

DEVELOPING A TEXAS TOOL KIT FOR MEASURING THE NEW CORE CURRICULUM

Jane Zimmerman
Coordinator, Learning Outcomes Assessment
Central Texas College
Jane.zimmerman@ctcd.edu

Multiple Measures

Core Curriculum Assessment Guidelines

- Purpose and Values
- Definitions
- Assessment Recommendations
- Report of Assessment to the THECB
- Resources & Conferences

The current Core Curriculum policies and procedures will remain in effect until Fall 2014.

Purpose and Values

The purpose of assessment is for Institutions to discover, document and seek to improve student attainment of the six Core Objectives of the UBAC proposed General Education Core Curriculum. As such, the values for assessing the Core Objectives are:

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.

NOTE: The selection of courses for inclusion in the core is a separate process based on the Objectives and Component Area Mapping.

What Kind of Measures?

4. Institutions use multiple measures for effective assessment, including

- at least one direct measure per Core Objective.
- Externally informed benchmarks are encouraged.

AND . . .

3. Faculty participation is integral throughout the assessment cycle.

2. Institutions use assessment of the Core Objectives to improve student "learning"

<http://www.thecb.state.tx.us/index.cfm?objectid=6F049CAE-F54E-26E4-ED9F0DAC62FABF7D>

What does this mean?

Certain definitions are helpful in considering assessment -

- **Assessment cycle** - The systematic collection, review and use of evidence for the purpose of improving student learning.
- **Direct measure** - Students' demonstration of learning.
- **Indirect measure** - Students' perceptions of their learning or other measures not derived directly from student work.
- **Externally informed benchmarks** - **Targets for student attainment set by and/or in collaboration with constituencies outside the institution. Examples include advisory boards, peer institutions and national norms.**

Frequency and sampling

Tests & artifacts
- judgment?

Surveys...

Texas Tool Kit

-- from the THECB web page

How do they expect us to measure . . .

- Teamwork
- Social Responsibility
- Personal Responsibility

e.g., Teamwork

Able to **demonstrate that they**

- ✓ consider different points of view.
- ✓ work effectively with others to support a shared purpose or goal.

e.g., Personal Responsibility

Able to connect choices, actions, and consequences to ethical decision-making.

e.g., Social Responsibility

1. Intercultural competence
2. Knowledge of civic responsibility
3. Ability to engage effectively in regional, national, global communities.

What are some KEY INDICATORS

- Of Intercultural competence
- Of Knowledge of civic responsibility
- Of Engagement in regional, national, global communities (or Ability to engage

SEE CTC PROJECTS

Instruments = Data collection devices

- ✓ Cognitive – quiz, test, survey . . .
- “authentic” – paper, performance, project . . .

Which is more challenging to score consistently across instructors?

SEE LEAP VALUE RUBRICS

PROPOSAL – Strands of evidence

Develop Institutional tool kit

1. Instructors review their own syllabus for key indicators of any element of a core objective.
2. Provide the tool (prompt and scoring method).
3. Instructors check the toolkit & select useful tools for their own course; indicate *selected*.



Reporting – Institutional data collection

1. As results are scored, add scores to data collection site.
 2. Organize *element* scores to provide supporting evidence for achievement of core objectives
- Institutional Assessment / IE personnel with faculty reps.
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Create externally informed benchmarks – Texas pilot group

1. As results are scored, add scores to data collection site.
2. Organize *element* scores to provide supporting evidence for achievement of core objectives
3. Prepare for 2013 C5 conference

Process

1. Our research group volunteers (this is you)
2. Form discipline-based or objective-based cadres – stay in touch.
3. Comb your syllabus for 1-5 Key Indicators of an element of a core objective
4. Define your activity & measure; share it with your cadre and place it in the toolkit
5. Cadre members test it & discuss results
6. Revise tool . . . Report results

Results

1. As results are scored, add scores to data collection site.
2. Organize *element* scores to provide supporting evidence for achievement of core objectives
3. Prepare for 2013 C5 conference



To join a cadre . . .

- ✓ or find out more, contact
jane.zimmerman@ctcd.edu