
# CORE COURSE ASSESSMENT PLAN

## Expectations

Assessments are to be conducted/administered based on the established Core Objectives Assessment rotation cycle. Data will be reported, analyzed, and interpreted by the Office of Academic Assessment and Accreditation, with periodic assistance from faculty in the Undergraduate Council. Actions to improve student learning specific to the Core Objective(s) will be developed through dialogue with core faculty and summarized by the Office of Academic Assessment and Accreditation.

## Criteria Used to Assess the Core Course Proposal

* Course description aligns with selected Foundational Component Area (FCA)
* Course-level student learning outcomes (SLOs) align with state-mandated Core Objectives for the designated FCA
* SLOs are specific, observable, and measurable
* SLOs clearly describe what students will be able to do (performance-based)
* Assessment measure chosen is a direct measure that clearly aligns with criteria relevant to each relevant core objective
* Course syllabus is aligned with Foundational Component Area (FCA) and required Core Objectives based on SLOs, learning activities, and assessments

## Submission Procedure

Please complete this form and attach it to the CIM Course Proposal that is being submitted for CORE consideration under the “Supporting Documents” section.

## Designated Contact & Course Information

Contact Name: Click or tap here to enter text.

Academic Component: Click or tap here to enter text.

TWU Email**:** Click or tap here to enter text.

TWU Phone #: Click or tap here to enter text.

Course Prefix/Number: Click or tap here to enter text.

Course Title:Click or tap here to enter text.

Semester Credit Hours: Click or tap here to enter text.

Select status of course: Choose an item.

Proposed Foundational Component Area (FCA)
Choose an item.

Foundational Component Areas (FCAs)

Each Core course must (1) align with the Foundational Component Area as defined, and (2) the course student learning outcomes (SLOs) must directly align with the required Core Objectives of the FCA.

* **Communication (10)**: Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Course involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. **[Required Core Objectives: CTS, CS, TW, and PR]**
* **Mathematics (20)**: Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience. **[Required Core Objectives: CTS, CS, and EQS]**
* **Life & Physical Sciences (30)**: Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences. **[Required Core Objectives: CTS, CS, EQS, and TW]**
* **Language, Philosophy, & Culture (40)**: Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. **[Required Core Objectives: CTS, CS, SR, and PR]**
* **Creative Arts (50)**: Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art. **[Required Core Objectives: CTS, CS, TW, and PR]**
* **American History (60)**: Courses in this category focus on the consideration of past events and ideas relative to the United States with the option of including Texas History for a portion of this component area. Courses involve the interaction among individual communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role. **[Required Core Objectives: CTS, CS, SR, and PR]**
* **Government/Political Science (70)**: Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations. **[Required Core Objectives: CTS, CS, SR, and PR]**
* **Social & Behavioral Sciences (80)**: Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. **[Required Core Objectives: CTS, CS, EQS, and SR]**
* **CAO – Wellness (90)**: Courses in this category focus on six dimensions: emotional, intellectual, occupational, physical, social, and spiritual. Courses require students to participate in active learning or experiential activities designed to enhance personal well-being. **[Required Core Objectives: CTS, CS, PR, and SR]**
* **CAO - Multicultural-Women’s Studies (90):** Courses in this category explore social institutions, norms, and practices for their impact on the status and roles of diverse women, while enhancing knowledge of and appreciation for the multicultural world in which we live. Courses examine inequalities based on gender, race/ethnicity, and other social categories; adopt a feminist/social-justice perspective that reflects women’s experiences, ideas, issues, and needs as valid in their own right; and enhance understanding of the responsibilities of living in a culturally diverse world. **[Required Core Objectives: CTS, CS, PR, and SR]**

Assessment Plan

***IMPORTANT:*** All core courses are subject to random sampling by the Office of Academic Assessment and Accreditation so that TWU may document compliance with both state agencies and institutional accreditors. For this reason, faculty teaching these courses need to have assignments or activities planned that address the core objectives in such a way that student work may be forwarded by faculty for any students sampled who remain active in the course.

The core objectives are very broad, so we have fairly sizable rubrics to address each one of them. Faculty proposing new core classes should review the lists of criteria (individual rubric rows) for the core objectives relevant to their proposed course and identify at least two criteria per outcome that might be addressed by student work in the course. Review the [Foundational Component Areas (FCAs) section](#FCA) to find out which objectives the state of Texas connects to the chosen Foundational Component Area. Note, these alignments are non-negotiable and are assigned by the state. See the top section [on the TWU Core assessment webpage](https://twu.edu/academic-assessment-and-accreditation/core-assessment/get-support/) for lists of criteria by core objective.

| ***Core Objective***Complete this table for each core objective that Texas has aligned with your [Foundational Component Area](#FCA).  | ***Identify Associated SLO(s)***Identify the associated SLO from the CIM system. | ***Assessment Method***For each core objective, indicate how the proposed course will fulfill this assessment requirement. Your response should describe 1. an example of the kind of assignment/activity that will be used,
2. how the student artifacts will be collected, and
3. which two+ [criteria](https://twu.edu/academic-assessment-and-accreditation/core-assessment/get-support/) from the core objectives might be relevant to the envisioned assignment.
 |
| --- | --- | --- |
| **Critical Thinking Skills [CTS]** – *to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*  | Click or tap here to enter text. | Click or tap here to enter text. |
| **Communication Skills [CS]** – *to include effective development, interpretation and expression of ideas through written, oral, and visual communication*  | Click or tap here to enter text. | Click or tap here to enter text. |
| **Empirical & Quantitative Skills [EQS]** – *to include the manipulation and analysis of numerical data or observable facts resulting in formed conclusions*  | Click or tap here to enter text. | Click or tap here to enter text. |
| **Teamwork [TW]** –*to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal*  | Click or tap here to enter text. | Click or tap here to enter text. |
| **Personal Responsibility [PR]**– *to include the ability to connect choices, actions and consequences to ethical decision-making*  | Click or tap here to enter text. | Click or tap here to enter text. |
| **Social Responsibility [SR]** –*to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities*  | Click or tap here to enter text. | Click or tap here to enter text. |

## Additional Comments

Click or tap here to enter text.