

**2014 Core Curriculum Assessment Proposal to the Texas Higher Education Coordinating Board
Submitted by Sam Houston State University**

The following document contains sections from the Sam Houston State University's 2014 Core Curriculum Proposal focused upon the institution's proposed plan for assessing the THECB's Six Core Learning Objectives. The assessment plan outlined here is a proposed plan only, and subject to change or modification as necessary.

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Component II: The Core Objective Assessment Plan

A. Describe the institution's process to determine the appropriate level of attainment of each Core Objective

Following initial course selection by the 2014 Core Curriculum Committee, each core course was reviewed a second time to determine the level of attainment for each Core Objective. With the understanding that not all courses in each component area would provide exhaustive instruction for each applicable Core Objective, the Committee elected to develop a Core Objective Attainment Map. The Committee members were asked to review the core course proposals and syllabi and consult with the appropriate discipline faculty to address this question: "Does the course provide content and activities that provide students with an introduction, a re-enforcement, or an emphasis of the specified skill [Core Objective]?" The resulting Core Objective Attainment Map will be utilized (a) to ensure each student completing the Core Curriculum at Sam Houston State University (SHSU) receives the appropriate level of instruction for each Core Objective and (b) to determine appropriate course sequences for assessment sampling.

When course-based assessments are deemed necessary and appropriate, student work samples will be identified and collected based on Core Objective attainment levels. For example, work samples may be collected from a course that "Introduces" a particular Core Objective if a pre- and post- assessment approach is selected and corresponding work samples are collected from a course that "Emphasizes" or "Reinforces" the Core Objective. In contrast, in course-embedded end-of-experience assessments, work samples could be assessed from courses that "Emphasize" or "Reinforce" a particular Core Objective with no collection from those that only "Introduce" the content.

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Component II: The Core Objective Assessment Plan

B. Describe the institution’s plan for assessment of each Core Objective. The assessment of the Core curriculum is an evaluation of attainment of the Core Objectives.

Assessment Methods

A 2014 Core Assessment Committee was formed following the core course selection process. Membership consisted of administrators and faculty from each of the institution’s seven academic colleges: College of Business Administration, College of Criminal Justice, College of Education, College of Fine Arts and Mass Communication, College of Humanities and Social Sciences, College of Health Sciences, and College of Science and Engineering Technology. Co-chaired by the Assistant Vice President for Academic Planning and Assessment and the Director of Assessment, the Committee was charged with recommending a comprehensive core curriculum assessment plan. The Committee reviewed assessment method options for each of the core objectives, seeking institutional expertise where necessary. The overarching recommendations of the Committee encouraged the use of (a) existing assessment methods currently in use at the academic program level, (b) institution-wide, nationally normed measures where appropriate, and (c) course-embedded assessments in “gatekeeper” courses or course sets. Based on these recommendations, the following assessment philosophy emerged.

Sam Houston State University will use multiple assessment methods to determine the extent to which students are meeting the THECB Core Objectives. Where possible, multiple direct measures will be utilized and supplemented with relevant and valid indirect measures for each core objective. Assessment methods and data will be integrated into existing assessment strategies and used for both core curriculum and degree-specific programmatic improvement. The following describes the preliminary assessment plan for each of the Core Objectives. Following implementation and initial data collection, assessment methods and timelines may be altered as deemed necessary to reflect both the findings from assessments and identified course-taking patterns of our students. Please see Appendix A for a summary of measures and Appendix B for a summative timeline.

Critical Thinking

- **Critical Thinking Assessment Test (CAT)**
The CAT is a nationally normed, short answer essay test designed to assess critical thinking and problem solving skills. Specifically, the faculty-scored, one-hour test evaluates students’ abilities with regard to evaluating information, creative thinking, problem solving, and communication. The CAT will be administered each fall semester to approximately 500 students, with a rotating course population to allow for college and department-specific results. Over a three-year cycle all colleges at SHSU will participate in the CAT assessment. Please see Appendix C for a CAT administration cycle. [Direct Measure]
- **Texas Assessment of Critical Thinking Skills (TACTS)**
The TACTS is a locally developed proprietary instrument designed to measure critical thinking, empirical, and quantitative skills. This 45 minute, multiple choice exam is administered annually in PHIL 2303: Critical Thinking. [Direct Measure]
- **National Survey of Student Engagement (NSSE)**
The NSSE is a student perceptions survey designed to assess student and institution behaviors related to good practices in undergraduate education. Through self-selected peer group and student population cohorts, institutions are able to compare student responses on individual

questions or on the five NSSE Benchmarks of Effective Educational Practice on a national scale. The NSSE will be administered to SHSU freshmen and seniors every other fall semester.
[Indirect Measure]

Communication

- Writing in the Disciplines (WID) Program

The WID Program at SHSU is designed to assist faculty in finding ways to incorporate writing to learn and writing as a process and product, so that students can develop the critical thinking and writing skills necessary for literate citizens. As part of the Program, all undergraduate students complete 18 semester credit hours (SCHs) of writing enhanced coursework (6 SCHs from upper-division courses in the major field of study, 6 SCHs from English coursework, and 6 SCHs from any academic field of choice). Writing enhanced course options exist in each academic college and department, as well as in numerous proposed core curriculum courses. Each spring semester, roughly 500 student writing artifacts will be collected from a rotation of writing enhanced courses and evaluated through the use of a standardized, internally developed, writing rubric. Approximately 450 artifacts in each evaluation cycle will come from upper division students with 50 coming from lower division writing students for baseline comparison purposes. Over a three-year period, all colleges at SHSU will participate in the WID assessment. Data will be aggregated at the institution, college, and department levels. Please see Appendix D for a WID administration cycle. [Direct Measure]

- English Course-Level Assessment

Each spring semester, writing samples from freshman, sophomore, and senior English writing enhanced courses will be collected, reviewed, and evaluated against a common, internally developed rubric by the faculty within the Department of English. Approximately 20 percent of the student enrollment in those courses will be sampled. [Direct Measure]

- Course-Embedded Speech/Presentation Assessment

Each fall semester, student speeches and/or presentations in selected core courses (e.g., COMS 1361, COMS 2382, MCOM 1371, BUAD 2321) will be evaluated with a standardized, internally developed, oral and visual communication rubric. The Office of Academic Planning and Assessment will work with the respective faculty for each selected course to determine if the rubric will be applied by the faculty member in the classroom, or if the student speeches/presentations will be electronically captured for evaluation by an external scoring committee. [Direct Measure]

- National Survey of Student Engagement (NSSE)

The NSSE is a student perceptions survey designed to assess student and institution behaviors related to good practices in undergraduate education. Through self-selected peer group and student population cohorts, institutions are able to compare student responses on individual questions or on the five NSSE Benchmarks of Effective Educational Practice on a national scale. The NSSE will be administered to SHSU freshmen and seniors every other fall semester.
[Indirect Measure]

Empirical and Quantitative Skills

- Critical Thinking Assessment Test

The CAT is a nationally normed, short answer essay test designed to assess critical thinking and problem solving skills. Specifically, the faculty-scored, one-hour test evaluates students' abilities with regard to information evaluation, creative thinking, problem solving, and communication. The CAT will be administered each fall semester to approximately 500 students, with a rotating

course population to allow for college and department-specific results. Over a three-year period, all colleges at SHSU will participate in the CAT assessment. Please see Appendix C for a CAT administration cycle. [Direct Measure]

- Texas Assessment of Critical Thinking Skills (TACTS)
The TACTS is a locally developed proprietary instrument designed to measure critical thinking, empirical, and quantitative skills. This 45 minute, multiple choice exam is administered annually in PHIL 2303: Critical Thinking. [Direct Measure]
- National Survey of Student Engagement (NSSE)
The NSSE is a student perceptions survey designed to assess student and institution behaviors related to good practices in undergraduate education. Through self-selected peer group and student population cohorts, institutions are able to compare student responses on individual questions or on the five NSSE Benchmarks of Effective Educational Practice on a national scale. The NSSE will be administered to SHSU freshmen and seniors every other fall semester. [Indirect Measure]

Teamwork

- Course-Embedded Teamwork Assessment
Each spring semester, student performance and behaviors on team-based, in-classroom assignments will be evaluated with a standardized, internally developed rubric. A triangulation approach will be employed with a student self-assessment, a student peer-assessment, and an instructor observation assessment. Upon implementation, assessments will occur in freshman biology and Foundations of Science courses (BIOL 1401, BIOL 1408, BIOL 1411, BIOL 1413, BIOL 1436, and GEOL 1436). Existing assessment of teamwork in these areas will serve as a pilot for data collection and benchmark development, with expansion of course-embedded teamwork assessments to follow. [Direct Measure]
- Teamwork Assessment Day
Every other spring semester, the Office of Academic Planning and Assessment will host a Teamwork Assessment Day. The Teamwork Assessment Day will be piloted in Spring 2015. A random selection of graduating seniors will be invited to participate in a teamwork activity (currently under design). Student participants will be assigned to teams, provided with a team project prompt, and directly observed and scored by faculty using an internally developed teamwork rubric. [Direct Measure]
- National Survey of Student Engagement (NSSE)
The NSSE is a student perceptions survey designed to assess student and institution behaviors related to good practices in undergraduate education. Through self-selected peer group and student population cohorts, institutions are able to compare student responses on individual questions or on the five NSSE Benchmarks of Effective Educational Practice on a national scale. The NSSE will be administered to SHSU freshmen and seniors every other fall semester. [Indirect Measure]

Social Responsibility

- Academic Community Engagement (ACE) Reflection Assessment
The ACE program at SHSU prepares students to use the skills and knowledge learned in their academic coursework to make a difference and improve life within their community by understanding their roles as community members at the local, regional/state, national, and international levels. Academic courses participating in the ACE program require students to

submit a written reflective assignment about their participation in the program. Each fall semester, a sampling of the reflective assignments will be collected and evaluated against a common, internally developed social responsibility rubric. Data will be aggregated at the institutional, college, and department levels. [Direct Measure]

- Course-Embedded Government/Political Science Assessment
Each fall semester, course embedded test questions (i.e., multiple choice, short answer, and essay) focusing on civic engagement and responsibility will be administered in all sections of POLS 2305: American Government. [Direct Measure]
- Benefits of Academic Community Engagement (BACE) Scale
Each fall semester, students enrolled in ACE designated courses complete the Benefits of Academic Community Engagement (BACE) Scale. The scale contains Likert-item and short answer prompts on student attitudes toward community based learning, course impact on student skill levels, and additional instructional feedback for professors (see Appendix E). Data will be aggregated at the institutional, college, department, and faculty levels. [Indirect Measure]
- Global Perspectives Inventory (GPI)
The Global Perspectives Inventory (GPI) is a nationally administered survey designed to measure student relationships and connections between global student learning and curricular, co-curricular, and community-based experiences. The survey addresses the cognitive, intrapersonal, and interpersonal dimensions of how students think, how students view themselves within their cultural heritage, and how students relate to others from differing cultures, backgrounds, and values. Every other fall semester, the GPI will be administered to comparative student cohorts (e.g., freshman, senior, study abroad, and ACE program participants). [Indirect Measure]
- National Survey of Student Engagement (NSSE)
The NSSE is a student perceptions survey designed to assess student and institution behaviors related to good practices in undergraduate education. Through self-selected peer group and student population cohorts, institutions are able to compare student responses on individual questions or on the five NSSE Benchmarks of Effective Educational Practice on a national scale. The NSSE will be administered to SHSU freshmen and seniors every other fall semester. [Indirect Measure]

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- National Survey of Student Engagement (NSSE)
The NSSE is a student perceptions survey designed to assess student and institution behaviors related to good practices in undergraduate education. Through self-selected peer group and student population cohorts, institutions are able to compare student responses on individual questions or on the five NSSE Benchmarks of Effective Educational Practice on a national scale. The NSSE will be administered to SHSU freshmen and seniors every other fall semester. [Indirect Measure]

Criteria/Targets

Core assessment targets and benchmarks were identified by the Office of Academic Planning and Assessment in conjunction with the 2014 Core Assessment Committee and programmatic assessment faculty representatives. Existing programmatic criteria and course-embedded assessment targets have been informed by prior year's assessment activities and will continue for core curriculum assessment purposes. Newly adopted assessment measures will evolve so that targets and benchmarks are identified from baseline data collection. Discipline best practices and national norms have been applied, where appropriate. The following describes the preliminary assessment targets and/or benchmarks for each of the assessment measures.

Critical Thinking

- Critical Thinking Assessment Test (CAT)
 - Achievement Target: SHSU will meet or exceed the national norm (50 percent) for the CAT.
 - Achievement Target: All SHSU Colleges will meet or exceed the national norm (50 percent) for the CAT.

- Texas Assessment of Critical Thinking Skills (TACTS)
 - Achievement Target: Students will demonstrate pre to post improvement of their overall scores.

- National Survey of Student Engagement (NSSE)
 - Achievement Target: SHSU will meet or exceed the scores of our peer universities on questions aligned with Critical Thinking.

Communication

- Writing in the Disciplines (WID) Project
 - Achievement Target: The SHSU average will be 2.5 or higher on a 4-point scale using a locally developed writing rubric.

- Achievement Target: SHSU colleges will meet or exceed locally established benchmarks for their college. College benchmarks will be based on the Pilot WID Project conducted in Spring 2013 (results pending publication).
- English-Course Embedded Assessment
 - Achievement Target: At least 70 percent of students will fall into the upper 50 percent on the four-point evaluation scale.
 - Achievement Target: Composition II students will outscore Composition I students.
 - Achievement Target: Sophomores will outscore Composition II students.
 - Achievement Target: Seniors will outscore sophomores.
- Course-based Speech/Presentation Assessment
 - Achievement Target: Targets for the Speaking Assessment are currently under development and will vary depending upon the type and nature of the rubric used to evaluate the student presentations. Targets will eventually include meeting or exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.

National Survey of Student Engagement (NSSE)

- Achievement Target: SHSU will meet or exceed the scores of our peer universities on questions aligned with Communication.

Empirical and Quantitative Skills

- Critical Thinking Assessment Test
 - Achievement Target: SHSU will meet or exceed the national norm (50 percent) for the CAT.
 - Achievement Target: All SHSU Colleges will meet or exceed the national norm (50 percent) for the CAT.
- Texas Assessment of Critical Thinking Skills (TACTS)
 - Achievement Target: Students will demonstrate statistically significant improvement on select questions pre to post.
 - Achievement Target: Student scores for select questions will exceed the previous year's benchmark.
- National Survey of Student Engagement (NSSE)
 - Achievement Target: SHSU will meet or exceed the scores of our peer universities on questions aligned with Empirical and Quantitative Skills.

Teamwork

- Course-based Teamwork Assessment
 - Achievement Target: Targets for the Course-based Teamwork Assessment are currently under development and will be dependent upon the nature of the teamwork assignment and the rubric/process used to evaluate the student work. Targets will eventually include meeting or exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.
- Teamwork Assessment Day
 - Achievement Target: Targets for the Teamwork Assessment Day are currently under development and will be dependent upon the nature of the Teamwork assignment and the

rubric/process used to evaluate the student work. Targets will eventually include meeting or exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.

- National Survey of Student Engagement (NSSE)
 - Achievement Target: SHSU will meet or exceed the scores of our peer universities on questions aligned with Teamwork.

Social Responsibility

- Academic Community Engagement (ACE) Reflection Assessment
 - Achievement Target: Targets for the ACE Student Reflection Assessment are currently under development and will be dependent upon the nature of the rubric/process used to evaluate the written student reflections. Targets will eventually include meeting or exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.
- Course Embedded Political Science Assessment
 - Achievement Target: Targets for the Course Embedded Political Science Assessment are currently under development and will be dependent upon the nature of the assessment process/mechanism. Targets will eventually include meeting or exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.
- Benefits of Academic Community Engagement (BACE) Scale
 - Achievement Target: Targets for the BACE Student Reflection Assessment are currently under development and will be dependent upon the nature of the rubric/process used to evaluate the written student reflections. Targets will eventually include meeting or exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.
- Global Perspectives Inventory (GPI)
 - Achievement Target: SHSU Freshmen and Seniors will meet or exceed the national averages for their classifications for all scales relating to Social Responsibility.
 - Achievement Target: SHSU Seniors will outscore SHSU Freshmen for all scales relating to Social Responsibility.
 - Achievement Target: SHSU students of all levels taking either ACE Courses or engaged in study abroad will meet or exceed the scores for seniors on all scales relating to Social Responsibility.
- National Survey of Student Engagement (NSSE)
 - Achievement Target: SHSU will meet or exceed the scores of our peer universities on questions aligned with Social Responsibility.

Personal Responsibility

- Academic Community Engagement (ACE) Reflection Assessment
 - Achievement Target: Targets for the ACE Student Reflection Assessment are currently under development and will be dependent upon the nature of the rubric/process used to evaluate the written student reflections. Targets will eventually include meeting or

exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.

- Benefits of Academic Community Engagement (BACE) Scale
 - Achievement Target: Targets for the BACE Student Reflection Assessment are currently under development and will be dependent upon the nature of the rubric/process used to evaluate the written student reflections. Targets will eventually include meeting or exceeding established benchmarks for success, with benchmarks to be determined after a pilot administration of the assessment.

- Global Perspectives Inventory (GPI)
 - Achievement Target: SHSU Freshmen and Seniors will meet or exceed the national averages for their classifications for all scales relating to Personal Responsibility.
 - Achievement Target: SHSU Seniors will outscore SHSU Freshmen for all scales relating to Personal Responsibility.
 - Achievement Target: SHSU students of all levels taking either ACE Courses or engaged in study abroad will meet or exceed the scores for seniors on all scales relating to Personal Responsibility.

- National Survey of Student Engagement (NSSE)
 - Achievement Target: SHSU will meet or exceed the scores of our peer universities on Questions aligned with Personal Responsibility.

Analysis

Results of core objective assessments will be evaluated at the institutional, college, department, and program levels as appropriate. At the institutional level core objective assessment results will be reviewed by appropriate core objective assessment sub-committees (e.g., Creative Thinking Assessment Committee, Communication Assessment Committee, Teamwork Assessment Committee, etc.). The core objective assessment committees will report to the Assistant Vice President for Academic Planning and Assessment and will be comprised of faculty from the academic disciplines responsible for implementation of the assessment measures. On an annual basis, the sub-committees will review (a) the continued appropriateness of the core objective assessment plan (i.e., assessment measures, sampling procedures, criteria and targets, timeline), (b) criteria and target attainment by assessment measure, and (c) provide recommendations for improvement based upon the collected data. Where possible, assessment results will also be provided to the appropriate college, department, and programs for review and action.

Additionally, assessment activities overlapping core objective and programmatic student learning assessment will be documented within the respective academic program's annual assessment plan. As part of the annual programmatic assessment of student learning outcomes, departments are required to document criteria and target attainment, specific action plans, and continuous improvement narratives. Further, programmatic assessment plans are subject to an annual meta-assessment review in which program and peer faculty and administrators review and evaluate program goals, objectives, criteria, indicators, findings, and actions culminating in feedback for assessment plan improvement.

Actions and Follow-Up

On an annual basis, the core objective sub-committees and programmatic assessment representatives will meet to review assessment results and develop appropriate action plans. These action plans will be documented through the core assessment process, and for programmatic assessment, within the university's online assessment tracking database. Additionally, the core objective sub-committees and

programmatic assessment representatives will be required to document both progress on prior year's action plans and future actions necessary for core objective and/or programmatic improvement.

As action plans will vary by assessment method and criteria/target attainment, a plan for improvement of student learning will grow organically as the assessment process progresses. Course-embedded assessment results tend to tie more directly to course-based changes and improvement strategies. Conversely, end of experience and nationally normed instruments provide rich data for the student population, but do not easily tie directly to specific course-based improvement strategies. As such, the institution will aggregate results at the institutional, college, and department levels where possible. In the event criteria and targets are not met for the student body or for particular student groups, this approach will allow for a more in-depth examination of course-taking patterns by student group. Analysis of course-taking patterns should allow for a more targeted course-based improvement strategy.

Peer Review

Sam Houston State University is a member of the Texas State University System along with seven other institutions: Lamar University, Texas State University, Sul Ross State University, Lamar Institute of Technology, Lamar State College-Orange, Lamar State College-Port Arthur, and Sul Ross State University Rio Grande College. The System's Council of Chief Assessment Officers will collectively conduct a peer review of the assessment of the six general education core objectives. On a two-year cycle each institution will draft a report describing the methodology, analysis, and findings of their general education core objective assessment. The reports will be reviewed by the members of the Council of Chief Assessment Officers and a summative report describing achievements and suggested actions will be developed and shared among the system institutions.

Appendix B
SHSU Core Curriculum Assessment Timeline

Core Objective	Assessment Measure	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Critical Thinking	Critical Thinking Assessment (CAT) Test	University Pilot	Rotating Administration	Rotating Administration	Rotating Administration	Rotating Administration	Rotating Administration
	Texas Assessment of Critical Thinking Skills (TACTS)	X	X	X	X	X	X
	National Survey of Student Engagement (NSSE)		X		X		X
Communication Skills	Writing in the Disciplines (WID) Project	X	Rotating Administration	Rotating Administration	Rotating Administration	Rotating Administration	Rotating Administration
	English Course-Level Writing Assessment	X	X	X	X	X	X
	Course-embedded Speech/Presentation Assessment	University Pilot	X	X	X	X	X
	National Survey of Student Engagement (NSSE)		X		X		X
Empirical and Quantitative Skills	Critical Thinking Assessment (CAT) Test	University Pilot	Rotating Administration	Rotating Administration	Rotating Administration	Rotating Administration	Rotating Administration
	Texas Assessment of Critical Thinking Skills (TACTS)	X	X	X	X	X	X
	National Survey of Student Engagement (NSSE)		X		X		X
Teamwork	Course-embedded Teamwork Assessment	X	X	X	X	X	X
	Teamwork Assessment Day	University Pilot		X		X	
	National Survey of Student Engagement (NSSE)		X		X		X
Social Responsibility	Academic Community Engagement (ACE) Reflection Assessment	University Pilot	X	X	X	X	X
	Course Embedded Government/Political Science Assessment	University Pilot	X	X	X	X	X
	Benefits of Academic Community Engagement (BACE) Scale	X	X	X	X	X	X
	Global Perspectives Inventory (GPI)	University Pilot	X		X		X
	National Survey of Student Engagement (NSSE)		X		X		X
Personal Responsibility	Academic Community Engagement (ACE) Reflection Assessment	University Pilot	X	X	X	X	X
	Benefits of Academic Community Engagement (BACE) Scale	X	X	X	X	X	X
	Global Perspectives Inventory (GPI)	University Pilot	X		X		X
	National Survey of Student Engagement (NSSE)		X		X		X

Appendix A
SHSU Core Curriculum Assessment Plan Summary

Core Objective	Assessment Method	Type	Criteria/Targets
Critical Thinking	Critical Thinking Assessment (CAT) Test	Direct	University will meet or exceed the national norm (50%) for the CAT All SHSU Colleges will meet or exceed the national norm (50%) for the CAT
	Texas Assessment of Critical Thinking Skills (TACTS)	Direct	Students will demonstrate pre to post improvement of their overall scores
	National Survey of Student Engagement (NSSE)	Indirect	SHSU will meet or exceed the scores of our peer universities on questions aligned with Critical Thinking
Communication Skills	Writing in the Disciplines (WID) Project	Direct	University Average will be 2.5 or higher on a 4-point scale using a locally developed writing rubric SHSU colleges will meet or exceed locally established benchmarks for their college.
	Freshman English Course-Level Writing Assessment	Direct	At least 70% of students will fall into the upper 50% on the four-point evaluation scale
			Composition II students will exceed Composition I Students
			Sophomores will exceed Composition II Students Seniors will exceed Sophomores
	Course-embedded Speech/Presentation Assessment	Direct	Targets Currently Under Development
National Survey of Student Engagement (NSSE)	Indirect	SHSU will meet or exceed the scores of our peer universities on questions aligned with Communication Skills	
Empirical and Quantitative Skills	Critical Thinking Assessment Test	Direct	University will meet or exceed the national norm (50%) for the CAT All SHSU Colleges will meet or exceed the national norm (50%) for the CAT
	Texas Assessment of Critical Thinking Skills (TACTS)	Direct	Students will demonstrate statistically significant improvement on select questions pre to post Student scores for select questions will exceed the previous year's benchmark
	National Survey of Student Engagement (NSSE)	Indirect	SHSU will meet or exceed the scores of our peer universities on questions aligned with Empirical and Quantitative Skills
Teamwork	Course-embedded Teamwork Assessment	Direct	Targets Currently Under Development
	Teamwork Assessment Day	Direct	Targets Currently Under Development
	National Survey of Student Engagement (NSSE)	Indirect	SHSU will meet or exceed the scores of our peer universities on questions aligned with Teamwork
Social Responsibility	Academic Community Engagement (ACE) Reflection Assessment	Direct	Targets Currently Under Development
	Course Embedded Political Science Assessment	Direct	Targets Currently Under Development
	Benefits Academic Community Engagement (ACE) Scale	Indirect	Targets Currently Under Development
	Global Perspectives Inventory (GPI)	Indirect	University will meet or exceed the National Average, Seniors will outscore
			Seniors will outscore Freshman students Students engaged in ACE courses and Study Abroad will exceed students of all levels
National Survey of Student Engagement (NSSE)	Indirect	SHSU will meet or exceed the scores of our peer universities on questions aligned with Social Responsibility	
Personal Responsibility	Academic Community Engagement (ACE) Reflection Assessment	Direct	Targets Currently Under Development
	Benefits Academic Community Engagement (ACE) Scale	Indirect	Targets Currently Under Development
	Global Perspectives Inventory (GPI)	Indirect	University will meet or exceed the National Average
			Seniors will outscore Freshman students Students engaged in ACE courses and Study Abroad will exceed students of all levels
National Survey of Student Engagement (NSSE)	Indirect	SHSU will meet or exceed the scores of our peer universities on questions aligned with Personal Responsibility	

Appendix C
SHSU CAT Administration Cycle
Core Curriculum Assessment

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
College of Business Administration	Pilot		CAT			CAT
College of Criminal Justice				CAT		
College of Education			CAT			CAT
College of Fine Arts and Mass Communication				CAT		
College of Health Sciences				CAT		
College of Humanities and Social Sciences		CAT				CAT
College of Sciences		CAT				CAT

Appendix D
SHSU WID Administration Cycle
Core Curriculum Assessment

College	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
College of Business Administration		WID			WID	
College of Criminal Justice		WID			WID	
College of Education	WID			WID		
College of Fine Arts and Mass Communication			WID			WID
College of Health Sciences			WID			WID
College of Humanities and Social Sciences			WID			WID
College of Sciences	WID			WID		

Benefits of Academic Community Engagement

Section A: This section is intended to help us determine your attitude toward community based learning. Please use the scale below to answer the following questions.

Strongly Disagree 1 ----- 2 ----- 3 ----- 4 ----- 5 Strongly Agree

A	ATTITUDES TOWARD COMMUNITY BASED LEARNING						
1.	At the <i>beginning</i> of the semester, I was uneasy about the community engagement component of the course.	1	2	3	4	5	N/A
2.	Participating in the community helped enhance my <i>leadership</i> skills.	1	2	3	4	5	N/A
3.	The community engagement I did in this course helped me to <i>analyze</i> problems.	1	2	3	4	5	N/A
4.	The community engagement I did in this course helped me to <i>think</i> critically.	1	2	3	4	5	N/A
5.	The community engagement in this course helped me to develop <i>workplace</i> skills.	1	2	3	4	5	N/A
6.	The community engagement in this course has made me <i>more employable</i> .	1	2	3	4	5	N/A
7.	The community engagement in this course assisted me in defining the <i>type</i> of work I want to do in the future.	1	2	3	4	5	N/A
8.	Participation in the community helped enhance my <i>communication</i> skills.	1	2	3	4	5	N/A
9.	The community engagement in this course helped me to develop <i>organizational</i> skills.	1	2	3	4	5	N/A
10.	The community engagement in this course helped me to <i>connect theory</i> with practice.	1	2	3	4	5	N/A
11.	Working in the community helped me to define my <i>personal strengths and</i> weaknesses.	1	2	3	4	5	N/A
12.	The community engagement in this course helped me to apply the subject matter in a " <i>real world</i> " situation.	1	2	3	4	5	N/A
13.	This course helped me understand my <i>responsibility</i> to serve the community and develop my <i>citizenship</i> skills.	1	2	3	4	5	N/A
14.	This course helped me understand that I can <i>make a difference</i> in my community by being involved.	1	2	3	4	5	N/A
15.	The community engagement aspect of this course showed me how I could become <i>more involved</i> in my community.	1	2	3	4	5	N/A
16.	The community engagement aspect of this course helped me to become <i>more aware of the needs</i> in my community.	1	2	3	4	5	N/A
17.	This course helped me understand the <i>differences</i> (i.e., cultural, racial, economic, etc.) that exist in our community.	1	2	3	4	5	N/A
18.	I probably will <i>continue to serve the community</i> after this course.	1	2	3	4	5	N/A
19.	I would <i>recommend this course</i> to a friend, specifically because of the community engagement aspect.	1	2	3	4	5	N/A
20.	At the <i>end</i> of the semester, I thought that the community engagement aspect of this course was valuable.	1	2	3	4	5	N/A

Please see reverse side to complete.

Section B: The following questions deal specifically with this community engagement course.

1. On a scale of 1 to 10, where 1 is a **bad** experience and 10 is an **excellent** experience, I would rate my community engagement learning experience in this class/course as a _____.
2. Provide **3 separate words** that best describe what you **liked most** about the community engagement part of this course: _____; _____; _____
3. Provide **3 separate words** that best describe what you **disliked most** about the community engagement part of this course: _____; _____; _____
4. **Professor's Name:** _____ **Course Number:** _____
5. **Name** of the community **partner/agency** with whom you worked: _____
6. How many **ACE courses** have you taken (including any other ACE courses this semester) other than this current course? _____
7. How would you say this course was in **comparison** to any other ACE courses you have taken (or are taking) on a scale of 1 (**lower quality**) to 10 (**greater quality**) or N/A? _____

Section C: CLASSIFICATION QUESTIONS.

1. What is your GENDER? (**Check one box**)
1. Male 2. Female
2. What is your age? _____ in YEARS.
3. Which of the following best describes your ETHNIC ORIGIN? (**Check one box**)
1. Caucasian (White) 2. Hispanic (Non-White)
3. African-American 4. Asian-American
5. Other _____
4. How many college credit hours are you CURRENTLY registered/enrolled for THIS semester?
_____ Semester HOURS.
5. What is your current OVERALL GPA? _____ / 4.00
6. What is your CURRENT academic classification? (**Check one box**)
1. Freshman (<30 hours) 2. Sophomore (30-59 hours)
3. Junior (60-89 hours) 4. Senior (≥90 hours)
5. Other _____
7. What is your MAJOR? _____
8. On average, how many HOURS A WEEK do you typically work for PAY? _____ HOURS/WEEK
9. WHERE do you live DURING THE SCHOOL YEAR? (**Check one box**)
1. Dormitory or other campus housing
2. Other residence WITHIN Walker County (e.g., off campus housing)
3. Residence OUTSIDE Walker County
10. Which of the following best describes your personal *annual household* INCOME for 2012? (**Check one**)
1. Less than \$15,000 2. \$15,001 – \$30,000 3. More than \$30,000

Section D: Additional Comments.

Thank you.