

Surviving SACSCOC 3.5.1: One Institution's Experience with Reaffirmation under the New Texas Core Curriculum

Loraine Phillips, Ph.D.

Assistant Vice Provost and SACSCOC Liaison

Rebecca Lewis, Ph.D.

Director of Assessment and Accreditation



UNIVERSITY OF
TEXAS
ARLINGTON

About UTA

- Located in Arlington, TX – about half way between Dallas and Fort Worth
- Enrollment 39,714 (fall 2016)
- 180+ degree programs
- Carnegie R-1
- On-site SACSCOC reaffirmation visit April 2017

Assessment Plan

Assessment Measures:

- AAC&U VALUE Rubrics (Direct)
- Critical Thinking Assessment Test (Direct)
- NSSE (Indirect)
- Exit Survey (Indirect)

The UTA Assessment Schedule

Semester	Foundational Component Area (FCA)	CT	COM	EQS	TW	SR	PR
Fall 2014	Communication		X				
	Mathematics		X				
Spring 2015	Mathematics	X		X			
	Life and Physical Sciences			X			
	Social and Behavioral Sciences			X			
Fall 2015	Life and Physical Sciences	X	X				
	Language, Philosophy & Culture	X	X				
	Creative Arts	X	X				
Spring 2016	Communication				X		X
	Life and Physical Sciences				X		
	Language, Philosophy & Culture					X	X
	Creative Arts				X	X	
	American History					X	X
	Government/Political Science					X	X
	Social and Behavioral Sciences					X	
Fall 2016	Communication	X					
	American History	X	X				
	Government/Political Science	X	X				
	Social and Behavioral Sciences	X	X				

Core Assessment at UTA

“Signature Assignments”

- A detailed description of “signature” assignments must clearly state how the assignments address the core objectives for the course
- If the department chooses the individual assessment model, assessment strategies must be provided that determine the extent to which students have attained the objectives and outcomes that are specified in the course proposal

Alignment of Core Objective to AAC&U VALUE Rubric

UTA (and THECB) Core Objective	AAC&U VALUE Rubric(s) used for Assessment of the Core
Communication	Written Communication, Oral Communication
Critical Thinking Skills	Critical Thinking, Inquiry and Analysis
Empirical and Quantitative Skills	Quantitative Literacy
Personal Responsibility	Ethical Reasoning
Social Responsibility	Intercultural Knowledge and Competence
Teamwork	Teamwork

What Are We Aiming For?

Measure by Attainment Target

Signature Assignment

UTA undergraduates will meet or exceed expectations on a Signature Assignment by scoring a 2 or better on the applied rubric.

Critical Thinking Assessment Test (CAT)

UTA will meet or exceed the national norm (50 percent of attainable points) for the CAT.

National Survey of Student Engagement (NSSE)

UTA will achieve a Score for each area that produces an effect size within 0.20 of peers.

EXIT Survey

Students will rate their UTA education as contributing to their attainment of core skills (3.0 or better, on a scale from 1-4 where higher scores indicate greater attainment).

Core Objective	Assessment	Type	Attainment Target (Met, Not Met, NA)	
			2014-2015	2015-2016
Communication	AAC&U VALUE Rubric Rating of Signature Assignment	Direct	Met	Met
	National Survey of Student Engagement (NSSE)	Indirect	Met	
	Exit Survey	Indirect	Met	
Critical Thinking	AAC&U VALUE Rubric Rating of Signature Assignment	Direct	Met	
	Critical Thinking Assessment Test (CAT)	Direct	Met	Met
	NSSE	Indirect	Met	
	Exit Survey	Indirect	Met	
Empirical and Quantitative Skills	AAC&U VALUE Rubric Rating of Signature Assignment	Direct	Met	NA
	NSSE	Indirect	Met	
	Exit Survey	Indirect	Met	
Personal Responsibility	AAC&U VALUE Rubric Rating of Signature Assignment	Direct	NA	Met
	NSSE	Indirect	Met	
	Exit Survey	Indirect	Met	
Social Responsibility	AAC&U VALUE Rubric Rating of Signature Assignment	Direct		Met
	NSSE	Indirect	Met	
	Exit Survey	Indirect	Met	
Teamwork	AAC&U VALUE Rubric Rating of Signature Assignment	Direct	Met	Met
	Focus Group	Direct		Met
	NSSE	Indirect	Not met	
	Exit Survey	Indirect	Met	

CS 3.5.1 Outline

- Introduction to General Education at UTA
- UTA Core Curriculum and Assessment
 - Assessment Schedule
 - Table of Assessment Measurement Metrics
 - Summary Table of Attainment (next slide)
- Evidence from Assessment Results (results tables)
 - Signature Assignment Ratings (using VALUE Rubrics)
 - Critical Thinking Assessment Test
 - NSSE
 - Exit Survey
- Summary

SACSCOC Off-Site Review Feedback

The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

Compliance

The Off-Site Reaffirmation Committee's review of the general education core curriculum's six objectives (communication, critical thinking, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility), the *Elements of the Texas Core Curriculum*, as well as the *Signature Assignment Ratings* assessments provide evidence that the institution engages in administration of a general education curriculum and assesses its effectiveness on a regular basis. Assessment of the objectives is conducted in concert with the Office of Institutional Effectiveness and Reporting and the results compared to both statewide data on the measures as well as national measures (e.g. NSSE). From the assessment results, students appear to be meeting the objectives and performing within expected norms. *Tables 3, 4 and 6* of the compliance report provide evidence of student performance over time and comparisons with statewide and national measures.

Additional Information Submitted to THECB

- Analysis
 - Signature Assignment Summaries by Core Objective
 - Critical Thinking Assessment Test Results
 - NSSE
 - Exit Survey
- Evaluation of Assessment Process
 - Strengths
 - Possible Actions Planned to Improve the Assessment Process

Available at:

<http://www.uta.edu/ier/Core%20Objectives/index.php#reports>

SACSCOC Proposed Changes

Student Achievement

26 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of actively seeking improvement based on analysis of the results in the areas below:
Combined CS 3.3.1.3, CS 3.5.1, and FR 4.1

- **3.3.1.1** student learning outcomes for its educational programs
Formerly CS 3.3.1.1
- **3.3.1.2** student learning outcomes for general education competencies
Formerly CS 3.5.1
- **3.3.1.3** academic and student services that support student success
Formerly CS 3.3.1.3