

Guide for the Texas Core Curriculum Assessment and Assessment Report

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Texas Higher Education Coordinating Board

60x30TX

Texas Higher Education
Coordinating Board

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Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

Guide for the Texas Core Curriculum Assessment and Assessment Report

The Texas Core Curriculum Assessment

The Texas Core Curriculum (TCC) forms the foundation for the general education curriculum offered by Texas public institutions of higher education (IHE). The TCC assessment report provides Texas IHE an opportunity to discover, document, and seek improvements to student attainment in the six Core Objectives. The TCC assessment report also addresses formative student achievements for each of the six Core Objectives.

Faculty participation is integral throughout the assessment process. For an effective assessment, IHE use multiple assessment measures, including at least one direct measure per Core Objective. Externally informed benchmarks are encouraged and appropriate sampling of artifacts is required.

IHE are required to submit a TCC assessment report every 10 years. Texas Higher Education Coordinating Board (THECB) staff review TCC assessment reports and provide feedback. It is an institution's responsibility to implement institutional changes based on the TCC assessment, if needed.

IHE are encouraged to participate voluntarily in a peer review of the TCC assessment of the six Core Objectives and incorporate feedback to the institution from the peer reviewers. Definitions specific to the TCC and TCC assessment are provided in the following section.

Definitions

The definitions included in this section are specific to the TCC and TCC assessment report.

Assessment cycle: The systematic collection, review, and use of evidence for the purpose of improving student learning throughout the core curriculum.

Direct measure: Demonstration of student learning, performance, or achievement using evidence such as course assignments, assessments, and performance evaluations.

Indirect measure: Perception of student learning, performance, or achievement using self-reported data or measures not derived directly from student work.

Benchmarks: Targets for student attainment established internally by the institution or externally by advisory boards, peer institutions, national norms, or other entities, where achievement can be evaluated using direct and/or indirect measures.

Document Submission Portal: Login-required document submission system for the Division of Academic Quality and Workforce of the Texas Higher Education Coordinating Board. It is accessible at <https://www1.thecb.state.tx.us/apps/proposals/>.

Report of the TCC Assessment to the THECB

Texas public institutions of higher education (IHE) submit their TCC assessment report of the Core Objectives to the Coordinating Board every 10 years through the Texas Higher Education Coordinating Board's (THECB) Document Submission Portal. The appropriate pull-down choice for the TCC assessment report is "Core Curriculum Report."

The TCC assessment report is due to the THECB at the same time (spring or fall semester) the institution's compliance certification report is due to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The TCC assessment was established with the idea that institutions could use the assessment to satisfy SACSCOC *Principles of Accreditation: Foundations for Quality Enhancement* (effective January 1, 2018) Standard 8.2.b., in whole or part. While the TCC assessment may be used to satisfy the SACSCOC Comprehensive Standard 8.2.b., a positive THECB review of the TCC assessment report in no way guarantees a positive SACSCOC review. Additionally, the TCC assessment report must be tailored to the TCC requirements.

The TCC assessment report includes the following components (Texas Administrative Code, Title 19, Chapter 4, Section 4.30):

I. Assessment of the Core Objectives

- a. **Description of Assessment:** for each of the six Core Objectives.
- b. **Assessment Methods:** explanations of measures, methodology, frequency and timeline of assessment activities, including representative sampling methodologies.
- c. **Criteria/Targets:** explanation of targets used to benchmark the attainment of the six Core Objectives.
- d. **Results:** evidence of level of attainment targeted and achieved for each of the six Core Objectives.
- e. **Analysis:** analysis and interpretation of assessment information.
- f. **Actions and Follow-ups:** actions planned, based on assessment results, for the improvement of student learning and achievement.

II. Evaluation of the Assessment Process

- a. Description of the strengths and weaknesses of the assessment process.
- b. Possible actions planned to improve the assessment process.

THECB Review

Review of the TCC assessment report is qualitative. The review determines whether an institution's assessment of the Core Objectives was complete in addressing assessment elements and whether the assessment process was suitable to deliver assessment results of value. Based on this review, staff evaluate the success of the core curriculum assessment as follows:

1. *Institution's assessment of the Core Objectives is complete in addressing assessment elements:*
 - a. THECB staff find that all components as required by Texas Administrative Code Title 19, Chapter 4, Section 4.30, are included in the assessment report.
 - b. THECB staff find that the assessment report is missing components as required by Texas Administrative Code Title 19, Chapter 4, Section 4.30.

2. *Institution's assessment process is suitable to deliver assessment results of value:*
 - a. THECB staff find that the institution's assessment process is suitable to deliver assessment results of value.
 - b. THECB staff find that the institution's assessment process is not suitable to deliver assessment results of value.

If the THECB review of the TCC assessment report finds that there are missing components (1.b) or that the assessment process is not suitable (2.b), the THECB staff response to the institution will include an explanation of the finding. In that case, the response may specify appropriate follow-up information or reporting.

Recommended TCC Assessment Report Outline

The following report outline is recommended for the 10-year TCC assessment report. The following outline provides a suggested uniform sequence and a suggested scope of written report material. Institutions may modify the outline elements to provide information specific to their TCC assessment. A suggested length of the report, without appendices, is 40 or fewer pages.

- I. *Title Page*
 - a. Institution
 - b. Contact information
 - c. Report date
 - d. Assessment period

- II. *Executive Summary*
 - a. Assessment summary for each of the six Core Objectives
 - b. Assessment summary of institution's assessment process

- III. *Assessment of Core Objectives*
 - a. Description of Assessment
 - Description of overall assessment process
 - Description of assessment process for each Core Objective
 - Key personnel and offices involved in the assessment process

 - b. Assessment Methods
 - Measures utilized to assess the Core Objectives
 - Methods utilized to assess the Core Objectives
 - Frequency of assessment cycle
 - Timeline of assessment activities

 - c. Criteria or Targets for Each Core Objective
 - Number of criteria or targets per Core Objective
 - Explanation of what is measured (e.g., artifacts of student work, surveys, observations)
 - Description of measurement tools
 - Level or score considered attainment

 - d. Results and Analysis
 - Description of key personnel involved in the evaluation process
 - Results of the assessments for each Core Objective
 - Analysis and interpretation of results for each Core Objective

 - e. Actions and Follow-ups
 - Dissemination process/plan of assessment results
 - Planned actions to improve student learning, based on evidence
 - Description of faculty and other stakeholder involvement in next steps
 - Implementation of the action plan

(Recommended TCC Assessment Report Outline continued)

IV. *Evaluation of the Assessment Process*

- a. Description of strengths and weaknesses of the assessment process
- b. Plans for future assessment processes

V. *Summary*

- a. Summative assessment of the institution's outcomes for Core Objectives
- b. Summative evaluation of institution's assessment process and future plans

VI. *Appendices*

- Detailed data tables
- Web links to supporting materials
- Other supporting documentation

FAQs

Is THECB approval required prior to making changes to an institution's assessment plan?

- Institutions may modify, update, or change assessment strategies at any time. Please document and include information on the revisions in the TCC assessment report. Additional approvals or THECB notifications are not necessary at this time.

What best practices should an institution use for their assessments?

- Institutions are encourage to identify assessment strategies that fit their institutional needs and resources. Assessment leaders are encouraged to utilize their peers and professional organizations to identify best practices for their institutions.

What happens if an institution's SACSCOC schedule changes?

- Institutions should notify the THECB that their SACSCOC reporting schedule has changed. The TCC assessment report is due to the THECB at the same time (spring or fall semester) the institution's compliance certification report is due to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

What happens after the TCC assessment report is submitted to the THECB?

- Staff review the submitted TCC assessment report and may provide feedback to the institution via phone call or letter.

December 2018 updates

- SACSCOC citation updated, effective January 1, 2018.
- FAQ section added.



This document is available on the Texas Higher Education Coordinating Board website:
<http://www.thecb.state.tx.us>

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