

Core Curriculum Assessment Process – Proposed Changes

About the TCU Core Curriculum:

- There are 14 areas (competencies) and 36 Student Learning Outcomes
- Approximately 2-3 areas of the Core are assessed each year in a 6-year cycle, with a whole Core Review conducted in the 7th year
- Our current model of Core assessment charges faculty committees in each area to develop an assessment plan, conduct assessment, and submit a report to the Core Director in one academic year

Example of current assessment schedule:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Complete assessment process happens in one year	Areas 1,2,3	Areas 4,5,6	Areas 7,8	Areas 9,10	Areas 11,12	Areas 13,14	FS Review

Rationale for change:

- 1.) This year's **Faculty Senate Core Curriculum Review Committee** has made two recommendations to 1) change the assessment methods and schedule based on their review of the last six years of assessment data; 2) adopt a limited number of institutional outcomes for the Core.
- 2.) **SACSCOC expectations**, which changed in 2018 (and which our current model does not reflect):
 - General Education is an Academic Program (similar to a major)
 - Each Academic Program should be assessed in three-year cycles
 - Need to show the seeking of constant improvement growing out of assessment

Best practices and the norm in General Education:

- The university has 3-7 General Education Student Learning Outcomes at the institutional level
- Each year 1-2 of these Outcomes is assessed across the institution, pulling from all areas of the Core which support student learning of the outcome, in 3-year cycles

Example of what implementing the recommended 3-year assessment schedule with four institutional learning outcomes for General Education would look like:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collecting Data	SLO 1-2	SLO 3	SLO 4	SLO 1-2	SLO 3	SLO 4
Assessing		SLO 1-2	SLO 3	SLO 4	SLO 1-2	SLO 3
Reporting			SLO 1-2	SLO 3	SLO 4	SLO 1-2
						FS Review

WHAT WE NEED TO ACCOMPLISH:

- Conduct assessments in such a way that it conveys useful data which we can use to identify action plans to implement to improve in the Core
- Identify a small number of institution-level outcomes for the Core Curriculum to guide and organize assessment
- Reduce the assessment workload on faculty and create a sustainable assessment process for the Core over the long-term
- Begin assessment in the fall semester in a manner that will demonstrate we will meet SACSCOC specifications going forward

We can accomplish this change in how assessment is conducted with NO curricular or requirement changes to the Core.

Process for approval based on Core Emendation Policy: Core Curriculum Review Committee (January meetings) → Academic Excellence Committee (February meeting) → Faculty Senate (March meeting)