

Component II. Core Assessment Plan

The assessment of the Core Curriculum is an evaluation of attainment of the Core Objectives.

B. Describe the institution's plan for assessment of each Core Objective. Include the following components of the institution's assessment plan:

- **Assessment methods – explain the methodology (institutional portfolios, embedded assessment, etc.), describe the measures (must include at least one direct measure), outline the frequency and timeline of assessment**

THECB Core Objectives will be assessed at the course level, with individual faculty members determining the number of successes and non-successes based on their rubric/criteria for each objective. Assessments will occur via a variety of methods submitted by faculty members:

- Embedded exam questions, problems, and essays
- Written assignments, reflection pieces, journal entries, and case studies
- Course projects, portfolios, and presentations
- Research and laboratory experiences
- Creative pieces and performances in the arts
- Other assessment methods as submitted

The above methods will provide direct assessment of student attainment of THECB Core Objectives, and courses with multiple sections will use the same measures for assessment in order to provide consistency.

Assessment data will be collected each semester in all core courses for each Core Objective.

- **Criteria/Targets – explain the criteria and targets for the level of attainment of each Core Objective, include references to externally informed benchmarks**

Individual course instructors set specific criteria and success percentages. The institutional target for direct assessment of each Core Objective is a 70 percent

success rate of all qualified students. The AAC&U Value Rubrics provided guidelines for determining the criteria distinguishing levels of attainment for some Core objectives.

- **Analysis - explain how the results of the assessment will be evaluated**

The initial analysis of data, reporting of results, and identification of ways in which to improve student learning occurs at the course level. Individual course instructors collect data and submit a report every semester to the assessment committee. The committee will then compile and aggregate the data and calculate the percent of total successes for the Core Objectives that are being measured during the current year. In order to get an accurate picture of student achievement, only courses that best represent the targeted core objectives will be included in the evaluation.

The Assessment Committee will review the results for each Core Objective on a rotating basis so that an in-depth evaluation may be conducted. Thus, the evaluation of results for all six Core Objectives will occur over a four-year period. The following table outlines the planned four-year institutional cycle:

Objective	2014-2015	2015-2016	2016-2017	2017-2018
Critical Thinking	X			
Communication Skills		X		
Personal Responsibility			X	
Social Responsibility			X	
Empirical and Qualitative Skills				X
Teamwork				X

- **Actions and Follow-up – explain the process for improving student learning based on the assessment results.**

Annually the Assessment Committee will compile a summary of assessment results and recommendations for the Core Objectives of interest that academic cycle. This summary/report comes from the data submitted by faculty and compiled by the

committee. The compilation report will include the following information for each Core Objective studied:

- summary of current results with relevant data tables
- comparison of current results with previously collected data when available
- summary of improvements
- summary of problem areas and issues
- general recommendations for improving student learning

This report is submitted to the Vice President of Instruction for review and action. The Vice President of Instruction assumes responsibility for items needing action and passes on relevant information to the Academic Dean. The Academic Dean will ensure any recommendations requiring action are addressed within the respective departments. Ultimately, targeted recommendations needing action will be implemented at the course level.