Assessment of the 6 Core Objectives

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Assessment Professionals

What My Family Thinks I Do

What My Friends Think I Do

What Society Thinks I Do

What Professors Think I Do

What I Think I Do

What I Really Do
Assessment: Revising the State Core Curriculum: A Focus on 21st Century Competencies, p. 19

1. Assessment methods
   • Explanations of measures, methodology, frequency and timeline of assessment

2. Criteria/Targets
   • Explanation of targets or benchmarks of Core Objective attainment

3. Results
   • Evidence of attainment of the six Core Objectives

4. Analysis
   • Interpretation of assessment information

5. Actions and Follow-ups
   • Use of results for improving student learning
Undergraduate Learning Outcomes

• Demonstrate Critical Thinking
• Communicate Effectively
• Practice Personal and Social Responsibility
• Demonstrate social, cultural, and global competence
• Prepare to engage in lifelong learning
• Work collaboratively
### Alignment with State of Texas Core Curriculum Outcomes

<table>
<thead>
<tr>
<th>A&amp;M Undergraduate Learning Outcomes</th>
<th>THECB Core Objectives</th>
<th>AAC&amp;U Essential Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical thinking</td>
<td>Critical thinking</td>
<td>Intellectual and Practical Skills</td>
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<td></td>
<td>Empirical and Quantitative Skills</td>
<td>Integrative and Applied Learning</td>
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<tr>
<td>Communicate effectively</td>
<td>Communication skills</td>
<td>Intellectual and Practical Skills</td>
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<tr>
<td>Practice personal and social responsibility</td>
<td>Social Responsibility</td>
<td>Personal and Social Responsibility</td>
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<td></td>
<td>Personal Responsibility</td>
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<tr>
<td>Demonstrate social, cultural, and global competence</td>
<td>Social Responsibility</td>
<td>Knowledge of Human Cultures and the Physical and Natural World</td>
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<td></td>
<td></td>
<td>Personal and Social Responsibility</td>
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<tr>
<td>Prepare to engage in lifelong learning</td>
<td>Critical thinking skills</td>
<td>Personal and Social Responsibility</td>
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<td>Communication Skills</td>
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<td></td>
<td>Empirical and Quantitative Skills</td>
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<td></td>
<td>Social Responsibility</td>
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<td></td>
<td>Personal Responsibility</td>
<td></td>
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<tr>
<td>Work collaboratively</td>
<td>Teamwork</td>
<td>Intellectual and Practical Skills</td>
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</table>
## Learning Outcomes Aligned with Appropriate Measures

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment</th>
<th>Type</th>
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<tbody>
<tr>
<td><strong>Knowledge Mastery</strong></td>
<td>Program Alignment with Undergraduate Outcomes</td>
<td>Indirect</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Critical Thinking Assessment Test (CAT)</td>
<td>Direct</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Employer Assessment of Academic Prep. Of COOP</td>
<td>Direct</td>
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<tr>
<td></td>
<td>Graduation Survey</td>
<td>Indirect</td>
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<tr>
<td></td>
<td>Program Alignment with Undergraduate Outcomes</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>National Survey of Student Engagement</td>
<td>Indirect</td>
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<tr>
<td><strong>Personal/Social Responsibility</strong></td>
<td>Employer Assessment of Academic Prep. Of COOP</td>
<td>Direct</td>
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<tr>
<td><strong>Ethical Leadership</strong></td>
<td>Student Leader Learning Outcomes Project</td>
<td>Direct</td>
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<tr>
<td></td>
<td>Graduation Survey</td>
<td>Indirect</td>
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<tr>
<td></td>
<td>Participation in Extra-Curricular Activities</td>
<td>Indirect</td>
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<td></td>
<td>Participation in Service Commitments</td>
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<tr>
<td></td>
<td>Program Alignment with Undergraduate Outcomes</td>
<td>Indirect</td>
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<tr>
<td></td>
<td>Study Abroad Participation</td>
<td>Indirect</td>
</tr>
<tr>
<td></td>
<td>National Survey of Student Engagement</td>
<td>Indirect</td>
</tr>
<tr>
<td><strong>Social, Cultural, and Global Competence</strong></td>
<td>Global Perspectives Inventory (GPI)</td>
<td>Indirect/Direct</td>
</tr>
<tr>
<td></td>
<td>Intercultural Competence Project</td>
<td>Direct</td>
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<td></td>
<td>Graduation Survey</td>
<td>Indirect</td>
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<td>National Survey of Student Engagement</td>
<td>Indirect</td>
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<tr>
<td><strong>Lifelong Learning</strong></td>
<td>Wellness at A&amp;M Project</td>
<td>Direct</td>
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<tr>
<td><strong>Work Collaboratively</strong></td>
<td>Student Leader Learning Outcomes Project</td>
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<td>Graduation Survey</td>
<td>Indirect</td>
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<td>Program Alignment with Undergraduate Outcomes</td>
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<td></td>
<td>Student Organization Participation</td>
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<td></td>
<td>National Survey of Student Engagement</td>
<td>Indirect</td>
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</tbody>
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Four-Tiered Approach

Tier 1
Direct
- TAMU Examples: Critical Thinking Assessment Test (CAT), Writing Assessment Project (WAP)

Tier 2
Indirect
- TAMU Examples: National Survey of Student Engagement (NSSE), Global Perspectives Inventory (GPI), Graduation Survey, Program alignment with general education outcomes

Tier 3
In/Direct
- TAMU Examples: Speaking Assessment Project (SAP) - Pilot, Wellness at Texas A&M - Pilot, High Impact Practice Involvement, Co-Curricular Involvement, Employer Survey of CO-OP

Tier 4
Direct
- Program Level Assessment

Tier 2 measures are large-scale in administration but assess indirect levels of learning outcome achievement. Large samples of students provide perceptions and opinions related to their learning.

Tier 4 measures refer to program-level learning outcomes assessment. Program outcomes should align with general education outcomes. This tiered structure can be modeled within the program/department as well.
Assessment Liaisons

• Representatives from each college
• Serve as communication funnel to colleges and departments
• Assist in gathering student work for general education assessment
• Evaluate assessment results and processes
• Assist in faculty recruitment for scoring sessions
## 3-Year Cycle of College Participation in Tier 1 Measures

<table>
<thead>
<tr>
<th>College</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td>Agriculture and Life Sciences</td>
<td>WAP</td>
<td>CAT</td>
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<tr>
<td>Architecture</td>
<td>CAT</td>
<td>WAP</td>
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<tr>
<td>Dwight Look College of Engineering</td>
<td>CAT</td>
<td>WAP</td>
<td>CAT</td>
</tr>
<tr>
<td>Education and Human Development</td>
<td>WAP</td>
<td>CAT</td>
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<td>Geosciences</td>
<td>CAT</td>
<td>WAP</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>CAT</td>
<td>WAP</td>
<td></td>
</tr>
<tr>
<td>Mays Business School</td>
<td>WAP</td>
<td>CAT</td>
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<tr>
<td>Science</td>
<td>CAT</td>
<td>WAP</td>
<td></td>
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<tr>
<td>Texas A&amp;M Galveston</td>
<td>WAP</td>
<td>CAT</td>
<td></td>
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<tr>
<td>Texas A&amp;M Qatar</td>
<td>WAP</td>
<td>CAT</td>
<td></td>
</tr>
<tr>
<td>Vet Medicine and Bio Sciences</td>
<td>WAP</td>
<td>CAT</td>
<td></td>
</tr>
<tr>
<td>Student Affairs</td>
<td>CAT</td>
<td></td>
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</tr>
</tbody>
</table>
Sampling

- Approximately 500 per year
- Upper-level Students
- “End of experience”
- Representative sample (commensurate with college enrollment)
- 3-year cycle
  - 10 colleges, 2 satellite locations
  - 4 colleges/locations per year
  - Entire University after 3 years
  - Currently in 2nd year of cycle
Course Embedded

- Students in their majors
- Organic student work
- Double-dip from program assessment
Examples of Assessment Measures

Tier 1 Measures

**Critical Thinking Assessment Test (CAT)**
- NSF Funded test (Tennessee Tech University)
- Administered in upper-level classes in the major
- Faculty scored
- Provide department-level reports
- Compare to national norms

**Speaking Assessment Project (SAP)**
- Embedded within Intro. Public Speaking Course
- University-wide representation
- Fourth and final speech
- Faculty scored with rubric

**Writing Assessment Project (WAP)**
- Papers gathered from upper-level classes in the major
- Faculty scored with established/vetted rubric
- Results analyzed for inter-rater reliability
- Provide department-level reports

**Wellness at Texas A&M Project**
- Embedded within required Kinesiology courses
- Health, wellness, fitness, activity knowledge assessment
- University-wide representation

Tier 2 Measures

**Global Perspectives Inventory (GPI)**
- Survey of Global Perspectives/Attitudes
- Administered to convenience sample of freshmen, seniors and study abroad participants
- Provide college-level reports
- Compare to national norms

**National Survey of Student Engagement (NSSE)**

**Graduation Survey**

Tier 3 Measures

**Intercultural Competence – PILOT**
- Survey of Global Perspectives/Attitudes
- Administered to convenience sample of freshmen, seniors and study abroad participants
- Provide college-level reports
- Compare to national norms

**Study Abroad Participation**

**Employer Assessment of CO-OP Students**

**Involvement in Extra-Curricular Activities/Service**
Critical Thinking Assessment Test (CAT)

- Critical thinking outcome
- National Science Foundation (NSF) funded
- Tennessee Tech University
- One-hour, short answer, essay test
- Real-world situations
- Administered in upper-level courses (in major)
- Led by Tennessee Tech trained scorers
- A&M Faculty Scored
- Department-level reports
- Compare to peer institutions
Writing Assessment Project (WAP)

• Communication outcome
• Collaboration with University Writing Center
• 500 papers per year
• Upper-level students in major
• Vetted rubric
• Scorers are calibrated to rubric
• A&M Faculty Scored
• Department-level reports
Speaking Assessment Project (SAP)

- Communication outcome
- Embedded in Intro. Public Speaking Course
- 500-600 students per year
- National Rubric
- Scored by COMM faculty
- Fourth and final speech of course
- University-wide participation
- College-level reports
Wellness at Texas A&M

• Lifelong learning outcome
• Embedded within required Kinesiology courses
• Sample approximately 500 students
• Health, wellness, fitness, activity knowledge assessment
• University-wide representation
Global Perspective Inventory

- Global competence outcome
- Survey of global perspectives/attitudes
- Administered to freshmen, seniors and study abroad participants (approx. 1500 students per year)
- College-level reports
- Compare to national norms
Intercultural Competence Project – Pilot

• Global competence outcome
• Sampled student work in courses addressing intercultural, global, and/or diversity issues
• AAC&U VALUE Rubric for Intercultural Knowledge
• A&M faculty scored
• Department-level reports
Utilization of Results

• General education assessment
• SACS 3.5.1
• Texas Core Curriculum Assessment Reporting (THECB)
• Core Curriculum Council of the Faculty Senate
• Program assessment
Department-level Reporting

• Department-level reports utilized for program assessment
• SACS 3.3.1
• Curricular improvement
Institutional Review Board (IRB)

- Collecting student IDs
- Publicly reporting results (aggregate)
Questions?