMU has adopted these core objectives as its collegiate-level general education competencies to be achieved through students' successful completion of the core curriculum contained within each of its undergraduate degree programs.

As required by the Texas Education Code (Tex. Educ. Code § 61.822), the TAMU core curriculum consists of 42 semester credit hours (SCHs). The subject areas that must be addressed in the Texas Core Curriculum as described in TAC Title 19 § 4.28 include courses in the following **Foundational Component Areas (FCAs)**:

- **American History (AH)**
  - Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.
  - Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.
- **Communication (C)**
  - Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.
  - Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
- **Creative Arts (CA)**
  - Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
  - Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.
- **Government/Political Sciences (GPS)**
  - Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.
  - Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.
- **Language, Philosophy, & Culture (LPC)**
  - 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 to understand the human condition across cultures.

- **Life & Physical Sciences (LPS)**
  - Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
  - Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
- **Mathematics (M)**
  - Courses in this category focus on quantitative literacy in logic, patterns, and relationships.
  - Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.
- **Social & Behavioral Sciences (SBS)**
  - Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
  - Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

All available and approved courses that can be used to fulfill requirements for each of the FCAs are published in the university Undergraduate Catalog.

PURPOSE

The purpose of Core Curriculum Assessment is to gather information about the extent to which students are learning the Core Curriculum and to use this data to inform continuous improvement efforts. The purpose of this manual is to support the evaluation and continuous improvement process of TAMU's general education by highlighting best practices and supporting self and peer review of teaching and learning in the Core Curriculum by providing resources and strategies for instructor use in the classroom.

GOVERNANCE

The Core Curriculum Council (CCC), a standing committee of the university Faculty Senate, is responsible for approving all courses to be included in the core curriculum. Once reviewed and approved, courses are submitted to the Texas Higher Education Coordinating Board (THECB) for final approval.

CORE RECERTIFICATION (2-PART PROCESS)

PART ONE: Centralized Assessment

Given the stipulation by the CCC that core courses are to be reviewed and recertified every four years, approximately 75 courses are reviewed annually. The process includes instructors of the courses undergoing review to submit student-produced work representative of the designated core objectives for purposes of assessment. Thus, every four years instructors submit a recertification application addressing the criteria listed above, a course syllabus, and student work products demonstrating the state-defined core objectives. The Office of Institutional Effectiveness & Evaluation (OIEE), in collaboration with the CCC, manages the submission and review of the student work.

PART TWO: Curricular Recertification

Recertification is the process by which the CCC reviews courses for continued inclusion in the core based on a variety of criteria including:

1. Appropriateness of the course for the designated Foundational Component Area;
2. Course enrollment;
3. Explanations of how students are informed of the core objectives and how the course fosters student development of the core objectives
4. How each mandatory core objective is assessed within the course, and
5. What changes or improvements will be made to the course based on the analysis of student learning outcome data.

Applications for Core designation and recertification are submitted in the online *Curricular Approval Request System* – CARS.

In additional to the recertification, an addendum form is required for single campus or lead courses (see Appendix B) and a supplemental form is required for courses taught at alternate campuses (see Appendix C). For questions related to core designation and recertification, contact the CCC at fso-ccc@tamu.edu.

Cohorts

Courses in each of the FCAs are assigned to rotations (Cycles A, B, C or D) based on historic student enrollment to balance the total number of submissions each assessment cycle. The rotation also ensures each course will be evaluated for each of the learning outcomes required in the FCA, while also ensuring each FCA measures at least one student learning outcome on an annual basis. The list is updated annually to reflect changes based on recertification approval or denial. The most up-to-date cycle cohort list is available at www.assessment.tamu.edu/core.

Instructors for each course in each FCA are responsible for addressing the applicable core learning objectives each time the course is taught and is addressed in the content of the four-year recertification cycle. Data are collected by OIEE for the centralized assessment of core learning objectives based on a three-year scheduled assessment rotation. The standard cycle of assessment of learning objectives for centralized assessment includes the following three-year rotation among cohorts as displayed in Table 1.

Table 1

Rotation 1 (AYs 19-20, 22-23, 25-26)	Rotation 2 (AYs 20-21, 23-24, 26-27)	Rotation 3 (AYs 21-22, 24-25, 27-28)
Visual Communication (VC) Oral Communication (OC) Teamwork (T)	Critical Thinking (CT) Social Responsibility (SR)	Written Communication (WC) Personal Responsibility (PR) Empirical & Quantitative Skills (EQS)

These two cycles (centralized assessment and recertification) occur simultaneously to ensure each course in the core curriculum provides evidence of student learning of the core learning objectives aligned with the mandatory core learning objectives at least four times across a 12-year period (three for recertification and at least one full rotation of centralized assessment for all core learning objectives). See www.assessment.tamu.edu/core for specific course scheduled rotations.

CONTINUOUS IMPROVEMENT

At a minimum, instructors should use results of Core Curriculum Assessment to drive improvements in teaching and learning by reviewing the university-provided centralized assessment results for each component of the rubric to identify areas for instructional and/or curricular improvement.

At the course level, consider:

1. Using objective-specific assignments to instruct and assess student learning of the core learning objective by using the associated scoring rubric in the course
2. Using *formative* assessment strategies aligned to the university-level scoring rubric to collect data each time the course is taught (not just when submitting student work for recertification) to evaluate student learning of the core learning objectives, assess the effectiveness of actions taken in response to university-level assessment results, and to pilot initiatives for continuous improvement.
3. Strengthening continuity of student learning outcome demonstrations for courses across sections, semesters, modalities, and campuses by collaborating with other instructors.
4. Refer to support resources, including assignment checklists, good-practice strategies, and exemplar artifacts, available in this manual and at www.assessment.tamu.edu/core, to inform assignment redesign or contact assessment@tamu.edu to schedule a meeting with OIEE staff to discuss ideas.

COMPLIANCE

Core Curriculum Assessment aids in enhancing the educational and learning experiences for students, further developing students' skills in the identified SLOs (thus improving student learning outcomes [SLO] assessment results), and actively involving instructors in the curricular improvement process.

Core Curriculum Assessment is inextricably tied to a course's designation as a Core Curriculum Course by the THECB, as well as TAMU's SACS-COC accreditation status for general education. Every 10 years during the institution's reaffirmation of accreditation, THECB and SACS-COC Peer Reviewers review evidence of seeking continuous improvement through core curriculum assessment and recertification.

PART I – INSTRUCTIONAL DESIGN

GENERAL PRINCIPLES OF INSTRUCTIONAL DESIGN

The larger notion of instructional alignment is central to most instructional design models and is on display in the "backward design" method of planning pedagogical and assessment activities. Backward design[1] suggests a three-stage process whereby instructors first, determine the aspirational learning outcomes for students and secondly, develop the assessments/assignments for students. Then, with student learning outcomes and the associated assessments/assignments clearly defined, instructors engage in planning the teaching and learning experiences (i.e., pedagogical practices) to deliver for students to successfully complete the assessment/assignment to the best of their knowledge, skill, and ability levels.

General aspects of instructional activities will include, at a minimum, the following components:

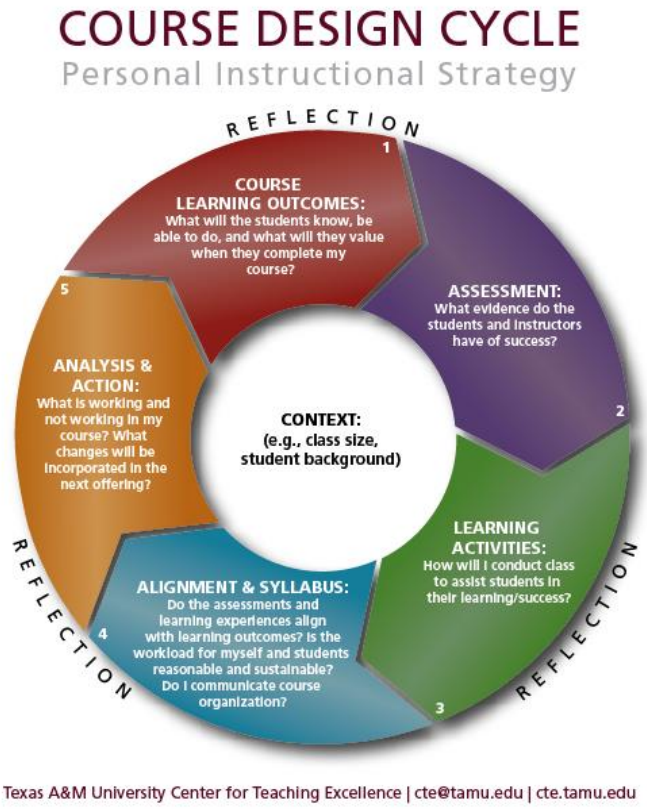
- Purpose of/rationale for the assignment
  - Learning outcome(s) addressed
  - Expected products/deliverables
  - Context (when it is assigned and why)
  - Assumptions regarding student background/foundational knowledge, skills, and abilities (KSA)
- Assignment mapping to intended course and/or program learning outcomes
- Assignment type (research paper, reflection, lit review, group presentation, etc.)
- Required formatting, length, citation style, source and language expectations, etc.
- Intended audience for which the student product is intended for presentation
- Evaluation criteria (i.e., scoring guide, grading key) that will be applied to measure student learning

[1] McTighe, J., & Wiggins, G. (2012). *Understanding by Design Framework*. Alexandria, VA: ASCD.

FOR GROUP PROJECTS:

- Roles and expectations for individual group members
- How the group will be assessed on the process and product
- How individual group members will be assessed on process and product

TAMU's **Center for Teaching Excellence (CTE)** has outlined the Course Design Cycle to include the following components:



Additionally, CTE provides a repository of resources related to undergraduate course design and assessment strategies for both face-to-face and digital learning environments. For more information on undergraduate course design and assessment, visit https://cte.tamu.edu/Instructional-Resources. For transitioning face-to-face course delivery to a hybrid or online format, visit https://keepteaching.tamu.edu/.

PART II – ASSESSMENT DESIGN

GENERAL PRINCIPLES OF ASSESSMENT DESIGN

Well-designed assessments typically specify each of the following structural elements. The assessment instrument/tool facilitates the expression of competence through the following list of representative components.

- ☐ Multiple Measures
  - Variety of item types
  - Variety of test types (standardized and performance)
- ☐ Content Validity (what KSA are being assessed)
- ☐ Construct Validity (how the KSA are being assessed)
- ☐ Depth of Knowledge (to what extent the KSA are being assessed)
- ☐ Reliability
- ☐ Freedom from bias
- ☐ Accessibility to all learners

<u>Considerations for Item Types</u>

Measuring Lower-Level Cognitive Demand

- ☐ True False
- ☐ Fill-in-the-Blank with word choice options
- ☐ Multiple Choice/Selected Response (one right answer)
- ☐ Multiple Choice/Selected Response (multiple or no right answers)
- ☐ Evidence-Based Selected Response (Multi-part Multiple Choice)
- ☐ Matching

Measuring Higher-Level Cognitive Demand

- ☐ Fill-in-the-blank without word choice options
- ☐ Short Answer/Constructed Response
- ☐ Extended Constructed Response
- ☐ Essay
- ☐ Portfolio
- ☐ Interactive Presentation/Simulation/Demonstration
- ☐ Performance (In-real-time or on-demand)

The TAMU **Center for Teaching Excellence** (CTE) has provided examples of assessment strategies along a continuum of authenticity, from conventional/traditional exams to alternative/authentic assessment strategies.

Whereas traditional quizzes and major exams or final papers can provide students with opportunities to express their learning through formal assessment measures, alternate strategies such as iterative, progressive, and/or performance tasks may provide greater access for students to demonstrate their learning of the associated core objective(s). See Figures 1 and 2 for examples of possible assessment strategies within both the face-to-face and digital learning environments.

Assessment in Face-to-face Learning Environments

Figure 1

	Conventional What Students KNOW	Alternative/Authentic What Students CAN DO
Formative FOR Learning	Quizzes	Quizzes with retake options Quizzes in series with some repeating questions Quizzes including answer justification
Summative OF Learning	Major Exams Traditional Papers	Major Exams including answer justification Performance Exams Open Book/Open Note Exams Paper Alternatives Creative Options

Source: TAMU Center for Teaching Excellence

Assessment in Digital Learning Environments

Figure 2

	Conventional What Students KNOW	Alternative/Authentic What Students CAN DO
Synchronous	Group/Team Activities in Zoom Breakout Rooms focused on how well student remember, understand, and apply	Group/Team Activities in Zoom Breakout Rooms – focused on opportunities for students to analyze, evaluate, create, or reflect
Asynchronous	Discussion Forums for students to ask and answer questions based on what they remember, understand, and apply	Discussion Forums for students to ask and answer questions where they analyze, evaluate, create, or reflect

Source: TAMU Center for Teaching Excellence

Additionally, assessment design differences between conventional/traditional tests and alternative/authentic tasks are provided below.

	Alternative/ Authentic Tasks	Conventional/ Traditional Tests
Known to students in advance?	✓	✘
Connected to real-world contexts/constraints?	✓	✘
Assessment response options focus on	high-quality product/performance with justification of solutions	accuracy
Assessment administration is	iterative, includes feedback, and allows students to apply knowledge and skills to complex tasks	a one-shot opportunity for students to show what they have learned
Assessment questions and item types	emphasize connections through complex tasks; promotes coordinated use of knowledge and skills (higher-order thinking such as analyzing, evaluating, creating) *	isolate particular skills or facts (lower-order thinking levels such as remembering, understanding, applying) *
Assessment results	provide opportunities to practice, consult resources, obtain feedback, and improve performance	provide a score
Assessment process	encourages learners to focus on their learning, supports academic integrity**	contributes to academic anxiety**

Adapted from Wiggins, Grant. (1998) Ensuring authentic performance. Chapter 2 in Educative Assessment: Designing Assessments to Inform and Improve Student Performance. San Francisco: Jossey- Bass, pp. 21-42. & Authentic Assessment, https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html,Center for Innovative Teaching & Learning, Indiana University Bloomington, accessed 7/1/2020.
*Bloom's Taxonomy (revised) https://www.flickr.com/photos/vandycft/29428436431, accessed 7/1/2020.
**Best Way to Stop Cheating in Online Courses? 'Teach Better', Inside Higher Education, accessed 7/22/2020.

PART III – ASSIGNMENT CHECKLISTS

BACKGROUND

What instructors ask students to do in class assignments strongly affects how well they do it[2]. The following **Assignment Checklists** are intended to assist in the design and development of assignments to produce student work which develops and accurately demonstrates students' knowledge, skills, and abilities on the learning objectives in each of the FCAs of the Texas higher education Core Curriculum.

When using these tools, the goal is to ensure that the *structure* and *expectations* of the assignment(s) *align well* with the SLOs to be achieved.

[2] Sullivan, D., & McConnell, K. D. (2018). It's the assignments – A ubiquitous and inexpensive strategy to significantly improve higher-order learning. *Change: The Magazine of Higher Learning, 50*(5), 16-23.

ASSIGNMENT CHECKLIST
ORAL COMMUNICATION[3]

Reflect upon the planned assessment/assignment to be used for CCA and review the **Oral Communication** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Oral Communication (Creation)** that are expected in the final artifact produced by students:

- ☐ Purpose and Development
  - The student demonstrates basic awareness of context, audience, and purpose
- ☐ Intent
  - The student communicates main and supporting information related to the purpose for presentation
- ☐ Expression
  - Student is relatively clear and easy to understand.
  - Use of oral elements (e.g., vocal expressiveness, eye contact, posture, gestures) indicate intent and purpose

The following are examples of content and constructs related to the core learning objective of **Oral Communication (Interpretation)** that are expected in the final artifact produced by students:

- ☐ Purpose and Development
  - Detailed description is provided with basic analysis attempting to connect the oral expression to a larger related context
- ☐ Intent
  - Interpretation relates to the big picture/subject area of the main idea
- ☐ Clarity of Interpretation of an Oral Expression
  - Interpretation defines the use of the oral expression and somewhat explains or contextualizes the use or meaning, identifying the highlights for the audience

[3] This checklist is a draft reference for Spring 2022. Refer to www.assesssment.tamu.edu/core for the final version and associated resources Summer 2022.

ASSIGNMENT CHECKLIST
VISUAL COMMUNICATION

Reflect upon the planned assessment/assignment to be used for CCA and review the **Visual Communication** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Visual Communication (Creation)** that are expected in the final artifact produced by students:

- ☐ Purpose and Development
  - The Visual demonstrates basic awareness of context, audience, and purpose
- ☐ Intent
  - The Visual communicates information related to the presenter's purpose
- ☐ Aesthetic/Expression of a Created Visual
  - Visual is relatively clear and easy to understand.
  - Use of visual elements (e.g., white space, text size, headings, color) indicate intent and purpose

The following are examples of content and constructs related to the core learning objective of **Visual Communication (Interpretation)** that are expected in the final artifact produced by students:

- ☐ Purpose and Development
  - Detailed description is provided with basic analysis attempting to connect the visual to a larger related context
- ☐ Intent
  - Interpretation relates to the big picture/subject area of the main idea
- ☐ Clarity of Interpretation of a Visual
  - Interpretation defines the use of the Visual and somewhat explains or contextualizes the use or meaning, identifying the highlights for the audience

ASSIGNMENT CHECKLIST
WRITTEN COMMUNICATION

Reflect upon the planned assessment/assignment to be used for CCA and review the **Written Communication** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Written Communication** that are expected in the final artifact produced by students:

- ☐ Context of and Purpose for Writing
  - Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s)
  - Begins to show awareness of audience's perceptions and assumptions
- ☐ Content Development
  - Uses appropriate and relevant content to develop and explore ideas through most of the work
- ☐ Genre and Disciplinary Conventions
  - Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.
- ☐ Sources and Evidence
  - Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.
- ☐ Control of Syntax and Mechanics
  - Uses language that generally conveys meaning to readers with clarity.

ASSIGNMENT CHECKLIST
CRITICAL THINKING

Reflect upon the planned assessment/assignment to be used for CCA and review the **Critical Thinking** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Critical Thinking** that are expected in the final artifact produced by students:

- ☐ Describe
  - Summarize information or an argument, explain an issue, put something in context
  - Distinguish between empirical questions and value judgments
- ☐ Formulate Questions
  - Pose a question or identify a topic for research
  - Design a strategy to answer a question or conduct a research study
- ☐ Use Evidence
  - Gather and employ relevant information/sources/data
  - Evaluate the quality of information / sources / data and make selections among possible sources
- ☐ Analyze
  - Analyze information (or a text, work of art, etc.)
  - Make connections between ideas or information
  - Apply ideas or knowledge to a new context
  - Draw a conclusion, linked to evidence
- ☐ Critique
  - Interpret and critique someone else's work, and/or identify their assumptions and biases
  - Critique one's own work, and/or identify one's own assumptions and biases
- ☐ Position/Argue
  - Construct an argument, or take a position on an issue
  - Explain why something is important, or discuss its implications

ASSIGNMENT CHECKLIST
EMPIRICAL & QUANTITATIVE SKILLS

Reflect upon the planned assessment/assignment to be used for CCA and review the elements of **Empirical & Quantitative Skills** expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Empirical & Quantitative Skills (Computational)** that are expected in the final artifact produced by students:

- ☐ Set up
  - Represented with some relationship to the problem
- ☐ Computation
  - Calculations include some errors
- ☐ Interpretation
  - Results are partially or incorrectly represented

The following are examples of content and constructs related to the core learning objective of **Empirical & Quantitative Skills (Other)** that are expected in the final artifact produced by students:

- ☐ Presentation of Numerical/Observable Facts
  - Connections between numerical data/observable facts to the problem/topic being investigated may be implicit
  - Results are generally organized and demonstrate a basic understanding of the problem/topic
- ☐ Analysis/Conclusions
  - Independent conclusions based on numerical data/observable facts are present and demonstrate a basic understanding of the problem/topic
- ☐ Methods*
  - Methods (design, subjects, instruments, data collection, and analyses) are organized

* Applicable only when original data set is generated.

ASSIGNMENT CHECKLIST
PERSONAL RESPONSIBILITY

Reflect upon the planned assessment/assignment to be used for CCA and review the **Personal Responsibility** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Personal Responsibility** that are expected in the final artifact produced by students:

- ☐ Identification and Description of Ethical 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.
- ☐ Evaluation of Student Position and Other Perspectives
  - States a position and includes a thoughtful defense/argument for their stance.
- ☐ Consequences of Action Implementation
  - Identifies an action to address the ethical issue without acknowledging broader consequences of the proposed action/intervention.

ASSIGNMENT CHECKLIST
SOCIAL RESPONSIBILILTY

Reflect upon the planned assessment/assignment to be used for CCA and review the **Social Responsibility** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Social Responsibility** that are expected in the final artifact produced by students:

- ☐ Awareness of Current Cultural Worldview Frameworks
  - Demonstrates surface-level understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- ☐ Civic Contexts/Structures
  - Identifies intentional ways to participate in civic contexts and structures.
- ☐ Social Challenges/Issues
  - Explains the social challenges or issues with minimal discussion of the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses.

ASSIGNMENT CHECKLIST
TEAMWORK

Reflect upon the planned assessment/assignment to be used for CCA and review the **Teamwork** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Teamwork** that are asked of students in their teamwork inventory:

Group

- ☐ Elaborates on each other's information and ideas
- ☐ Encourages each other to look at work from different perspectives
- ☐ Asks questions of each other if something was unclear
- ☐ After making a mistake, tries together to analyze the cause
- ☐ Addressed conflict, if any, constructively

Individual

- ☐ Contributes to team/group discussion effectively
- ☐ Helps other team/group members participate
- ☐ Works hard to help the team/group be successful
- ☐ Treats everyone in the team/group with respect
- ☐ Dependable to finish work on time
- ☐ Contributed equally to the project
- ☐ Listened carefully to others
- ☐ Satisfied with the way in which our team/group had conversations about our project/activity
- ☐ Happy with the results of our team/group project/activity

PART IV – CENTRALIZED ASSESSMENT PROCESS

ARTIFACT SUBMISSION

Instructors and department leaders receive communications from OIEE during their respective centralized assessment semester(s) detailing steps for file-sharing of evidence of student learning. These steps are summarized below.

SHARED FOLDERS

During each academic year (i.e., assessment cycle), all instructors-of-record for all sections of each core curriculum course in the respective cycle receives an email granting access to a unique and confidential folder for file sharing required for centralized assessment. These folders are owned and managed by OIEE.

Instructors will be directed to submit TWO types of materials in these folders:

1. Individual student responses (i.e., artifacts) from all students enrolled in all sections of the course per Core Learning Objective, regardless of section size.
2. **FOR EQS, VC, & OC:** Upload the specific EQS rubric used in scoring the student artifacts. The original assignment with the associated scoring key or rubric helps to ensure appropriate rubric association.

Artifacts are generally due the same day grade are due for students not graduating.

FILE TYPES ACCEPTED

- File types including Microsoft Word, Adobe PDF, PowerPoint, and MP4
- URLs saved as a link within one of the above-mentioned accepted file types.
- "Assignments" downloaded from CANVAS
    - To download all student submissions for assignments from CANVAS, follow these steps or contact aihelp@tamu.edu for additional assistance.

FILE TYPES NOT ACCEPTED

- File types with .html or .txt extension
- "Quizzes" or "exams" downloaded from CANVAS
- Multiple student responses in one file upload
- Files with response items only (i.e., spreadsheet of numerical or categorical data with no associated context)

TECHNICAL SUPPORT DOWNLOADING FILES FROM CANVAS

To download all student submissions for assignments from CANVAS, follow these steps (with screenshots).

1. From the course navigation, **click on "Assignments"**
2. Locate and access the assignment by clicking on the name to access it.
3. From the right-hand menu, **click on "Download Submissions."**
4. Once compressed, the **file will automatically download** onto your computer.

For questions related to accessing content in CANVAS, please contact AIHELP@tamu.edu.

USING CANVAS TO SUBMIT ARTIFACTS

Beginning Fall 2022, instructors will be able to tag instructional assignments created in the Canvas LMS to share artifacts with OIEE through the assessment platform, AEFIS. For more information on this file sharing option, visit www.assessment.tamu.edu for information related to pilot testing Spring 2021.

Appendix A

GLOSSARY

Analysis – *Refers to exploring relationships within information and data.*

Artifact – *Tangible evidence of student learning produced by the student in response to a prompt from the course instructor.*

Communication Skills - *Skills include effective development, interpretation, and expression of ideas through written, oral, and visual communication.*

CORE Learning Outcomes Rubrics – *Tools developed by TAMU faculty to assess students' own authentic work, produced across the Texas Core Curriculum and foundational component areas to determine the extent to which students are meeting core learning objectives defined by the state.*

Critical Thinking Skills - *Skills include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.*

Describe – *Refers to explaining the issue and calls for the student to provide a clear and comprehensive description of the issue/problem to be critically considered.*

Empirical and Quantitative Skills - *Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.*

Evaluation Criteria – *Refers to how you will be grading the student's work, including performance standards and expectations as well as how various elements of an assignment are weighted in the grading process.*

Formative Assessment – *Assessment which help to identify areas of strength or weakness; generally low stakes.*

Learning Outcomes – *Statements that describe the knowledge, skills, and/or abilities students should acquire and be able to demonstrate by the end of a particular assignment, class, course, or program of study.*

Personal Responsibility Skills - *Skills include the ability to connect choices, actions, and consequences to ethical decision-making.*

Position/Argument – *Refers to the perspective, thesis, or hypothesis presented by the student.*

Social Responsibility Skills - *Skills include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.*

Summative Assessment – *Generally high stakes assessments used to evaluate student learning.*

Teamwork Skills - *Skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.*

Use Evidence – *Refers to selecting and using information to investigate a point of view or conclusion or to develop a comprehensive analysis or synthesis.*

APPENDIX B

Addendum Form for Single Campus and Lead Courses: Recertification for Core Courses

Core Curriculum is in the process of updating the CARS recertification form. The process coincides with the release of an overall update to CARS itself. This form is for single campus courses and lead campus courses. If you are submitting your course's proposal prior to the release of the updated recertification forms and the update to CARS, you will need to complete the new questions in this addendum form and attach it to your CARS proposal. If you are an alternate campus, the needed questions are already covered on your supplemental form and you do not need to complete this form.

Course Subject and Number: Click or tap here to enter text.
Course Title: Click or tap here to enter text.
Campus (select one):☐ College Station ☐Galveston ☐Qatar

Contact Name: Click or tap here to enter text.
Contact e-mail: Click or tap here to enter text.
Contact phone: Click or tap here to enter text.

Artifact Assessment:
As part of the recertification cycle, in the previous academic year you submitted artifacts of student assessments over select learning objectives from the core objectives in your course.

Which core objectives did you submit and receive feedback on during this rectification cycle?

☐Critical Thinking
☐Personal Responsibility
☐Quantitative & Empirical Skills
☐Social Responsibility

Communication:
☐Oral communication
☐Visual communication
☐Written communication

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?
Click or tap here to enter text.

Course Structure and Management:
Is the course open to all majors? ☐Yes ☐No
Does the course have a pre-requisite other than classification? ☐Yes ☐No

Which best describes the teaching of this course? Choose an item.

If the course, has sections that are taught by different instructions or significantly different delivery formats, how is consistency of meeting core goals established across all sections?
Click or tap here to enter text.

APPENDIX C

Supplemental Form: Recertification for Core Attribute at Alternate Campus

Core attributes are assigned at the course level and once approved apply equally to all campuses (College Station, Galveston, Qatar). While teaching and addressing the core objectives is expected to be comparable, it is not expected to be identical between campuses. The lead campus for course must complete recertification information in CARS. Alternate campuses will detail their course plans on this supplemental form which will be submitted in CARS along with the lead campus submission. All campuses must have an approved plan to meet the core objectives before the course is recertified.

Course Subject and Number: Click or tap here to enter text.
Course Title: Click or tap here to enter text.
Campus (select one): ☐ College Station ☐Galveston ☐Qatar

Contact Name: Click or tap here to enter text.
Contact e-mail: Click or tap here to enter text.
Contact phone: Click or tap here to enter text.

Since joining the Core or the previous recertification, has this course been taught annually? ☐Yes ☐No

What semester(s) is the course be typically taught? ☐Fall ☐Spring ☐Summer

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Foundation Component Area: Choose an item.

The Core courses must contain and address all the element of their Foundational Component Area definition. How does has the course met and continues to meet to do this, specifically address the general education of students in the Foundational Component Area (FCA) definition?
Click or tap here to enter text.

Core Objectives:
Describe how the students are informed of the core objectives being addressed in this course:
Click or tap here to enter text.

Are the core objectives included on the course syllabus? ☐Yes ☐No

For each core objective in the Foundational Component Area, describe how the course fostered and advanced the general education and developed student learning. The proposed course is required to address and contain each of its' assigned objectives.

Critical Thinking: Click or tap here to enter text.

Communication – includes written, visual, and oral communication.

Written: Click or tap here to enter text.

Visual: Click or tap here to enter text.

Oral: Click or tap here to enter text.

3rd Core Objective: Choose an item.
Click or tap here to enter text.

4th Core Objective: Choose an item.
Click or tap here to enter text.

For each core objective in the Foundational Component Area, describe how the course evaluated or assessed student learning. The proposed course is required to address and contain each of its' assigned objectives.

Critical Thinking: Click or tap here to enter text.

Communication – includes written, visual, and oral communication.

Written: Click or tap here to enter text.

Visual: Click or tap here to enter text.

Oral: Click or tap here to enter text.

3rd Core Objective: Choose an item.
Click or tap here to enter text.

4th Core Objective: Choose an item.
Click or tap here to enter text.

Artifact Assessment:
As part of the recertification cycle, in the previous academic year you submitted artifacts of student assessments over select learning objectives from the core objectives in your course.

Which core objectives did you submit and receive feedback on during this rectification cycle?

☐Critical Thinking
☐Personal Responsibility
☐Quantitative & Empirical Skills
☐Social Responsibility

Communication:
☐Oral communication
☐Visual communication
☐Written communication

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?
Click or tap here to enter text.

This form and syllabus that is reflective of the course plan to address the FCA and its core objectives must be attached to the CARS submission.