**Core Curriculum Review Committee**

**Institutional Core Outcomes Proposal**

Because TCU is currently in the midst of preparing for Reaffirmation in SACSCOC, the Core Curriculum Review Committee makes the following recommendation on Core assessment in advance of the Committee’s final report to be submitted at the end of the academic year.

The TCU Core Curriculum consists of 14 areas (competencies) and 36 Student Learning Outcomes. The current assessment model, established at the time of the Core’s creation and followed since, consists of the following:

* The Core is assessed on a seven-year cycle. Approximately 2-3 areas of the Core are assessed each year over the first six years, with Faculty Senate-led whole Core Curriculum review process in the 7th year.
* Each area of Core has a freestanding faculty committee develop an assessment plan, conduct assessment, and submit a report to the Core Director over the course of one academic year

As part of our committee work in the fall semester, we carefully analyzed all of the Core assessment reports from 2014-2021 and met with David Allen and Patti Gregg in order to familiarize ourselves with best practices in General Education assessment and SACSCOC expectations.

We recommend updating the TCU Core Curriculum assessment process based on our evaluation of the unwieldy current process that makes convincing analysis and drawing conclusions about student learning difficult. While assessment processes were developed and followed during the last six years, they varied enormously, sometimes only gave evidence of partial achievement of learning outcomes, and were, at times, convoluted and hard to follow. The lack of time-series data makes it impossible to determine whether performance changed over time. It also leaves the assessments without a useful benchmark. Furthermore, it shows a lack of "closing-the-loop" assessment, making changes, and reassessing.

We conclude, therefore, that a more consistent approach to the Core assessment is necessary. Assessments should be conducted regularly in three-year cycles and in similar formats to ensure comparability. It is also essential to document what changes are implemented in response to the assessment results and assess the effects of the changes on performance. To keep assessment manageable, it should be focus on a small number of key Core learning outcomes, which should be identified with faculty input. The Director of the Core should be entrusted with the autonomy to manage the assessment process.

These changes in how the assessment of the TCU Core Curriculum is carried out will have many benefits to all of us, including:

* streamlining, simplifying, and standardizing the process while improving the usefulness of results,
* sustaining and supporting faculty service work in assessment
* better identifying areas for improvement in student learning based on analysis of data
* understanding and communicating more clearly the important student learning that happens in the Core Curriculum

(Statement approved by the Core Curriculum Review Committee, 1/14/22)

**Institutional Core Outcomes Proposed Changes**

[approved by the Core Curriculum Review Committee 1/28/22]

[approved by the Academic Excellence Committee on 2/17/22]

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| **Proposed Institutional Core Outcome** | Analyze human experiences, cultural expressions, or creativity | Apply mathematical and scientific literacy skills or concepts  | Describe concepts or theories of social responsibility in diverse or global communities | Communicate Effectively  |
| **Current Core Codes Mapping Up to Institutional Core Outcome** | HUM, SSC, FALT, RT, HT[possibly DEI]  | MA, NSC | CSV, CA, GA [possibly DEI] | OCO, WCO, WEM |