Agenda

Faculty Meeting, December 1, 2012

HMS 115

1. New copy machine – Stephanie
2. Holiday Newsletter – Nelda, Eric
3. 100, 300, 400 – Mary Olle
4. Office hour handout – Please have syllabi with posted office hours to Nelda and Stephanie BEFORE the first day of classes.
5. Grad Program – Mitzi
6. Core Curriculum and Core Assessment – Darla
7. Update on Austin trip (Sunset) – Mitzi
8. Committee Updates
9. Program Updates
10. FGOTO

11. Spring Retreat – January 10th 1pm – 4pm in HMS 115 North

12. Perkins Travel Funds
The Case for Authentic Assessment by Grant Wiggins (http://ericase.net/edo/ED328611.htm)

WHAT IS AUTHENTIC ASSESSMENT? Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contrast, relies on WHAT IS AUTHENTIC ASSESSMENT? Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contract, relies on indirect or proxy "items"—efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges.

Do we want to evaluate student problem-posing and problem-solving in mathematics? experimental research in science? speaking, listening, and facilitating a discussion? doing document-based historical inquiry? thoroughly revising a piece of imaginative writing until it "works" for the reader? Then let our assessment be built out of such exemplary intellectual challenges. Further comparisons with traditional standardized tests will help to clarify what "authenticity" means when considering assessment design and use:

- Authentic assessments require students to be effective performers with acquired knowledge. Traditional tests tend to reveal only whether the student can recognize, recall or "plug in" what was learned out of context. This may be as problematic as inferring driving or teaching ability from written tests alone. (Note, therefore, that the debate is not "either-or": there may well be virtue in an array of local and state assessment instruments as befits the purpose of the measurement.)
- Authentic assessments present the student with the full array of tasks that mirror the priorities and challenges found in the best instructional activities: conducting research; writing, revising and discussing papers; providing an engaging oral analysis of a recent political event; collaborating with others on a debate, etc. Conventional tests are usually limited to paper-and-pencil, one-answer questions.
- Authentic assessments attend to whether the student can craft polished, thorough and justifiable answers, performances or products. Conventional tests typically only ask the student to select or write correct responses—irrespective of reasons. (There is rarely an adequate opportunity to plan, revise and substantiate responses on typical tests, even when there are open-ended questions). As a result,
- Authentic assessment achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such (varied) products; traditional testing standardizes objective "items" and, hence, the (one) right answer for each.
- "Test validity" should depend in part upon whether the test simulates real-world "tests" of ability. Validity in most multiple-choice tests is determined merely by matching items to the curriculum content (or through sophisticated correlations with other test results).
- Authentic tasks involve "ill-structured" challenges and roles that help students rehearse for the complex ambiguities of the "game" of adult and professional life. Traditional tests are more like drills, assessing static and too-often arbitrarily discrete or simplistic elements of those activities.

Beyond these technical considerations the move to reform assessment is based upon the premise that assessment should primarily support the needs of learners. Thus, secretive tests composed of proxy items and scores that have no obvious meaning or usefulness undermine teachers' ability to improve instruction and students' ability to improve their performance. We rehearse for and teach to authentic tests—think of music and military training—without compromising validity.

The best tests always teach students and teachers alike the kind of work that most matters; they are enabling and forward-looking, not just reflective of prior teaching. In many colleges and all professional settings the essential challenges are known in advance—the upcoming report, recital, Board presentation, legal case, book to write, etc. Traditional tests, by requiring complete secrecy for their validity, make it difficult for teachers and students to rehearse and gain the confidence that comes from knowing their performance obligations. (A known challenge also makes it possible to hold all students to higher standards).
FUNDING FOR JAMES I. PERKINS PROFESSIONAL DEVELOPMENT FUND

The Perkins Professional Development Committee is a subcommittee of the College Council. The Perkins Professional Development Committee shall be responsible for making recommendations to the Dean of the James I. Perkins College of Education regarding funding of faculty for activities related to the James I. Perkins Professional Development Fund expenditures.

The following policy is to be used by the Perkins Professional Development Committee for decision-making regarding the disbursement of James I. Perkins Professional Development Funds available for faculty development.

DESCRIPTION:

1. The pool for the James I. Perkins Professional Development Fund is awarded annually to the College of Education and is administered by the Dean of the College of Education,

2. Funds will be allocated as supplemental support for those who deliver research papers or present creative activity at regional, national, or international venues.

3. Faculty development activities not included under this policy are:
   a. Faculty/committee meetings or teaching obligations that require travel
   b. Recognition ceremony
   c. Formal education, e.g. masters or doctoral courses
   d. Local and state professional development

4. Within one academic year (September 1-August 31), an individual faculty member may only receive faculty development funding one time per semester not to exceed twice per academic year.

ELIGIBILITY: The James I. Perkins Professional Development Funds are available for full time faculty, instructor through professor.

APPLICATION PROCEDURE:

1. The James I. Perkins Professional Development Fund Application form (attached to the policy) is to be used for all funding requests. Incomplete or unreadable applications or failure to follow the procedure will result in the return of the application without a review by the Subcommittee.

2. Confer with the Department Chair/Director and complete the Faculty Development Fund Application form.
Before submitting, please use the following checklist provided to make sure your packet of materials is complete:

____ a. Perkins Professional Development Fund Application

____ b. Notification of acceptance from the sponsoring organization

____ c. Materials submitted for conference acceptance, e.g. proposal abstract

____ d. Completed travel request with estimated cost of travel and departmental and/or additional funding sources noted.

3. Submit application packet to the Chair/Director for signature. Chairs will be responsible for submitting the application packet to the office of the Dean.

4. Those who are awarded funds from the James I. Perkins Professional Development Fund upon return must send a thank you letter to Mr. Perkins briefly outlining the professional development activity along with how the professional development activity enhanced SFA’s reputation and furthered the person’s research or creative activity. Send thank you letter to:

Mr. James I. Perkins,
Citizens 1st Bank
P.O. Box 7640
Tyler, TX 75711

Provide a copy of the thank you letter to the office of the Dean.

5. When possible, funding should be acknowledged verbally or in writing at the time of the presentation. For example, “Funding for this presentation was provided in part by the James I. Perkins Foundation.”

6. Upon completion of travel, faculty should follow the university travel policy for travel reimbursement.

7. Funds are intended as supplemental support only. Funding for regional/national travel may be awarded up to $500 dollars with no more than 50% of the total award paid by Perkins Professional Development monies. Funding for international travel may be awarded up to $1000 dollars with no more than 50% of the total paid by Perkins Professional Development Monies. Funding will not exceed $1,000 per academic year.

8. Applications will be received on a monthly basis and reviewed within two weeks of the application deadline. Deadlines are the last day of the month for review within the following month. Once the funds are depleted, no further applications will be received or reviewed.

Last revision: May 5, 2011
TITLE: FUNDING FOR JAMES I. PERKINS PROFESSIONAL DEVELOPMENT FUND

POLICY: The Faculty Development Subcommittee shall be responsible for making recommendations to the Dean of the James I. Perkins College of Education regarding funding of faculty for activities related to the James I. Perkins Professional Development Fund expenditures.

RATIONALE: This is a policy to guide the Faculty Development Subcommittee in disbursement of James I. Perkins Professional Development Funds available for faculty development.

DESCRIPTION:

1. The pool for the James I. Perkins Professional Development Fund is set for $25,000.

2. Funds will be allocated as supplemental support for those who deliver research papers or present creative activity at regional, national, or international venues.

3. Faculty development activities **not** included under this policy are:
   a. Faculty/committee meetings or teaching obligations that require travel
   b. Recognition ceremony
   c. Formal education, e.g. masters or doctoral courses
   d. Local and state professional development

4. Within one academic year (September 1-August 31), an individual faculty member may only receive faculty development funding **one** time.

PROCEDURE:

1. The James I. Perkins Professional Development Funds are available for full time faculty, instructor through professor.

2. The James I. Perkins Professional Development Fund Application form (attached to the policy) is to be used for all funding requests. Incomplete or unreadable applications or failure to follow the procedure will result in the return of the application without a review by the Subcommittee.

PROCEDURE: FACULTY RESPONSIBILITIES

1. Confer with the Department Chair and complete the Faculty Development Fund Application form. A complete application includes:
   a. Faculty Development Fund Application form
   b. A letter of notification from the organization sponsoring the venue
c. Conference brochure, if possible  
d. Blank copy of the Rating Scale form

2. Six (6) copies of the James I. Perkins Professional Development Fund Application will be sent to the Dean of the James I. Perkins College of Education with five (5) copies distributed to the Faculty Development Subcommittee.

3. Materials for reimbursement, according to the reimbursement procedure, must be submitted within 10 working days of returning from the faculty development activity.

4. Those who are awarded funds from the James I. Perkins Professional Development Fund upon return must send a thank you letter to Mr. Perkins briefly outlining the professional development activity along with how the funds supported the activity and how the professional development activity enhanced both SFA’s reputation and furthered the person’s research or creative activity.

5. When possible, the fund should be acknowledged at the presentation.

6. Funding will not exceed $1,000 or exceed more than 50% of the total travel expenses. Funds are intended as supplemental support only.

7. Applications will be received on a quarterly basis and reviewed within two weeks of the application deadline. Deadlines are: February 1, May 1, August 1 and November 1, until the funds are exhausted. Once the funds are depleted, no further applications will be received or reviewed.
Proposed Core Curriculum Assessment Plan for
Stephen F. Austin State University

The New Texas Higher Education Core Curriculum

The Texas Higher Education Coordinating Board (THECB) approved a major revision of the Texas Core Curriculum on October 27, 2011. This revision included a “42 semester credit hour core curriculum for all undergraduate students in Texas” (see Appendix 1), “...a statement of purpose, six core objectives, and common component areas” (THECB, n.d., Texas Core Curriculum). The statement of purpose says, “Through the Texas 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 learning” (THECB, n.d., Texas Core Curriculum).

Core Objectives

The core objectives established by the THECB (n.d., Elements of the core curriculum) are:

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

Component Areas

The component areas of the new core are:

- **Communication** - 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.
- **Mathematics** - 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.
Procedural Core Curriculum Assessment Plan for
Science at Austin State University

The Austin State University Task Force on Educational Technology (AUSTEC) emphasizes a mission of
enhancing the educational experiences of students through the use of technology. The task force
recognized the need to develop a comprehensive plan for assessing the effectiveness of the
curriculum and the Core Curriculum assessment plan for Science. This plan will ensure that the
Science curriculum meets the objectives of the Core Curriculum and that students are prepared
for future studies.

Core Objectives

To assess the effectiveness of the Core Curriculum, the following objectives will be achieved:

1. To evaluate the content and integration of technology in the Science curriculum.
2. To assess student performance in Science using a standardized assessment tool.
3. To provide feedback to faculty on the effectiveness of teaching methods.
4. To identify areas for improvement in the Science curriculum.

Assessment Plan

The assessment plan will include the following components:

1. Content Analysis: An analysis of the content of the Science courses to determine the
   alignment with the Core Curriculum objectives.
2. Standardized Testing: The administration of standardized tests to assess student
   performance in Science.
3. Faculty Feedback: Surveys and interviews with faculty to gather feedback on the
   effectiveness of teaching methods.
4. Student Surveys: Surveys to assess student satisfaction with the Science curriculum.

Conclusion

The assessment plan will provide valuable information to improve the Science curriculum and
prepare students for future studies. It is essential to regularly review and update the plan to
reflect changes in educational technology and the Core Curriculum objectives.
Life and Physical Sciences - 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.

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.

Creative Arts - 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.

American History - 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.

Government/Political Science - 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.

Social and Behavioral Sciences - 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.

Component Area Option –

a. A minimum of 3 SCH must meet the definition and corresponding core objectives specified in one of the foundational component areas.

b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:
   (i) Meet(s) the definition specified for one or more of the foundational component areas; and
   (ii) Include(s) a minimum of three core objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining core objectives of the institution’s choice. (THEBC, n.d., Foundational component areas)

In addition, the THECB established requirements for objectives to be satisfied by each component area in the core (see Appendix 2).
Assessment of the New Core Curriculum

The THECB also established guidelines for assessment of the core curriculum. They identified the purpose of assessment of the core to be, "for institutions to discover, document and seek to improve student attainment of the six core objectives of the UEAC proposed General Education Core Curriculum" (THECB, n.d., Core curriculum assessment guidelines). Five values of core curriculum assessment were also identified:

1. The core objectives form the foundation of the institution’s General Education Core Curriculum.
2. Institutions use assessment of the core objectives to improve student learning.
3. Faculty participation is integral throughout the assessment cycle.
4. Institutions use multiple measures for effective assessment, including at least one direct measure per core objective. Externally informed benchmarks are encouraged.
5. Assessment practice is evolving. (THECB, n.d., Core curriculum assessment guidelines)

Institutions are required to submit a report on the assessment of the core to the THECB every 10 years. These reports will be reviewed by the THECB staff to confirm ongoing assessment of the core objectives. Institutions are "encouraged to voluntarily participate in a peer review of the assessment of the six core objectives" (THECB, n.d., Core curriculum assessment guidelines). Each institution is allowed to select peer reviewers, and the reviewers are encouraged to give feedback to the institution.

Timeline for Implementation of the New Core

Institutions must design a core curriculum that complies with the new state core and develop assessment plans for the core by November 30, 2013. Faculty should have responsibility for developing the core curriculum, and for ensuring that each course selected for inclusion will meet the requirements for the Foundational Component Areas, and the inclusion of all core objectives for the Foundational Component Areas. Institutions must submit their new core curriculum to the THCB staff for review by November 30, 2013. On or before February 1, 2014, the THECB staff will evaluate each institutions core to be sure that there are no problems, and will provide approval and/or constructive feedback if changes are needed. The new core must be implemented during Fall 2014.
Plan for Assessing the Core at SFA

Stephen F. Austin State University understands the importance of the THECB core objectives. The ultimate educational and professional success of SFA students is likely related to core objective accomplishment. SFA recognizes the institutional responsibility to develop an environment in which all students will have the best opportunity to meet the core objectives. All faculty, regardless of the specific courses taught, will be responsible for assisting students in meeting the core objectives. To that end, core objective assessment will proceed across all disciplines and undergraduate levels. This broader concept represents a change from the previous processes where assessment only occurred in the traditional core courses. Other assessment process changes include the evaluation of student work samples with institutionally common assessment rubrics. The new core assessment process allows for evaluation of the core objectives as students progress from lower-level courses through upper-level courses. Assessment results will be utilized to provide institutional insight, which will be used to improve student learning and move the university toward insuring the preparation of successful graduates.

Guiding Principles

The proposed assessment plan for SFA’s core curriculum is founded on several principles drawn from best practices in core curriculum assessment. First, the plan is based on the idea that the best way to assess expansive core objectives, like those required by the THECB, is through the evaluation of student work samples drawn from course embedded assignments that are intended to demonstrate students’ attainment of the core objectives. These assignments serve as direct measures of student performance, and can provide results that help target areas of success and needed improvement in the core (Nichols & Nichols, 2001).

Second, the core curriculum should be viewed not as the responsibility of individual departments, courses, or faculty, but as the province of the university (Nichols & Nichols, 2001). Viewed from this perspective, any core assessment plan should provide the ability to draw university level conclusions about the effectiveness of the core. The plan presented here will allow conclusions to be drawn on the effectiveness of the core at the university level.

Third, the core objectives, as identified by the THECB, should not be considered adequately developed through a small number of courses early in a student’s academic career. Instead, the core objectives are developed throughout a student’s career at the university (Nichols & Nichols, 2001). A baseline should be established to allow comparison of learning gains made over time. Such baselines allow for comparisons between students’ performance on core objectives early in their career and toward the end of their career, or value-added assessment (Allen, 2004). To establish such benchmarks, examples of student work will be collected in core curriculum courses and assessed using common rubrics.
Plan for Assessing the Use of D/A

A. Background Information: It is important to note that the D/A system, specifically the D/A converter, is widely used in various electronic devices. The converter facilitates the transformation of analog signals into digital signals and vice versa. This process is crucial for the proper functioning of many technological devices.

B. Objective: The primary objective is to assess the efficiency and accuracy of the D/A converter in a specific application. This will involve evaluating its performance under various conditions and comparing it with existing systems.

C. Methodology:

1. **Hardware Setup**: Set up the necessary hardware, including the D/A converter, data acquisition equipment, and control software.

2. **Data Collection**: Collect data from the D/A converter under different operating conditions. This includes varying input signals to observe the output behavior.

3. **Analysis**: Analyze the collected data to determine the performance metrics, such as conversion speed, accuracy, and power consumption.

4. **Comparison**: Compare the results with those of other converters and systems to assess the competitiveness of the D/A converter.

D. Conclusion: The assessment will provide insights into the suitability of the D/A converter for specific applications and will guide future improvements.

This structured approach will ensure a comprehensive evaluation of the D/A converter's performance and its potential for practical use.
Fourth, the assessment plan outlined here also focuses in part on student performance at the senior level. Examples of student work will be collected from senior level courses and assessed using common rubrics developed and approved by faculty. The focus on measuring performance at the senior level also supports the Southern Association of Colleges and Schools Commission on Colleges (2012) Comprehensive Standard 3.5.1, “The institution identified college-level general education competencies and the extent to which graduates have attained them” (p. 29).

Fifth, the use of multiple measures will allow for a fuller picture of students’ achievement of the core objectives (Allen, 2004). Multiple measures will be incorporated into the core assessment plan for SFA through the use of direct and indirect measures (see Outline of the Core Curriculum Assessment Plan below). Direct measures will include the assessment of student work drawn from embedded assignments in core level and senior level courses, and standardized tests. Indirect measures will include select questions on the SFA Senior Survey and the National Survey of Student Engagement.
Implementation Schedule

To facilitate the implementation of the new assessment plan, it will be phased in beginning in Fall 2014 with the collection of student work for assessment of critical thinking, communication, and empirical and quantitative skills in core courses. Student work collected in Fall 2014 will be assessed in Spring 2015. Student work for teamwork, personal responsibility, and social responsibility will be collected during Spring 2015, and assessed during Summer 2015 and/or Fall 2015. Beginning in the academic year 2015-2016 student work for all objectives will be collected in core courses each time they are taught. Student work collected during Fall semesters will be assessed during the following Spring semester, and student work collected during Spring semesters will be assessed during the following Summer or Fall semester (see table below).

Core Course Assessment Schedule Fall 2014 – Forward

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<th>Spring/Summer 2016 - Forward</th>
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Student work will be collected from senior level classes for the first time for all core objectives during Spring 2018, and assessed during Summer 2018 and/or Fall 2018. Beginning in the academic year 2018-2019 student work for all objectives will be collected in senior courses each time they are taught. Student work collected during Fall semesters will be assessed during the following Spring semester, and student work collected during Spring semesters will be assessed during the following Summer or Fall semester.

Core Course Assessment Schedule Fall 2014 – Forward

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<th>Spring 2018</th>
<th>Fall 2018-Forward</th>
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<p>| Student Work Assessed         | Critical Thinking                   |
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|                               | Empirical and Quantitative Skills   |
|                               | Teamwork                            |
|                               | Personal Responsibility             |
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<th>Course</th>
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Student work will be collected from reading, homework, and the final exam. Fall 2017 and Spring 2018.

Students will also participate in group activities and present their work in class. Assessment will focus on both individual and group work.
For both core and senior courses the Office of Student Learning and Institutional Assessment will select a random sample of 100 individual student assignments annually for each objective scheduled for assessment, and provide them to the appropriate assessment team. Half of the required number of student work will be selected from core courses and senior courses in the Fall, and half will be selected in the Spring.

Plan for Assessing Student Work

Identification of Student Work in Core Courses

Faculty in each department proposing a course for inclusion in the core will identify specific course assignments (e.g., term papers, projects, speeches, presentations) used to measure student mastery of each required or optionally selected Core Objective for the Foundational Component Area in which the course is to be included (refer to the Foundational Component Area Table above). An assignment may be used to measure multiple objectives. Faculty should make certain that the identified assignments provide students the opportunity to clearly demonstrate their mastery of the associated objective(s). A copy of the instructions, guidelines, rubrics/scoring guidelines, key and all other materials associated with the identified assignments must be submitted with the Request for Courses in the Core Curriculum (this form will be distributed by the Core Curriculum Advisory Committee and be available online).

Assignments will be reviewed and approved by the Core Curriculum Assessment Committee or an appropriate subcommittee of the Core Curriculum Assessment Committee for effectiveness and fit for assessment of required and optionally selected objectives. Departments will be notified of approval of their assignments as the committee reviews them. If an assignment is found to be inappropriate for assessment, the department will be immediately notified and the submission of a new assignment will be requested. All assignments should be reviewed, approved, and departments notified by December 1, 2013. The Core Curriculum Assessment Committee must approve all assessment plans prior to the delivery of any course included in the new core. Without an approved assessment plan a course cannot be offered for core credit.

Identification of Student Work in Senior Level Courses

Faculty in each academic program/major will identify a 400 level course or courses in each major in which students are expected to demonstrate high level mastery of a Core Objective. A course should be identified for each objective, but the same course may require mastery for multiple objectives. These courses will be identified on the Core Curriculum Assessment Objective Map for Upper Level Courses (see Appendix 3). Faculty will also identify specific course assignments (e.g., term papers, projects, speeches, presentations) used to measure mastery of the identified core objectives. A single assignment must be identified for each objective, but an assignment may be used for multiple objectives. Faculty should make certain that the identified assignment provides students the opportunity to clearly demonstrate mastery of the associated
objective(s). A copy of the instructions, guidelines, rubrics, and all other materials associated with the identified assignments must be submitted with the Core Curriculum Competence Map for Upper Level Courses. The Core Curriculum Competence Maps for Upper Level Courses must be submitted to the Office of Student Learning and Institutional Assessment at assessmentcoordinator@sfasu.edu by May 1, 2014. The Core Curriculum Assessment Committee must approve all assessment plans for senior level courses before these courses are included in the assessment of core objectives.

Descriptions of Embedded Assignments Used for Assessment

Embedded assignments to be used for core assessment may include, but are not limited to, lab reports, term/research papers, videos of speeches or presentations, essays, and journal entries.

Critical Thinking Skills: assignments that allow students to demonstrate the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Critical thinking can be demonstrated in assignments that require students to complete analyses of texts, data, or issues. Assignments focused on the evaluation of information sources and student reflection may also be appropriate.

Communication Skills: any assignment that requires students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence. If the assignment is an oral presentation, the assignment should also require effective verbal and nonverbal delivery. Visual design elements should be incorporated into any communication assignment. Visual elements include, but are not limited to graphs, tables, charts, slides, videos, presentation graphics, etc.

Empirical and Quantitative Skills: assignments from any discipline where scientific or mathematical analysis may be required. Empirical skills must address the thinking process as it is demonstrated through observation, experimentation, and/or experience and that can be demonstrated through quantitative data and/or qualitative reasoning. Quantitative skills will ideally demonstrate a student’s higher-order thinking capabilities through the use of applied mathematics and/or math assignments that have a purpose beyond merely providing the ‘right’ answer to a group of math problems.

Teamwork: assignments that demonstrate the quality of the teamwork process rather than the end result. Assignments must also demonstrate evidence of an individual’s contribution and interaction within a team.

Personal Responsibility: assignments that require students to reason about ethical human conduct. Assignments require students to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think
about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

**Social Responsibility:** assignments that provide students the opportunity to become involved in the civic life of their communities and develop the combination of knowledge, skills, values, and motivation to make a difference in the community (Ehrlich, 2000, p. vi). Assignments also allow students to demonstrate the cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts (Bennett, 2008).

**Collection of Assignments for Core Assessment**

Student work from both core curriculum and 400 level courses will be collected electronically, either through Desire 2 Learn or another system. Student work identified for core assessment will be collected from all core courses and the designated 400 level courses. Faculty will be provided instruction for uploading assignments and will provide those instructions to their students as a part of the instructions/guidelines for the assignment(s). Faculty will require their students to upload the assignment(s).

**Assessment of Student Work**

Student assignments will be assessed using common rubrics developed by faculty committees drawn from the component areas of the core and selected and chaired by members of the Core Curriculum Assessment Committee. An excellent starting point for these rubrics can be found in the VALUE Rubrics from the Association of American Colleges and Universities (see the AACU VALUE rubrics included in Appendix 4).

Embedded assignments will be assessed by three to five member interdisciplinary faculty assessment teams drawn from a list of faculty nominated by departments. Members of the assessment teams will be selected and assigned by the Core Curriculum Assessment Committee, and serve staggered terms of 2 and 3 years. The Office of Student Learning and Institutional Assessment and Core Curriculum Assessment Committee will be responsible for training members of the assessment teams. Members of the Core Curriculum Assessment Committee E and staff from the Office of Student Learning and Institutional Assessment will work together to facilitate meetings of the assessment teams.

**Use of the Results**

The Office of Student Learning and Institutional Assessment staff will compile the results generated by the assessment teams and annually report the results to the Provost, deans, Core Curriculum Advisory Committee, Core Curriculum Assessment Committee, and all departments and faculty involved in teaching core curriculum courses. The Core Curriculum Advisory Committee will meet to consider the results; develop action plans for improvements in the core based on the assessment results; communicate these actions to the faculty, deans, and Provost; and monitor
implementation and effectiveness of improvements. The Core Curriculum Assessment Committee will meet to consider the results; develop action plans for improvements in assessment methods and plans; communicate these actions to the faculty, chairs, deans, Provost; and monitor implementation and effectiveness of improvements in assessment of the core.

The faculty of any department may, based on assessment results, recommend action plans for improvements in the core to the Core Curriculum Advisory Committee or action plans for improvements in assessment of the core to the Core Curriculum Assessment Committee. Such recommendations from departmental faculty will be given due consideration by the appropriate committee, and the committee will provide a response to the departmental faculty. All assessment plans, results, and actions will be tracked in the assessment management system by the Office of Student Learning and Institutional Assessment.
References


# Appendix 1
Summary of New Texas Core Curriculum Semester Credit Hour Requirements

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Semester Credit Hour Minimum Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Science</td>
<td>6</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
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</tr>
<tr>
<td>Government/Political Science</td>
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</tr>
<tr>
<td>Social/Behavioral Science</td>
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<tr>
<td>Component Area Option</td>
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<td><strong>TOTAL</strong></td>
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## Appendix 2

### Core Objectives Mapped to Foundational Component Areas

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<td>Mathematics</td>
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<td>Life and Physical Sciences</td>
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<td>Language, Philosophy, &amp; Culture</td>
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Appendix 3  
Core Curriculum Assessment Objective Map for  
Upper Level Courses

Faculty in each academic program/major should identify 400 level courses in which students are expected to demonstrate high level mastery of a Core Objective. A course should be identified for each objective, but the same course may require mastery of multiple objectives. These courses should be listed in the “Course” space below. Faculty will also identify specific course assignments (e.g., term papers, projects, speeches, presentations) used to measure mastery of the identified Core Objective(s). An assignment should be identified for each objective, but an assignment may be used to measure multiple objectives. Faculty should make certain that the identified assignment provides students the opportunity to clearly demonstrate mastery of the associated objective(s). A copy of the instructions, guidelines, rubrics/scoring guides, keys, and all other materials associated with the identified assignments must be submitted with the Core Curriculum Assessment Objective Map. Please use a different form for each individual course. Forms should be completed and submitted electronically to assessmentcoordinator@sfasu.edu by May 1, 2014.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Short Course Title</th>
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<tr>
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<table>
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<table>
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<table>
<thead>
<tr>
<th>Core Objective Demonstrated</th>
<th>Assignment Demonstrating Mastery of Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the appropriate objective by placing an X in the space provided.</td>
<td>Provide the title for the assignment that will be used for demonstrating mastery of the selected objective in the space below</td>
</tr>
<tr>
<td>Critical Thinking - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
<td></td>
</tr>
<tr>
<td>Communication - to include effective development, interpretation and expression of ideas through written, oral and visual communication</td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
<td></td>
</tr>
<tr>
<td>Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility- to include the ability to connect choices, actions and consequences to ethical decision-making</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
<td></td>
</tr>
</tbody>
</table>