Core Implementation Committee
Reviewing the TCU Core Curriculum

TCU is committed to evaluating the effectiveness of the TCU Core Curriculum. To accomplish this task, the Core Implementation Committee (CIC) recommends the establishment of a program review process under the direction of the Director of the TCU Core Curriculum. To guide the review process, the committee asks that the Faculty Senate charge the Director of the TCU Core Curriculum and the CIC to draft a set of guidelines for the program reviews.

We propose to treat each category of the TCU Core Curriculum as a unit that will be reviewed once in a six-year cycle according to the schedule on the attached calendar. An overall review (including a review of the course vetting process as well as a review of the process and structure for reviewing the core) of the entire TCU Core Curriculum will occur in the seventh year. This process will ensure that incremental changes to the Core Curriculum are informed by systematic review of process and results.

We hope to establish Faculty Learning Communities (FLCs) for each of the categories of the TCU Core Curriculum. The FLCs will develop the specific assessment procedures for that unit, in conjunction with the Directors of the TCU Core Curriculum, Office of Assessment, and Center for Teaching Excellence. FLCs have been created for the categories of the Heritage, Mission, Vision, and Values (HMVV) Curriculum.

We anticipate that a curriculum portfolio for the category under review will be compiled according to guidelines developed by the CIC and the Director of the TCU Core Curriculum. An example of what might be contained in such a portfolio is attached. We also anticipate that the HMVV Committee will serve as the unit that will compile the curriculum portfolio for the categories of the HMVV Curriculum.

We must remember that the Senate, and in a larger sense the Faculty, was responsible for the development and implementation of the TCU Core Curriculum. If we are to maintain control of the TCU Core Curriculum, we must also be responsible for the evaluation of its effectiveness. For from such evaluation will arise the impetus for any future revision.

1/26/06
Core Implementation Committee
Reviewing the TCU Core Curriculum
History
March 2004 Faculty Senate meeting

1. CIC presents for discussion
   • a draft statement on assessment of the Core Curriculum
   • a proposed assessment schedule.

2. Included in the draft were the following recommendations.
   • The establishment of an assessment process that is faculty-driven.
   • The extant University Assessment Committee (UAC) should be directly responsible for assessment of the HMVV components and should work with the HMVV Committee to develop an assessment plan.
   • The appropriate School/College will have primary responsibility for assessment of Core Curriculum categories under their organizational structure and will report their results to the UAC for feedback and dissemination to the Faculty Senate.
   • Specific assessment procedures will be set up by May of 2006.
   • The UAC will commence its assessment activities in September 2006 and the UAC should work with the Faculty Senate, the Office of Assessment, the colleges, and the Vice Chancellor for Academic Affairs to establish appropriate procedures.
   • Formal assessment will begin in the 2007-2008 Academic Year and proceed according to the attached Core Assessment Calendar.
   • Assessment of the core will be a continuous process although each core category will be the primary focus of UAC assessment activities once in a six-year cycle.
   • An overall assessment (including a review of the course vetting process as well as a review of the process and structure for assessment of the core) of the entire core curriculum will occur in the seventh year.
   • Assessment of the Core Curriculum will take multiple forms. It is expected that each School/College will select assessment measures that are most appropriate to the learning outcomes in their area(s). The CIC suggests that assessment methods be varied in their approach, but should be conceived as part of a system rather than as isolated measures or events. Further, assessment measures must be diverse and reflective of the values espoused in the Core Curriculum. Great care must be exercised in selecting assessment measures that are sensitive to faculty time and resources. The ultimate measures selected should be as cost-effective as possible and include a balance between external measures (costly in terms of dollars) and internal measures (costly in terms of faculty time and resources).

3. Senate passed motion to “start the process of establishing the Assessment Committee as an official university committee.”

4. CIC also mentioned “that the model of the Academic Program Review would be useful and that this would help dispel any anxiety or concern about the process of assessing the core.”
Core Implementation Committee
Reviewing the TCU Core Curriculum
Update

1. The establishment of an assessment process that is faculty-driven.
Faculty Learning Communities have been established for the categories of the HMVV Curriculum.

2. Senate passes motion to “start the process of establishing the Assessment Committee as an official university committee.”
The process of establishing a university-wide committee has begun, but has not yet been completed. Discussions are being held with the Provost regarding the structure and name of such a committee.

3. CIC also mentioned “that the model of the Academic Program Review would be useful and that this would help dispel any anxiety or concern about the process of assessing the core.”
The CIC decided to use the Academic Program Review concept as the basis for the assessment of the TCU Core Curriculum. The plan is to develop Program Review Guidelines for each of the three major sub-curriculums of the TCU CC (HMVV, HEE, and EC). The guidelines will be similar but will differ somewhat due to the different constituencies involved.

1/26/06
### First Six-Year Cycle

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### AY 2013-14

Overall Review of Undergraduate Core to Include:
Structure (Outcomes, Action Steps, and Assessment)
Vetting Process
Assessment Process

### Second Six-Year Cycle

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Concept for Heritage, Mission, Vision and Values Program Review

Competency

Learning Outcomes

Faculty Action Steps
- Student performance
- Faculty training
- Pedagogical approaches

Department Action Steps
- Support
- Personnel allocation
- Course creation/scheduling

Administrative Action Steps
- Support
- Program creation/adjustment
- Overall policy & planning

Other support units Action Steps
- Support
- Program creation/planning
- Personnel allocation

1/25/06
The Process

Create Curriculum Portfolio

Create Program Review Report

Analyze Program Review Report

Response to Program Review Report

1/25/06
The Players

Faculty Learning Communities, Other units supporting the core curriculum

Heritage, Mission, Vision, and Values Committee

Program Review Committee

Directors of TCU CC, Assessment, CTE

Faculty Senate Executive Committee, Faculty Senate, VCAA

1/25/06
The Process and Players

Faculty Senate → VCAA

Director, Office of Assessment

Director, TCU Core Curriculum

Director, Center for Teaching Excellence

Program Review Report

Program Review Committee

HMVV Committee creates Curriculum Portfolio

Faculty Learning Communities

Departments

Administration and Academic Support

Other units supporting mission

1/25/06