

**University of Houston-Clear Lake**  
**Office of Planning and Assessment**  
**Report from the Core Objectives Assignments Summer Workgroup**

**Goal:** To find two assignments for five of the THECB Core Objectives.

**Workgroup Members:** Comeka Anderson-Diaz, Diana Bowen, Jingjing Ma, Gene Shan, Dawit Woldu, and Carl Zhang; **Workgroup Leader:** Katie Reno

**Summer Work Activities**

The committee reviewed the Texas Administrative Code and the information packet provided by OIE to ensure everyone in the group had a proper understanding of the core objectives provided by the state of Texas. The group reviewed state definitions in comparison with the rubrics developed by the Core Curriculum Assessment Committee.

The group decided that each member would either research an assignment or develop an assignment on their own. The group was reminded that there are nine foundational component areas covered by six core objectives. Accordingly, group members were tasked with finding or developing assignments that could be used or adapted across disciplines. Group members were able to gather several assignments from UHCL faculty, other universities, and national education organizations. While gathering assignments from various sources, group members faced several challenges and developed improvement suggestions.

**Conclusion and Recommendations**

When contacting faculty members, the committee found that many were unwilling to share assignments to be openly shared. The group suggests a password protected website containing sample assignments as one solution to this challenge. The group also suggested having workshops in which faculty members could develop broad assignments to be used for assessment of the core. Group members suggested incentives and service recognition for assignment development.

The group members also saw complications from having a complex mix of six core objectives intermingled with nine foundational component areas. The group recommended holding workshops based on the foundational component areas to address this concern. In these workshops, the group suggests training faculty with material that would cover the definitions, learning outcomes, and rubrics of the six objectives. Proper training on the core objectives may ease the task of developing acceptable sample assignments.

The group members also suggest developing training materials applicable to faculty members assessing a core objective outside their area of expertise. Training material could include articles, slides, or modules that provide information on the core objective. Training materials could be especially useful for problematic core objectives such as Teamwork and Social Responsibility. Group members noted that very few faculty members had assignments that directly examined Teamwork. The lack of assignments in the area may be attributed to the fact that Teamwork falls outside of many faculty members' area of expertise.

**Future Work**

The Core Curriculum Assessment Committee (CCAC) should work with faculty to develop sample assignments and store them on a password-protected website. To reach this goal, faculty should be provided resources, such as workshops, to further explore the foundational component areas, the core objectives, and the relevant pedagogy, including outcomes and rubrics, for classroom instruction. Additionally CCAC might facilitate the development of instructional materials, such as a teaching module on Teamwork, that faculty could embed into their courses. Finally, CCAC should facilitate the development of sample assignments that faculty across the disciplines could use in their core courses—with or without modifications.