

**Core Curriculum Assessment Committee
Meeting Minutes
February 3, 2017**

Organization

Sam Houston State University

Type of Meeting

Core Curriculum Assessment Committee meeting

Time

10:00 am – 11:00 am

Location

Sam Houston State University
Lowman Student Center, Room 306

Chairman

Jeff Roberts, Director of Academic Planning and Assessment

Attendees

1. Jeff Roberts, OAPA
2. Tama Hamrick, OAPA
3. Daughn Pruitt, Student Affairs
4. Pat Lawler, Department of Art
5. Steve Rapp, Department of History
6. Falguni Mukhejee, Department of Geography and Geology
7. Emily Roper, Department of Kinesiology
8. Stephen Brown, Department of Population Health
9. Marcus Gillespie, COSET, Dean's Office
10. Kurt Jesswein, COBA, Dean's Office
11. Daphne Johnson, Department of Curriculum and Instruction
12. Holly Miller, College of Criminal Justice

Agenda

- Introductions
- Overview of THECB Core Assessment Requirements
- Brief Overview of Current SHSU Core Assessment Practices
 - Data Collection
 - 2019
- 2019 Core Curriculum/General Education Reports for the THECB and SACSCOC
- Review of the Purpose of the Committee
- Role of the Committee in Helping Foster Effective Core Assessment Practices
- Role of the Committee in Reviewing Collected Core Assessment Data and Helping Identify Ways to Improve Student Learning

- Role of the Committee in Reviewing New Additions to the Core Curriculum, and Ensuring Ongoing Compliance of Current Core Curriculum Courses

Notes

- Core Assessment/Gen Ed Assessment Reports will be due to the THECB and SACSCOC in 2019.
- Current Assessment Plan is okay, but we could do more. Especially with regards to course-level assessment.
- Assessing six THECB Core Objectives: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility
- Teamwork is hard to assess, with limited assessment measures currently in place for this Objective.
- Current assessment plan relies heavily on end-of-experience measures, though some course embedded measures are used.
- Data collection may be messy. When possible, we need to borrow what we can from what is being done now.
- Identifying classes that students are taking the most will give us more bang for our buck.
- Go to areas where the most students are
- Nexus or gatekeeper course within the core can be good places to gather data.
- Purpose of Committee
- Helping to identify areas in colleges and departments that can collect and share data.
 - Identify assessment measures and practices that could be incorporated into our ongoing assessment efforts.
 - Analyze collected assessment data.
 - Develop strategies for using data to improve student learning.
 - Gather information on actions being taken using data at the course or program level.
 - Help review assessment language within new core curriculum course proposals.
 - Develop a process for periodically reviewing our current core curriculum offerings to ensure they are still addressing the relevant core objectives.
- Important to have a representative from Student Affairs on this committee because student learning does not just take place in the classroom. Some skill objectives (teamwork, social responsibility, etc.) may be heavily impacted by co-curricular activities.
- Getting data from co-curricular activities is equally important as core courses and courses in majors.
- Should take a holistic approach because knowledge and skills are developed in and outside of the classroom.
- Next Steps:
 - Continue to review collected assessment data and reports
 - Identify new sources of assessment data, especially from within core courses.
 - Begin analysis and interpretation of the collected data
 - Decide how we want to divide up some of these tasks. Should we form sub-groups to analyze the collected data?