**Core Curriculum & Program Curse Assessment Plan**

**Course Name:**

**Program Coordinator for this course:**

**Instructor in charge of master syllabus:**

*If you are the only instructor teaching this course, you are the one in charge of developing the master syllabus. If multiple instructors teach this course, a designated instructor is in charge of developing it. The Dean of Instruction can tell you who that person is.*

**Other instructors who teach this same course:**

**Is this course to be considered as part of the core curriculum? Yes No**

**If yes, with which Foundational Component Area does it belong:***(Refer to chart below if not known.)*

**Core Objectives to include in the syllabus of this course**

* Courses in the core curriculum have specific objectives listed by Foundational Component Area as shown on the chart below.
* Courses NOT in the core curriculum must include CT – Critical thinking skills and COM – Communication skills core objectives. They should include other core objectives if appropriate.

**List core objectives for this course:**

**CT** = Critical thinking skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**COM** = Communication skills – to include effective written, oral, and visual communication

**EQS** = Emperical and quantitative skills – to include applications of scientific and mathematical concepts

**TW** = Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**SR** = Social responsibility – to include intercultural competency and the ability to engage effectively in regional, national, and global communities

**PR** = Personal responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making

**Activities/Measures used to assess each core objective**

You must use a “direct assessment” method of assessing each core objective. Refer to the
Direct Assessment Methods document for examples of direct assessment methods. When possible, use the same activity for several/all of the course’s core objectives.

**Identify the specific Direct Assessment tool and activity you will use to assess each core objective in this course:**

**Example:**

**Core Objective 1:** Critical thinking skills

**Direct Assessment tool:** Core Objectives Rubric

**Activity used to assess the core objective:**  Research paper

**Core Objective 1:**

**Direct Assessment tool:**

**Activity/activities used to assess the core objective:**

**Core Objective 2:**

**Direct Assessment tool:**

**Activity/activities used to assess the core objective:**

**Core Objective 3:**

**Direct Assessment tool:**

**Activity/activities used to assess the core objective:**

**Core Objective 4:**

**Direct Assessment tool:**

**Activity/activities used to assess the core objective:**

**Learning Outcomes to include in the syllabus for this course**

Many courses have required learning outcomes identified in the Academic Course Guide Manual. You may add additional learning outcomes if appropriate. If none are identified in the ACGM by the Texas Higher Education Board, you will develop your own. **All must be worded in measurable/observable terms.**

*If you do not know if there are required learning outcomes for this course, search for* ***ACGM*** *online and refer to the latest manual.*

List each learning outcome along with the specific Direct Assessment tool and activity you will use to assess the learning outcome. Also indicate where the assessment results will be retained. If retained only in Course Assessment, keep those results in your personal files for at least \_\_\_\_\_\_\_\_\_\_\_\_ years.

**Example:**

**Learning Outcome 1:** Identify various research methods and their characteristics used in the scientific study of psychology.

**Aligned with core objective(s):** CT – Critical Thinking

**Direct Assessment tool:** Core Objective rubric and Research Project rubric

**Specific Activity used to assess the learning outcome:** Research project

**Where assessment results are retained:** Core Curriculum Assessment / Course Assessment

**Learning Outcome 1:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Learning Outcome 2:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Learning Outcome 3:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Learning Outcome 4:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Learning Outcome 5:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Learning Outcome 6:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Learning Outcome 7:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Learning Outcome 8:**

**Aligned with core objective(s):**

**Direct Assessment tool:**

**Activity/activities used to assess the learning outcome:**

**Where assessment results are retained:** Core Curriculum Assessment / Program Assessment / Course Assessment

**Program Assessment Plan**

Appropriate learning outcomes, especially ones that are aligned with the core objectives, will be included with the program assessment either every year or on a three-year cycle. If your results indicate students have “mastered” a learning outcome, you may drop it from the next year’s assessment. Under those circumstances, you would not assess it again until the three-year cycle begins again.

**Example:**

**Annual assessment:
Learning outcomes to assess every year:** Learning Outcomes 1, 4, and 5

or

**Three-year cycle (beginning in Spring 2013):**

**Year 1:
Learning Outcomes to assess:**Learning Outcome 5

**Year 2:
Learning Outcomes to assess:**Learning Outcomes 1 and 4

**Year 3:
Learning Outcomes to assess:**

**Establish your plan below to assess appropriate learning outcomes from this course on the program assessment:**

**Annual assessment:
Learning outcomes to be assessed every year:**

**Three-year cycle (beginning in Spring 2013):**

**Year 1:
Learning outcomes to assess:**

**Year 2:
Learning outcomes to assess:**

**Year 3:
Learning outcomes to assess:**

**Direct Assessment Methods**

**Definition:** A direct assessment is based on an analysis of student behaviors or products in which the students demonstrate how well they have mastered objectives or learning outcomes.

Direct assessment methods accurately evaluate the knowledge, skill, expertise, attitude, or behavior of each student. Direct assessment methods are not subjective and are not based solely on grades or participation. Direct assessment offers proof that learning or a change has occurred.

**Direct Assessment Tools and Methods of Measurement**

Direct assessment tools must be utilized for assessment unless measures are used where personal bias is impossible.

**Some Examples of Direct Assessment Tools**

* Team Evaluation Assessment
* Checklist
* Embedded Questions
* Pre-Post Test
* Rubric
* Juried Evaluation

In the instance of exams, personal bias is not possible. If exams are used as a method of measurement for a core objective or learning outcome, then the method must be consistently used across all course sections and/or variations, such as face to face, online, and dual credit.

**Some Examples of Measurement by Exam**

* Capstone Exam
* Competency Specific Exams
* Comprehensive Exams
* Locally Developed Exam
* Standardized Exam (State, National, etc.)

**Samples of Activities/Measures that Can Be used for Direct Assessment**

* Class Projects/Homework (individual or group)
* Clinical experiences
* Exhibitions
* Oral examination
* Online discussions
* Portfolios
* Presentations (individual or group)
* Project evaluations (individual or group)
* Research papers
* Service-Learning Projects/Experiences
* Simulations
* Speeches
* Writing samples
* Exams with embedded questions included in all course sections and/or variations