

TEXAS A&M UNIVERSITY-TEXARKANA



ASSESSMENT PLAN: GENERAL EDUCATION

ACADEMIC AFFAIRS

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(REVISED)

7101 UNIVERSITY AVENUE
TEXARKANA, TX 75503

ASSESSMENT PLAN

GENERAL EDUCATION / CORE CURRICULUM

OVERVIEW

Texas statute (TEC §61.821-61.831) requires that each public institution of higher education establish and incorporate a 42 semester credit hour (SCH) general education (core curriculum) within the course requirements for all undergraduate degree programs. Core curriculum is defined as the knowledge in liberal arts, humanities, natural sciences, and behavioral sciences that all higher education undergraduate students should acquire, regardless of the degree sought. The broad six core component areas and related Exemplary Educational Objectives (EEOs) are provided on the THECB website at www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C. (See *Appendix A* for the core curriculum adopted by Texas A&M University-Texarkana, effective Fall 2012.)

Assessment of the core curriculum is mandated by the State of Texas. The Texas Higher Education Coordinating Board (THECB) requires that each institution evaluate the core curriculum every ten years and submit a report to the Southern Association of Colleges and Schools (SACS) and The Texas A&M University System (TAMUS) Board of Regents (BOR) that includes “(1) a table that compares the institution’s core curriculum with the core component areas and exemplary educational objectives of the core curriculum recommended by the Board; (2) a brief description of the purpose and substance of the institution’s core curriculum; (3) a description of the processes and procedures used to evaluate the institution’s core curriculum; and (4) a description of the ways in which the evaluation results are being or will be utilized to improve the core curriculum at the institution” (TAC 19 §4.30 (b)).”

The following link to the THECB website provides additional requirements for the evaluation of the core curriculum:
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=T&app=9&p_dir=N&p_rloc=153719&p_tloc=&p_ploc=1&pg=4&p_tac=&ti=19&pt=1&ch=4&rl=28](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=T&app=9&p_dir=N&p_rloc=153719&p_tloc=&p_ploc=1&pg=4&p_tac=&ti=19&pt=1&ch=4&rl=28)

The office of Planning and Institutional Effectiveness will serve as the repository of all core curriculum assessment results, with a sampling of student artifacts and other evidentiary documents maintained in the Deans’ offices, as per records retention timelines.

PHILOSOPHY

To maximize authenticity of results, assessment of the core curriculum at A&M-Texarkana will be imbedded within the instructional process and inculcated into the continuous improvement culture of the University by providing data as feedback for decision making. The process will be driven by the faculty with input from the respective Dean and Provost and Vice President for Academic Affairs (VPAA).

Assessment of the core curriculum is an ongoing process with dual purposes:

1. To determine to what extent graduates of Texas A&M University-Texarkana (A&M-Texarkana) have mastered the EEOs embedded in the core curriculum; and
2. To provide data as feedback in refining alignment among the written curriculum (EEOs and student learning outcomes--SLOs), the taught curriculum (instruction), and the assessed curriculum.

PROCESS

All core curriculum components will be assessed on a two-year cycle as indicated in *Appendix B*. The typical cycle for assessment incorporates “Plan, Do, Study, Act” steps:

The first step is for academic discipline faculty to determine in which course each EEO will be taught and assessed. Some EEOs may be taught in more than one course. For example, if one EEO is taught in ENGL 1301 Composition I and also in ENGL Composition II, the academic discipline faculty representing the Component Area will decide where the instruction and evaluation will occur. The grouping or clustering of multiple EEOs for instructional and assessment purposes is also acceptable. **(PLAN)**

The second step in the assessment of the core curriculum is for the faculty to write SLOs and align them to the EEOs. SLOs are measureable student outcomes (of the course)—what the student is expected to know or do after completion of the course. A format for writing an SLO is provided in *Appendix C*. An example of linkage between an SLO and classroom activities, experiences, assignments, etc. is provided in *Appendix D*. **(PLAN)**

The third step requires the faculty to create (1) the assessment procedure(s) to be used in measuring student mastery of the SLOs within the structure of the designated course, and (2) a quality grading schedule/scale (e.g., a rubric) to measure and define levels of mastery, including the minimum quality level for having attained “mastery” of the indicated SLO(s) (e.g., grade of 70 on a scale of 0-100; score of 3 on a quality scale of 1-4). Assessment procedures may be written (e.g., traditional examination, essay) or performance-based (e.g., oral recitation, creation of a two or three-dimensional artifact, physical performance). A sample grading quality schedule is included in *Appendix E*. The core curriculum assessments should serve dual purposes in that they fulfill the requirements of the course (i.e., the student’s grade on the assessment contributes to the final course grade) and serve as the core curriculum assessment. **(PLAN)**

The fourth step is for the faculty to teach the course objectives and implement the assessment process for all course objectives, including those specifically aligned to the core curriculum EEOs. **(DO)**

No later than January 15 (for the fall semester) or June 15 (for the spring semester), faculty will compile course assessment data and submit to the respective core curriculum component area assessment coordinator (as designated by the Dean) who will lead all discipline faculty in a discussion of the assessment process, student mastery results, and recommendations for improvement. **(STUDY)**

The assessment coordinator will complete a report of findings and recommendations (See *Appendix F* for Executive Summary format) to the Dean who, upon approval, will forward an electronic copy of the report to the office of the Provost/VPAA no later than

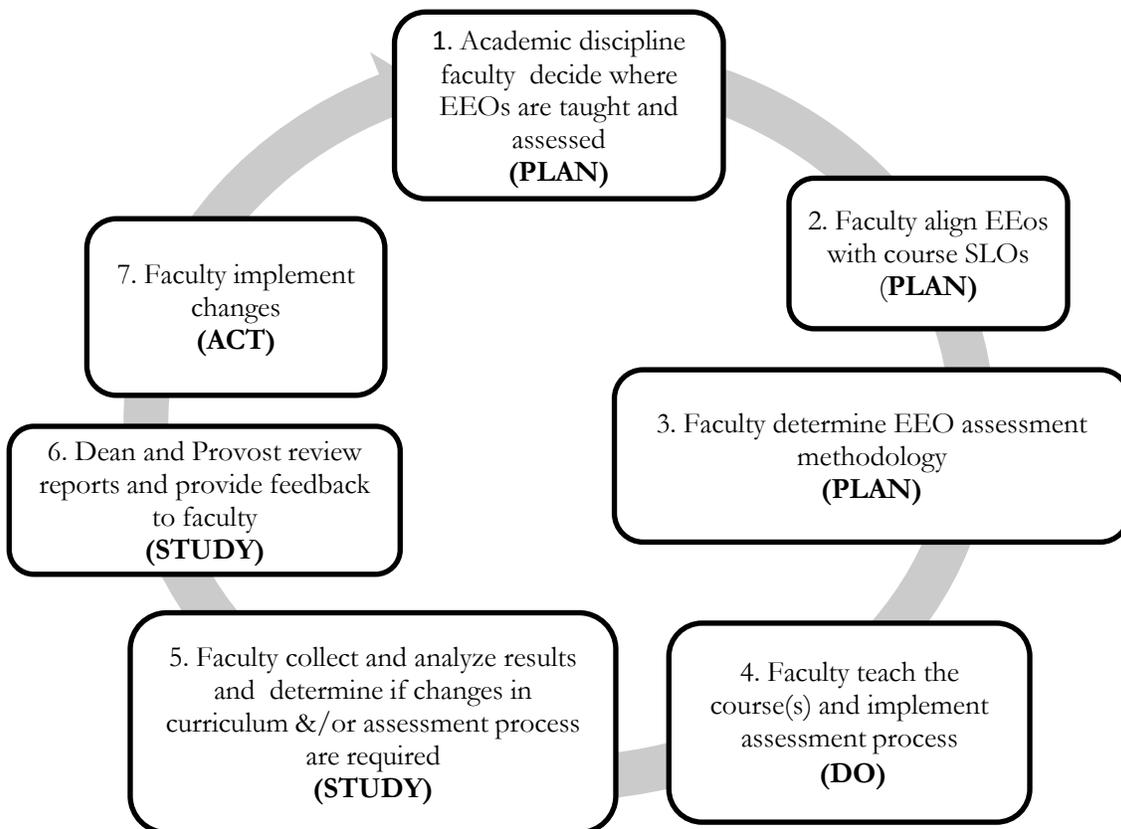
February 1 (for the fall semester) or July 1 (for the spring semester). The Provost will review the report and provide feedback to the Dean as soon as practicable. The Dean will maintain a 20 percent sample of student assessment artifacts for future audit or accreditation documentation.

Implementation of the recommended changes serves as the starting point for the next round of assessment. (*ACT*)

The graphic below illustrates the assessment process cycle. One step informs the next, with the final step closing the assessment loop.

Core Curriculum Assessment Process

PLAN, DO, STUDY, ACT



Appendix A

TEXAS A&M UNIVERSITY-TEXARKANA Core Curriculum, Effective Fall 2012

COMPONENT AREA	Code	Course	Chart I	Chart II	Total
Communication	10	ENGL 1301 Composition I	6		6
		ENGL 1302 Composition II			
Mathematics	20	MATH 1314 College Algebra	3		3
		MATH 1324 Mathematics for Business & Social Sciences I			
		MATH 2313 Calculus I			
Natural Sciences	30	BIOL 1306 Biology for Science Majors I	6		6
		BIOL 1307 Biology for Science Majors II			
		BIOL 1308 Biology for Non-Science Majors I			
		BIOL 1309 Biology for Non-Science Majors II			
		CHEM 1311 General Chemistry I			
		CHEM 1312 General Chemistry II			
		PHYS 1301 College Physics I			
		PHYS 1302 College Physics II			
		PHYS 2325 University Physics I			
PHYS 2326 University Physics II					
Humanities	40	ENGL 2332 World Literature I	3		3
		ENGL 2333 World Literature II			
		ENGL 2341 Forms of Literature			
		HIST 2321 World Civilizations 1			
		HIST 2322 World Civilizations II			
		SPAN 1311 Beginning Spanish I			
		SPAN 1312 Beginning Spanish II			
Visual and Performing Arts	50	MUSI 1306 Music Appreciation	3		3
		ARTS 1301 Art Appreciation			
		DRAM 1310 Intro. to Theater			
Social & Behavioral Sciences (<i>history</i>)	60	HIST 1301 United States History I	6		6
		HIST 1302 United States History II			
Social & Behavioral Sciences (Poli-Sci)	70	GOVT 2301 American Government I	6		6
		GOVT 2302 American Government II			
Social & Behavioral Sciences	80	PSYC 2301 General Psychology	3		3
		PSYC 2308 Child Psychology			
		ECON 2301 Prin. of Macroeconomics			
		GEOG 1303 World Regional Geography			
		SOCI 1301 Introductory Sociology			
		SOCI 2319 Minority Studies I			
Institutionally Designated Option	90	ENGL 2332 World Literature I		6	6
		ENGL 2333 World Literature II			
		ENGL 2341 Forms of Literature			
		SPAN 1311 Beginning Spanish I			
		SPAN 1312 Beginning Spanish II			
		SPCH 1315 Public Speaking			
		Total Core Curriculum Requirements			

Appendix B

Texas A&M University-Texarkana Core Curriculum Assessment Schedule

Component Area	Code	Core Curriculum	Spring (Odd)	Fall (Odd)	Spring (Even)	Fall (Even)
Communication	10	ENGL 1301 Composition I	X			
		ENGL 1302 Composition II	X			
		SPCH 1315 Public Speaking	X			
Mathematics	20	MATH 1314 College Algebra		X		
		MATH 1324 Mathematics for Business & Social Sciences I		X		
		MATH 2313 Calculus I (or higher)		X		
Natural Sciences	30	BIOL 1306 Biology I				X
		BIOL 1307 Biology II			X	
		BIOL 1308 Biology for Non-Science Majors I		X		
		BIOL 1309 Biology for Non-Science Majors II	X			
		CHEM 1311 General Chemistry I				X
		CHEM 1312 General Chemistry II			X	
		PHYS 1301 College Physics I				X
		PHYS 1302 College Physics II			X	
Humanities	40	ENGL 2332 World Literature I		X		
		ENGL 2332 World Literature II		X		
		ENGL 2341 Forms of Literature		X		
		HIST 2321 World Civilizations I	X			
		HIST 2322 World Civilizations II	X			
		SPAN 1311 Beginning Spanish I			X	
		SPAN 1312 Beginning Spanish II			X	
Visual and Performing Arts	50	MUSI 1306 Music Appreciation				X
		ARTS 1301 Art Appreciation				X
		DRAM 1310 Intro. to Theater				X
Social & Behavioral Sciences (<i>history</i>)	60	HIST 1301 United States History I			X	
		HIST 1302 United States History II			X	
Social & Behavioral Sciences (<i>poli-sci</i>)	70	GOVT 2301 American Government I	X			
		GOVT 2302 American Government II	X			
Social & Behavioral Sciences	80	PSYC 2301 General Psychology		X		
		PSYC 2308 Child Psychology		X		
		ECON 2301 Prin. of Macroeconomics		X		
		GEOG 1303 World Regional Geography		X		
		SOCI 1301 Introductory Sociology		X		
		SOCI 2319 Minority Studies I		X		
Institutionally Designated Option	90	Included Above				

Appendix C

Format for Writing Student Learning Outcomes

Student learning outcomes (SLOs) are statements that specify what learners will know or do as a result of a learning activity expressed as knowledge, skills, or attitudes. Components 2-4 comprise the required elements of SLOs for individual students and should be posted in the syllabus. Components 5 and 6 are incorporated within the quality grading schedule/scale that the instructor uses to determine student mastery, but is not required in the syllabus. Component 1 is added at the course/program evaluation level for the purpose of assessing entire class mastery of a specific student learning outcome.

“By the end of the course. . . (implied)

1. _____ of
- 70%
 - 80%
 - 90%

2. **WHO?** _____ The student(s)

3. **WILL . . .** _____

- Analyze
- Distinguish
- Compare/contrast
- Solve
- Perform
- Evaluate

(Verb must be measureable and match level of critical thinking desired.)

4. **WHAT?** _____

- the effects of the American Civil War
- between ineffective and effective teaching strategies
- the similarities and differences of viruses and infections
- an algebraic equation with two unknowns
- a creative dance
- the effects of immoral conduct on the outcome of political elections

5. **AS MEASURED/DEMONSTRATED BY . . .** _____

- Earning 70% accuracy
- Earning 5 out of 7 possible points
- Correctly answering 3 out of 4 questions
- Earning a score of 4 on a rubric scale of 1-6

6. **HOW? On . . .** _____ “

- a written examination
- an essay
- a performance
- an oral presentation

Sample SLO:

The student will analyze the effects of the American Civil War on society.

NOT a sample SLO

The student will appreciate the great art of the world.

*What is meant by ‘appreciate’?

*What is meant by ‘great art of the world’?

Appendix D

Linking Assignments to Course Objectives

Course (Prefix, Number, Title): HIST 1301 American History					
Objectives (Will...What...)	Specific Skills, Values, Attitudes	Experiences	Assignments (How...)	Standards (As Measured By)	Outcomes & Criteria (Using)
What should student be able to do?	What will the students need to know to be successful?	What experiences will lead them to develop these abilities? (What will <i>instructor</i> do/provide?)	Through what specific activities will students gain these experiences? (What will <i>student</i> do?)	How well and at what level should they be able to demonstrate the ability?	How will you/student know he/she can actually do it to that level?
<p><u>Describe</u> <u>Objective #1:</u> Analyze the effects of the American Civil War on society</p>	<ul style="list-style-type: none"> • Identify the components (North/South) of the American Civil War • Identify the causes of the American Civil War • Compare and contrast the differing views of the American Civil War • Research primary and secondary sources to support the effects • Use APA style 	<ul style="list-style-type: none"> • Read chapters 3-6 in text • Listen to lecture • Watch video • Group (in class) discussion/debate 	<ul style="list-style-type: none"> • Write a critical essay 	<ul style="list-style-type: none"> • Earn score of at least 70% 	<ul style="list-style-type: none"> • Evaluated with criteria on the grammar/writing rubric included in syllabus • Rubric to include criteria of grammar, content, APA use, etc.

Appendix E

Sample Quality Grading Schedule: ENGL 1301 Composition I

General scoring for evaluation of Papers I-VI

In addition to the requirements listed below, Papers IV and V must meet the additional requirements of (1) appropriate and correct use of sources, (2) adequate number of sources, and (3) MLA citation and documentation.

“A” papers: 90-100% of points awarded

The essay:

1. Contains a clear thesis that is maintained and presented in an organized manner and supported throughout the paper
2. Contains an effective introduction that attracts the interest of the reader, followed by a logical development of topic, and concluded with an appropriate closing
3. Maintains coherence with the use of transitional words, phrases and sentences to show the relationships of ideas
4. Contains unified paragraphs
5. Offers specifics and critical analysis, and evaluates the significance of supporting details or examples
6. Reveals a writing style that adheres to the conventions of edited American English
7. Reveals a writing style that evinces the writer’s use of stylistic techniques that enhance the paper’s effectiveness
8. Shows creative or original approach toward topic

“B” papers: 80-89% of points awarded

The essay:

Contains 1-6 as listed above

“C” papers: 70-79% of points awarded (REQUIRED FOR DEMONSTRATION OF MASTERY)

The essay:

Contains 1-4 as listed above. The paper may reveal minor errors in adhering to the conventions of edited American English, but these problems are not so severe that they inhibit the writer’s ability to be effective or to achieve clarity.

“D” papers: 60-69% of points awarded

The essay:

1. Contains a thesis, but the thesis lacks acceptable clarity and/or development.
2. Lacks effective organization and appropriate use of supporting details.
3. Lacks clear organization
4. Reveals some major problems in composition at the sentence level; i.e. fragments, comma splices, run-on sentences
5. Lacks acceptable adherence to the conventions of edited American English

“F” papers: 59% or less of points awarded

The essay

1. Lacks a discernable thesis

2. Reveals problems in coherence and clarity
3. Lacks a sense of organization and contains little or no supporting details
4. Contains major problems at the sentence level: i.e. fragments, comma splices, run-on sentences
5. Lacks acceptable adherence to the conventions of edited American English

Appendix F
Texas A&M University-Texarkana
Core Curriculum Assessment Report
Executive Summary

- I. Component Area:**
- II. Semester/Year Assessed:**
- III. Exemplary Educational Objectives (EEOs):** *(Copy these from the CB website <http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C>)*
- IV. Alignment of Course Student Learning Outcomes (SLOs) and EEOs:**
- V. Brief Summary of Assessment Process:** *(an explanation of measures used [instrumentation], methodology, frequency and the timeline of assessment activities; explanation of how internal validity of instrumentation and inter-rater reliability was established. Attach a copy of the scoring guide for qualitative measures [e.g., rubric])*
- VI. Mastery Goal:** *(the criteria and/or targets used to benchmark mastery of the EEOs)*
- VII. Results and Analysis:** Descriptive statistics for assessment results are provided in Table 1: *(Extend/modify table as necessary to incorporate all EEOs assessed and related courses.)*

Table 1

Mastery of (component area) Exemplary Education Objectives (EEOs), (semester/year)

EEOs	Courses						Total		
	Total N	Mastery		Total N	Mastery		Total N	Mastery	
		N	%		N	%		N	%
1									
2									
3									
4									
5									

As indicated in Table 1, . . . *(Summarize and analyze information in table, including range of mastery among EEOs, etc.)*

VIII. Conclusions: *(about the assessment process, as well as whether or not sufficient alignment of the written, taught, and assessed curriculum—this section is the base for Recommendations)*

IX. Recommendations: *(for the assessment process as well as for increased student mastery)*

Submitted:

Faculty Assessment Coordinator

Date