Teaching the Teachers
How to Make Core Assessment Relevant and Accessible

SACSCOC Annual Meeting
Dallas, Texas
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Glenn Phillips, The University of Texas at Arlington

Session Overview
- Define the context
- Define the problem
- Consider solutions
- Brainstorm
- Future work

Learning Outcomes for Session
- Participants should understand the nature of core objective assessment in the time/place-bound space of the 21st century higher education.
- Participants should understand the role of faculty in successful core objective assessment.
- Participants should understand some of the barriers to faculty participation and investment in the assessment process.
- Participants should recognize strategies to develop bridges with faculty including website content and design, resources, and workshops and be comfortable implementing these ideas.
Texas Core Objectives

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Texas Core Curriculum

- Communication (6 SCH)
- Mathematics (3SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy, and Culture (3SCH)
- Creative Arts (3 SCH)
- American History (6 SCH)
- Government/Political Science (3SCH)
- Social and Behavioral Sciences (3 SCH)
- The Component Area Option (6SCH)

Faculty Responsibilities

1. Integrate core objectives into syllabi
2. Integrate core objectives into assignments
3. Assess core objectives for classroom, departmental, and institutional reasons

IR Responsibilities

1. Assess core objectives longitudinally
2. Assess core objectives laterally
3. Assess core objectives rigorously
The Problem

Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills (EQS) - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

It’s hard to sell

There is little state- or national-level support material available for teachers

- Texas Higher Education Coordinating Board
- LEAP Texas
- American Association of Colleges & Universities

There is little state- or national-level support material available for IR offices

- Texas Higher Education Coordinating Board
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- American Association of Colleges & Universities
One Solution

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2017 SACSCOC Annual Meeting, Dallas, Texas
Questions

- How do we engage faculty in conversations about the core objectives?
- How do we support faculty with resources necessary for assessment and core objective inclusion?
- How do we train faculty to make the core objectives part of the shared language of the institution, the department, and the classroom?

One Solution

- How do you introduce the core objectives?
- How do you contextualize the core objectives?
- How do you connect the core objectives?
- How do you operationalize the core objectives?

Reinvent Your Web-Presence

- How do you introduce the core objectives?
- How do you contextualize the core objectives?
- How do you connect the core objectives?
- How do you operationalize the core objectives?
How do you introduce the core objectives?

*Good Practices*

- Recognize that new initiatives are often translated as “more work.”
- Introduce the language you hope faculty are using.
- Focus more on what the core objectives *do* than what they are.

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How do you contextualize the core objectives?

*Good Practices*

- Recognize state- and national-level goals
- Recognize institutional goals
- Recognize departmental goals
- Recognize classroom goals
- Recognize instructor goals

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What Is It?

Why Do We Need It?

How Do We Measure It?

How Do We Stack Up?
How do you connect the core objectives?

**Good Practices**

- Connect to the missions of the institution and department
- Connect to the learning outcomes for each class
- Connect to discipline goals
- Connect to students

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How do you operationalize the core objectives?

**Good Practices**

- Create samples for core objective-based assignments
- “Teach” faculty about core objectives using their own disciplinary language
- Provide accessible descriptions that help faculty engage with their students.
- Create collaborative assessment models that can be repeated and improved.
A Second Solution

Have Teachers Train Teachers

- Faculty Fellows
- Support for faculty involved in core objective assessment
- Brown-Bags/ Faculty Development
- Encourage research related to core objectives
- Put institutional money where an institutional mouth is

Brainstorm
Future Work

• Videos of students sharing their stories about learning core objectives
• Core objective essay contest
• Having core objective conversations with student affairs professionals
• Creating online resources for SA

Outreach to Students