

# PRELIMINARY DATA REPORT TO THE CORE CURRICULUM ASSESSMENT COMMITTEE

October 4, 2019

This year's process is significantly different from those of previous years in multiple ways:

1. Three Core Objectives were assessed at one time. Scoring Team members were calibrated/normed in a single group. In previous iterations, all scoring team members were trained in sessions that were specific to the Core Objective's artifacts.
2. The platform used for artifact scoring has changed from a highly-automated system (LiveText) to a system of multiple platforms (Brightspace/D2L, Nuventive), online randomizers, and a sizable amount of "hand calculations" using Microsoft Excel.
3. Upper-level artifacts were scored for the first time—randomly assigned and masked to Scoring Team members. Further, these artifacts were included in the general sample assignments along with lower-level artifacts in an attempt at a blind assessment from Scoring Teams. Issues from this arose from the collection of artifacts, as well as execution of the scoring activities.
4. The upper-level artifacts were created *with no regard* for the VALUE rubrics being used to score them. The assignments for lower-level courses were designed specifically to address one Core Objective.
5. As a part of an action research project, half of the scorers were untrained, using only the wording in the rubric for guidance. Previous results had shown equivalent scoring; this year was different.

At face value, scores indicate that SFA students have less understanding of their roles as they progress through programs. The chief culprit with this data is likely the focus of the assignments (artifacts) being compared: lower-level students were given assignments tailored for the rubric, while upper-level students work consisted of current assignments that the instructor felt would speak to the objective, generally.

One functional issue between staff and faculty became apparent too late in the process. The artifacts demonstrating teamwork to a faculty member did not fit with the corresponding LEAP-VALUE rubric. Future iterations of this core report need to ensure more relevant, quality artifacts. The CCAC has created a screening committee of three members. This committee will determine if an artifact is relevant to the current scoring process.

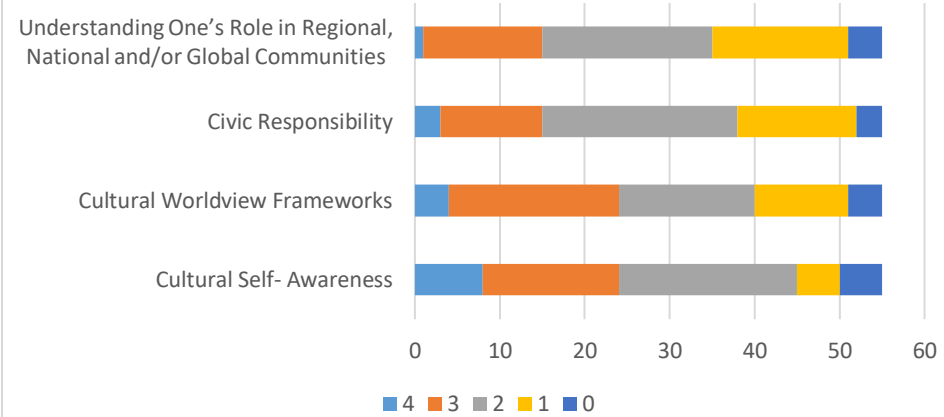
There may be a lack of clarity in how to handle artifacts that are not scorable in some columns but not all columns. Strangely, five Social Responsibility artifacts from the core classes (lower-level) were deemed unacceptable for scoring. These were removed, similar to the three upper-level artifacts.

There is plenty reason to be concerned in this data. First, it likely does not represent the state of Core Objective attainment at SFA. There is also the issue of combining different forms of communication. Next, the vast differences in assessment responses were troubling. Better training may help. Finally, there was an inordinate (!) number of zeroes given in the scoring. While the upper-level work may reflect a mismatch between evaluation and assignment, the large number of zeroes given to lower-level artifacts is shocking. *The lower-level assignments were specifically designed for this process.*

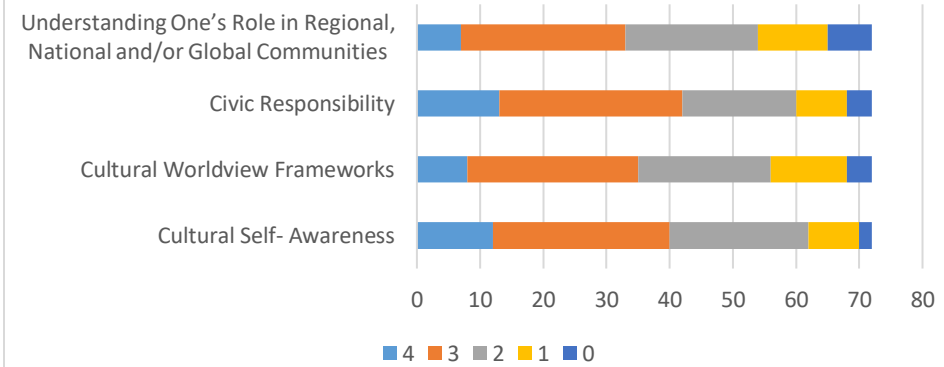
## AY 2019 TEXAS CORE CURRICULUM SOCIAL RESPONSIBILITY RESPONSES

	UPPER LEVEL					LOWER LEVEL			
	Cultural Self-Awareness	Cultural Worldview Frameworks	Civic Responsibility	Understanding One's Role in Regional, National and/or Global Communities		Cultural Self-Awareness	Cultural Worldview Frameworks	Civic Responsibility	Understanding One's Role in Regional, National and/or Global Communities
<b>4</b>	8	4	3	1		12	8	13	7
<b>3</b>	16	20	12	14		28	27	29	26
<b>2</b>	21	16	23	20		22	21	18	21
<b>1</b>	5	11	14	16		8	12	8	11
<b>0</b>	5	4	3	4		2	4	4	7
<b>Responses</b>	<b>55</b>	<b>55</b>	<b>55</b>	<b>55</b>		<b>72</b>	<b>72</b>	<b>72</b>	<b>72</b>

### Upper-Level Scores

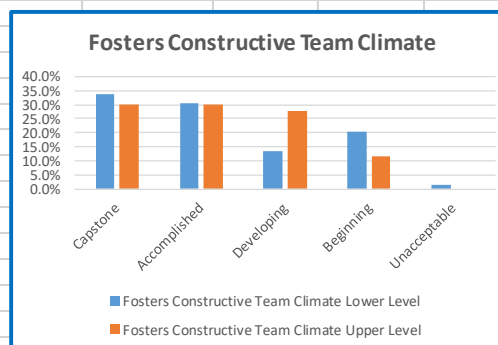
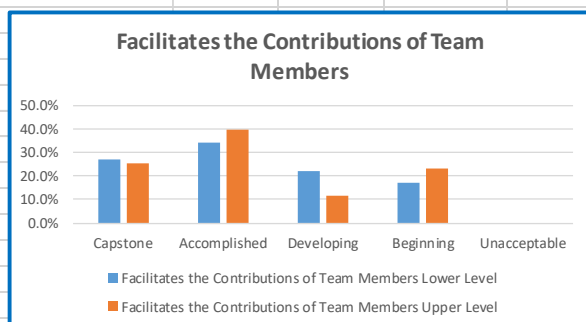
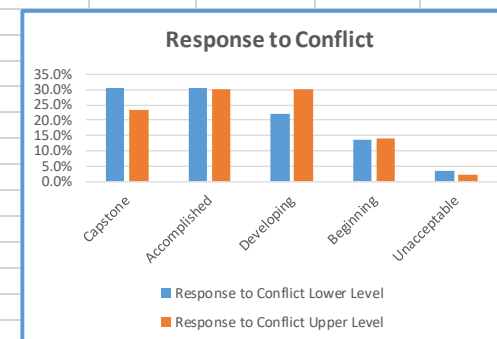
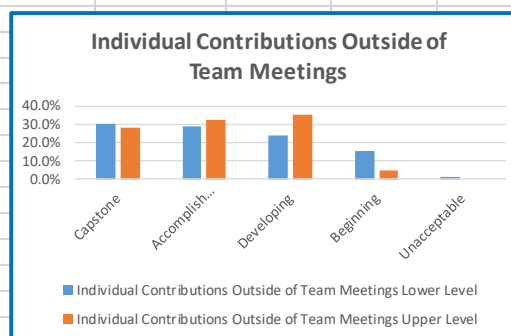
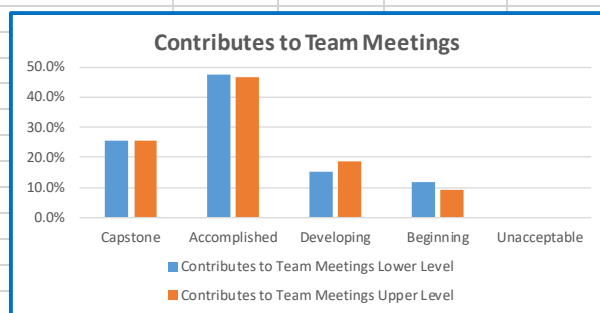


### Lower-Level Scores



## AY 2019 TEXAS CORE CURRICULUM TEAMWORK RESPONSES

Contributes to Team Meetings			Facilitates the Contributions of Team Members			Individual Contributions Outside of Team Meetings			Fosters Constructive Team Climate			Response to Conflict		
	Lower Level	Upper Level		Lower Level	Upper Level		Lower Level	Upper Level		Lower Level	Upper Level		Lower Level	Upper Level
Capstone	25.4%	25.6%	Capstone	27.1%	25.6%	Capstone	30.5%	27.9%	Capstone	33.9%	30.2%	Capstone	30.5%	23.3%
Accomplished	47.5%	46.5%	Accomplished	33.9%	39.5%	Accomplished	28.8%	32.6%	Accomplished	30.5%	30.2%	Accomplished	30.5%	30.2%
Developing	15.3%	18.6%	Developing	22.0%	11.6%	Developing	23.7%	34.9%	Developing	13.6%	27.9%	Developing	22.0%	30.2%
Beginning	11.9%	9.3%	Beginning	16.9%	23.3%	Beginning	15.3%	4.7%	Beginning	20.3%	11.6%	Beginning	13.6%	14.0%
Unacceptable	0.0%	0.0%	Unacceptable	0.0%	0.0%	Unacceptable	1.7%	0.0%	Unacceptable	1.7%	0.0%	Unacceptable	3.4%	2.3%



## AY 2019 TEXAS CORE CURRICULUM COMMUNICATION RESPONSES

	Purpose	Evidence	Language Control	Organization	Visual aids
<b>MEAN</b>	2.5	1.9	2.3	2.3	2.2
<b>MEDIAN</b>	3	2	2	2	2
<b>MODE</b>	3	2	2	3	3
<b>VARIANCE</b>	0.95	1.54	0.87	0.98	1.09
<b>MEAN</b>	3.1	2.8	2.9	3.0	3.2
<b>MEDIAN</b>	3	3	3	3	3
<b>MODE</b>	3	3	3	3	3
<b>VARIANCE</b>	0.71	1.28	0.81	0.78	0.59

## Core Curriculum Responses

For the past six years, students have been asked to rate the progress they felt they had made in each of the six objectives of the Texas Core Curriculum. Students were asked to rate their progress from 1 (No Progress) to 5 (“For purposes of Core assessment, answers of four (4-I made good progress) and five (I REALLY made progress at SFA.) were considered positive indicators. The percentages of those answering 4 or 5 on a five-point Likert scale are shown by Core Component Area (color) by Year of SES Administration (x-axis data points).

In all six administration years, Empirical and Quantitative Skills were given the least support. Through AY 2017, responses were continuing a downward pattern. Student self-assessment has been more positive in the past two administration years. Of special note is the Critical Thinking response set, which indicates a positive trend line over the past two years. Overall, graduates felt they progressed the most in Personal Responsibility.

