

General Education and Academic Assessment Committee's Annual Core Course Assessment Review Form

Core Course Reviewed:
College:

Reviewer 1:
Contact Information:
Date of Review:

Reviewer 2:
Contact Information:
Date of Review:

Core Course Assessment Plan Status:

_____ **No revisions needed**

_____ **Please address the issues identified on the following pages**

Resources you may find helpful (just hold CTRL and click on the link):

- You can find information about the core curriculum on [Tarleton's Core Curriculum website](#)
- All of the following resources can be found on [Tarleton's Academic Assessment website](#)
 - A list of [Committee Members](#) who can provide you with assessment advice and support
 - An [Assessment FAQ](#) and [Glossary](#)
 - [Rubric guides and resources, including the AAC&U Value Rubrics](#)
 - [Manuals and guides](#) on how to build effective assessment plans and conduct effective assessment meetings
 - An illustrated step-by-step [guide on how to use Weave](#).

Outcomes in their 2020-21 Weave Project Attachment

Directly linked to the core curriculum goal, student-learning outcomes encompass key specific knowledge, skills, and values that students are expected to achieve through their participation in the core curriculum.

Issues that need to be addressed

- Outcome (Number) title is not one of the following seven state outcome titles:
 - Critical Thinking I; Critical Thinking II; Communication; Empirical and Quantitative Skills; Social Responsibility; Personal Responsibility; and Teamwork.
 - These outcome titles are listed in bold for each outcome after the words “Core Objective” in the documents submitted to the state for the course. These documents can be found by clicking on the course name on [Tarleton’s Core Curriculum website](#).
 - **Note: Some core courses may have additional outcomes beyond the required state outcomes in which case the outcome title should align with the outcome description.**
- Outcome (Number) description does not closely align with what is listed under “Course SLOs” in the core documents submitted to the state for the course. These can be found by clicking on the course name on [Tarleton’s Core Curriculum website](#).
- Outcome (Number) is written not as an outcome but as a (goal / measure / strategy).
- Outcome (Number) is not clearly stated in student learning terms.
 - Outcomes should be phrased in terms of what knowledge, skill, and/or values students will demonstrate and not in terms of what faculty or the program will do as the purpose of academic assessment is to measure not what capacities we as faculty are *trying* to develop in students but what capacities students have *actually* developed.
 - Good, student focused: “Students effectively analyze statistical data to arrive at appropriate statistical interpretations.”
 - Bad, faculty focused: “Faculty will teach students how to analyze statistical data to arrive at appropriate statistical interpretations.”

- Outcome (Number) is not written to indicate students are actively doing the knowledge, skill, or value being assessed as part of their degree program experiences.
 - For example, instead of: “Students will be able to effectively employ critical thinking to accurately solve complex problems within the discipline.”
 - Use the more active: “Students effectively employ critical thinking to accurately solve complex problems within the discipline.”
- Outcome (Number) does not have a statement of competency contained within it.
 - For example, instead of: “Students use GPS technology to map land topography.”
 - Use the more active: “Students effectively use GPS technology to accurately map land topography.”
- Outcome (Number) is not summative in nature.
 - Course Outcomes that are summative occur near the end of the course and should assess the overall learning experiences of the student in the course.
- Outcome (Number) is not clearly measurable / does not have an obvious desired output.
- Outcome (Number) does not have at least one direct measure assessing it.
- Outcome (Number) does not have any Supportive Initiatives.
- Outcome (Number) is not associated with a Supportive Initiative(s) it is directly related to.
- Outcome (Number) is linked to an inappropriate Supportive Initiative(s).
 - Core courses should be linked with Supportive Initiatives that begin with a “1”
 - Undergraduate programs should be linked to Supportive Initiatives that begin with a “2”
 - Graduate programs should be linked to Supportive Initiatives that begin with a “3”

Measures, Targets, and Findings

Direct measures are products of actual student work (exams, papers, presentations, portfolios, internship evaluations, etc.) that are evaluated using focused rubrics and scales which allow us to specifically assess whether students have achieved the core curriculum student learning outcomes.

Direct measures can be supported by but not replaced by indirect measures such as student and alumni surveys as these indirect measures are measures of students' perceptions of their learning and not measures of actual student learning.

Issues that need to be addressed

Measures in their 2020-21 Weave Project Attachment

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- Measure (Number) is not a direct measure.
 - Each Outcome needs to be assessed with at least one direct measure. It is fine to have indirect measures such as student-perception reports or alumni surveys if you feel these items are useful for your assessment purposes as long as you also have at least one direct measures for each Outcome.
- Measure (Number) does not clearly indicate what the assessment instrument being used is and how it was developed – i.e. is it a standardized assessment, is it a national assessment, was it developed by your faculty, etc.
- Measure (Number) is a subjective measure (e.g. paper, presentation, portfolio) being evaluated by faculty but does not indicate that it will be assessed by multiple reviewers.
- Measure (Number) is a subjective measure (e.g. paper, presentation, portfolio) being evaluated with a rubric but does not indicate what rubric is being used and how the rubric was developed.
- Measure (Number) refers to the use a rubric which is not on file in the “Project Attachments” section of WEAVE.
- Measure (Number) does not clearly state the person or persons responsible for gathering, analyzing, and reporting the data from the measure.
- Measure (Number) does not have the “Source of Evidence” set

Targets in their 2020-21 Weave Project Attachment

- Measure (Number) does not have a target that is clearly related to the Outcome it is associated with.
- Measure (Number) has a target that is not realistic and challenging.
- Measure (Number) has a target that does not clearly indicate the standards students are expected to meet.
- Measure (Number) has a target that reads “Not Set” for its status or has an inaccurate status.

Findings in their 2019-20 Weave Project Attachment

- Measure (Number) does not have findings entered for it.
 - Measures should either have findings entered or a statement on when findings will be next reported for the measure.
- Measure (Number) has findings that do not match the description of the measure.
- Measure (Number) has findings that do not match the format of the target.
- Measure (Number) has findings that did not meet the target but there is no resulting action plan.
- Measure (Number) has findings that do not have an analysis of line item or subarea data.

Action Plans in both their 2019-20 and 2020-21 Weave Project Attachment

Action plans are the heart of your assessment plan. They are how you use assessment data to improve to student learning. Every core curriculum course needs to have at least one in-progress action plan that is focused on improving student learning. The action plan should explicitly state how previous assessment findings were used to identify areas for student learning improvement and as a result what concrete steps are being taken to modify these areas. These steps could include such things as curricular revisions, the development of new course content, the reordering of course content to improve student learning, the introduction of new student learning activities, etc.

Any measure that has findings that did not meet its target needs to be linked with an in-progress action item detailing what steps have been identified for improving student learning in the measured area and how these steps are being implemented.

At the end of every semester each in-progress action plan needs to be updated with the details of what progress has been achieved in implementing the action plan and what subsequent findings have revealed about whether or not the action plan has been successful in helping to improve student learning.

Issues that need to be addressed

- There are no current in-progress action plans focusing on student learning improvement.
 - There always needs to be at least one active in-progress action plan focused on student learning improvement. Action plans related to improving the assessment process, while important and encouraged, do not fulfill requirement.
- Measure (Number) has findings that did not meet the target but there is no resulting action plan.
- Action plan for Outcome (Number) does not clearly describe what the past assessment findings were and how they led to the creation of this action plan.
- Action plan for Outcome (Number) does not clearly describe what curricular or other improvements are being implemented and why these improvements are believed to be an effective strategy for improving student learning in the outcome area.
- Action plan for Outcome (Number) does not have updates at the end of the Fall and/or Spring semesters that describe in detail what progress has been made on the action plan and what subsequent assessment data shows about whether or not the plan was effective in helping to improve student learning.
- Action plan for Outcome (Number) does not have a status set for it.

- Action plan for Outcome (Number) does not have a due date.