

Core Curriculum Evaluation Report 2004

Southwest Texas Junior College

Introduction

In response to a Texas legislative mandate in 1997, the Texas Higher Education Coordinating Board directed colleges to identify, implement, and periodically evaluate a core curriculum “described and assessed by faculty and institutions in terms of basic intellectual competencies and perspectives, and of specified student outcomes rather than simply in terms of specified courses and content.” SWTJC identified and implemented a compliant core curriculum shortly thereafter, and has developed a core curriculum evaluation plan. The purpose of this report is to describe this plan and its implementation.

1. Table Showing How SWTJC’s Core Curriculum Addresses the THECB Core Elements

SWTJC’s core curriculum fully conforms to the requirements put forward by the Coordinating Board. Below is a listing of the approved core curriculum.

Component Area	SWTJC Courses	Required SCH
Composition (010)	ENGL 1301 Composition I ENGL 1302 Composition II	6
Communication (011)	SPAN 1411 Beginning Spanish I SPAN 1412 Beginning Spanish II SPAN 2311 Intermediate Spanish I SPAN 2312 Intermediate Spanish II SPAN 2321 Introduction to Spanish Literature I SPAN 2322 Introduction to Spanish Literature II SPAN 2323 Introduction to Latin American Literature SPAN 2324 Spanish Culture SPCH 1311 Introduction to Speech Communication SPCH 1315 Public Speaking SPCH 1318 Interpersonal Communication SPCH 1321 Business and Professional Speaking	3
Mathematics (020)	MATH 1314 College Algebra MATH 1324 Mathematics for Business and Social Sciences I MATH 1332 Math for Liberal Arts I MATH 2413 Calculus I	3
Natural Sciences (030,031)	BIOL 1408 General Biology I BIOL 1409 General Biology II BIOL 1411 General Botany BIOL 1413 General Zoology BIOL 1424 Systematic Botany BIOL 2401 Anatomy and Physiology I BIOL 2402 Anatomy and Physiology II BIOL 2404 Anatomy and Physiology (Specialized) BIOL 2406 Environmental Biology	8

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	BIOL 2421 Microbiology CHEM 1311 - 1111 General Chemistry Laboratory I CHEM 1312 - 1112 General Chemistry Laboratory II CHEM 1405 Introductory Chemistry I CHEM 1407 Introductory Chemistry II CHEM 1419 Introductory Organic Chemistry I CHEM 2401 Analytical Chemistry I CHEM 2423 Organic Chemistry I CHEM 2425 Organic Chemistry II GEOL 1403 Physical Geology GEOL 1404 Historical Geology PHYS 1401 College Physics I PHYS 1402 College Physics II PHYS 1405 Elementary Physics I PHYS 1407 Elementary Physics II PHYS 2425 University Physics I PHYS 2426 University Physics II	
Humanities (040)	ENGL 2322 British Literature I ENGL 2323 British Literature II ENGL 2327 American Literature I ENGL 2328 American Literature II ENGL 2332 World Literature I ENGL 2333 World Literature II HUMA 1301 Introduction to Humanities I HUMA 1315 Fine Arts Appreciation PHIL 1301 Introduction to Philosophy PHIL 1316 History of Religions I PHIL 2306 Introduction to Ethics PHIL 2321 Philosophy of Religion SPAN 2321 Introduction to Spanish Literature I SPAN 2322 Introduction to Spanish Literature II SPAN 2323 Introduction to Latin American Literature SPAN 2324 Spanish Culture	3
Visual & Performing Arts (050)	ARTS 1303 Art History I ARTS 1304 Art History II DANC 2303 Dance Appreciation I DANC 2304 Dance Appreciation II DRAM 1310 Introduction to Theater DRAM 2361 History of the Theater I MUSI 1301 Fundamentals of Music (Keyboard Based) MUSI 1304 Foundations of Music MUSI 1306 Music Appreciation	3
U.S. History (060)	HIST 1301 United States History I HIST 1302 United States History II	6
Political Science (070)	GOVT 2301 American Government I GOVT 2302 American Government II	6

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Social/Behavioral Science (080)	ANTH 2346 General Anthropology ECON 2301 Principles of Macroeconomics ECON 2302 Principles of Microeconomics GEOG 1300 Principles of Geography HIST 2301 Texas History PSYC 2301 General Psychology PSYC 2302 Applied Psychology PSYC 2314 Lifespan Growth and Development PSYC 2315 Psychology of Adjustment PSYC 2319 Social Psychology SOCIO 1301 Introductory Sociology SOCIO 1306 Social Problems SOCIO 2301 Marriage and the Family SOCIO 2319 Minority Studies	3
Computer Literacy (090)	BCIS 1405 Business Computer Applications COSC 1336 Programming Fundamentals I COSC 1401 Microcomputer Applications	3-4
Kinesiology (090)	KINE 1100 - 1110 Physical Activities KINE 2100 - 2110 Physical Activities	2
Total		47 Maximum

The selection of SWTJC's core curriculum courses was based on the following rationale:

1. The basic core of 36 SCH of courses was chosen to comply with the narrowly defined, basic parameters set forth in the Coordinating Board requirement.
2. An additional 5 SCH of coursework was chosen based on the following considerations:
 - a. Additional 3 SCH of coursework from the communication component area (011) to enhance communication skills so that the student will function effectively in interpersonal situations.
 - b. Additional 2 SCH of coursework from the natural science component area (031) to enhance practical learning in natural science by requiring the student to choose laboratory based courses.
3. An additional 5-6 SCH of institutionally designated coursework (component area 090) based on the following considerations:
 - a. Additional 3-4 SCH of computer literacy coursework so that student will function competently in a technology based society.
 - b. Additional 2 of kinesiology coursework so that the student will recognize the importance of physical fitness in choosing a quality lifestyle.

SWTJC courses conform to the Texas Common Course Numbering System. With the exception of small number of unique need courses, all SWTJC courses are selected from the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM).

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2. Purpose and Substance of SWTJC's Core Curriculum

The ***Purpose and Substance*** of SWTJC's core curriculum is to provide students in AA degree programs with broad intellectual foundations that will prepare them not only for transfer to a university, but to become successful, lifelong learners who live satisfied, fulfilled lives. While completing SWTJC's core curriculum, students are exposed to a wide range of learning experiences that develop critical thinking and communication skills that, in turn, help them contribute significantly to society and succeed in a diverse global community.

The core curriculum plan addresses the ***core elements*** specified by the THECB including

1. Intellectual competencies including reading, writing, speaking, listening, critical thinking, and computer literacy;
2. Exemplary educational objectives
3. Broad and multiple perspectives

The core curriculum plan is tightly integrated into the college's master syllabus system and functions under the following ***Core Curriculum Assurances***:

1. The Texas Common Course Numbering Systems is used for all courses within the core curriculum.
2. Core elements specified by the THECB are delivered with consistency and quality throughout the widely distributed and diverse learning environments served by the college.
3. Appropriate evaluative methods are in place to determine the successful delivery of core elements.
4. An effective feedback system exists that will result in the use of evaluative information in continuous improvement of the core curriculum.

In subsequent sections of this report, the master syllabus system will be presented in greater detail.

3. How SWTJC's Core Curriculum Addresses the Required Perspectives and Intellectual Competencies

This section of the report is divided into the following subsections:

- A. Selecting core curriculum courses.

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B. Integrating core curriculum elements into course syllabi.

First, it might be helpful to provide some background concerning SWTJC. SWTJC has the largest service area of any community college in Texas. Managing college resources scattered over eleven counties of Southwest Texas is a challenge. An enrollment growth of 42% over the past four years has added to the difficulty prompting the college to consider a number of significant changes in operation. In curriculum management, for instance, a new master syllabus system and supporting software support application will be implemented to assure that the college's curriculum is delivered with consistency and quality over the widely distributed and diverse learning environments served by the college. By integrating the elements of the core curriculum into the master syllabus system, they become a functioning part of the curriculum, not a burdensome addition.

Second, a brief description of the master syllabus system will also prove helpful. At the center of the master syllabus system is a database containing basic information about each credit course in the college's inventory. This information includes:

1. Course number, title, description including semester credit hours; lecture, lab, and external hours per week; and approval number. – Taken directly from the ACGM or WECM. Responsibility – Administration only.
2. Added course description (optional) – Addition to the ACGM or WECM course description. Responsibility – Division Chair, Program Coordinator, Lead Instructor, departmental faculty.
3. Pre-requisite, co-requisite – Assumed “None” unless explicitly given. Responsibility – Division Chair, Program Coordinator, Lead Instructor, departmental faculty.
4. Lab fee – Assumed zero unless explicitly given. Responsibility – Division Chair, Program Coordinator, Lead Instructor, departmental faculty.
5. Textbook – Course textbook(s) and required readings. Responsibility – Division Chair, Program Coordinator, Lead Instructor, departmental faculty.
6. Master course learning objectives – Learning objectives that identify the essential content of the course. Responsibility – Division Chair, Program Coordinator, Lead Instructor, departmental faculty.
7. Master evaluation – Assessment and grading plan that appropriately evaluates mastery of course learning objectives. Responsibility – Division Chair, Program Coordinator, Lead Instructor, departmental faculty.

These master syllabus components form the basis for class syllabi that are distributed to students. As will become apparent, core curriculum elements are incorporated into specific master course learning objectives. Class syllabi must address the master course

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learning objectives, thus providing for college-wide delivery of core curriculum elements.

A. Selecting core curriculum courses.

Overseeing core curriculum selection, maintenance, and evaluation is the ***Core Curriculum Committee*** made up of division chairs in core curriculum areas, associate-deans from off-campus locations, the Coordinator of Institutional Research, the Director of Curriculum and Instruction, and the Dean of Instructional Services.

At the beginning of the school year, the Office of Institutional Research will distribute to all academic departments a ***Core Curriculum Review Package***, which includes a current set of ***Core Curriculum Course Matrix*** forms (see examples Appendix A) and a variety of reports showing past success measures of core curriculum elements. Departmental faculty reviews the available information and complete relevant ***Core Curriculum Course Matrix*** forms by checking or un-checking elements for courses within their respective departments. New courses may be added or existing courses may be removed from ***Matrix*** forms depending on the extent to which they satisfy core curriculum elements. This first step may be considered a “nomination” process in which departmental faculty put forward courses they believe will best deliver core elements. It remains for the ***Core Curriculum Committee*** to review the complete set of nominated courses to ensure that, as a whole, the entire range of ***Core Curriculum Assurances*** of section 2 is met.

When departmental faculty review is complete, updated ***Core Curriculum Course Matrix*** forms are distributed to ***Core Curriculum Committee*** members. Their charge is to ensure that the set of core curriculum courses meets the ***Core Curriculum Assurances*** set forth by the THECB. Additional factors that will be considered are the following:

1. While individual courses may adequately address core elements, the committee must consider how satisfactorily possible combinations of the courses meet standards. Since, in some cases, students have choices, it is important to consider how these choices might affect core curriculum outcomes.
2. Since the total number of core courses a student will take is limited, core curriculum courses should address the widest range of core elements possible. A course that addresses elements in two core element areas might be preferred over one that addresses only one.
3. Courses should be chosen that focus directly on the core elements, not courses in which core elements are of secondary importance. This is assured to a high degree by requiring that core elements be directly addressed in course master learning objectives, which represent “essential course content”. Applied or elective courses may not be good choices since they tend to provide only limited or incidental coverage of the core

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elements.

4. Depending on a single course to deliver certain core curriculum elements, may not be the best approach. The committee should facilitate coordination within and between departments to ensure that such situations are addressed across the curriculum. Intellectual competencies such as reading, writing, critical thinking, and speaking should be addressed in most core courses, not just those where they seem appropriate. Still another example is present by core elements involving perspectives such as ethics. While a single ethics course could be required, perhaps a better approach might be to incorporate ethics learning objectives in several core courses. Seeing how ethics is applied across multiple disciplines should help a student to better grasp its significance.

In *Core Curriculum Committee* deliberations, evaluation data contained in the *Core Curriculum Review Package* will help committee members determine the suitability of courses based on past experience. As questions arise, appropriate division chairs and departments will be consulted. When the *Core Curriculum Committee* is satisfied with the proposed core curriculum, they will forward it to the Dean of Instructional Services for consideration.

Pending approval of the Curriculum Committee and the Dean of Instructional Services, the proposed core curriculum will be submitted to the THECB for approval. When this last approval is obtained, the core curriculum will be inserted in the catalog for implementation beginning the next school year.

B. Integrating core curriculum elements into course syllabi.

When, for a given year, the core courses have been identified, the *Core Curriculum Course Matrix* forms are used to update the *Syllabus* database to reflect changes, additions, and deletions from the previous year. As can be seen by examining the *Core Curriculum Course Matrix* example forms in Appendix A, each core course is associated with one or more core elements. Each such association, represented by a check mark, becomes a record in the *Syllabus* database table. Besides a course and core element identifier fields, each database record contains three additional fields:

1. Evaluation method – In what way is successful mastery of the element and associated master learning objectives to be measured.
2. Students completing the core course – The total number of students completing the core course in the current school year.
3. Students mastering the core element – The total number of students who have mastered the core element in the current school year.

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Thus, every core element associated with a core course will be independently evaluated and reported through the Syllabus database.

The final step involves identifying which course master learning objectives are associated with which core elements. This is accomplished by adding a *core element code* to the appropriate master learning objectives within a course master syllabus. The table in Appendix B shows the codes used. Consider the following example. The master syllabus for MATH 1314 College Algebra contains the following master course objective and *core element code* in brackets,

Solve stated problems using algebraic methods. [CPG07]

From the table in Appendix B, the code “CPG 07” is the *core element code* representing “Core Curriculum Perspective No. 8 – Use logical reasoning in problem solving.” Thus, this core element is inextricably associated with a master learning objective in the course and will be contained in all class syllabi. There may be other master learning objectives in this or other courses associated with this element, and they would be coded similarly.

Division chairs, program coordinators, lead instructors, and departmental faculty will spend considerable time and effort building these associations the first year, but in subsequent years, maintenance of the information should not be burdensome. **Once the associations are made and the database is built, core course content will be inexorably linked to the core elements specified by the THECB.** See the chart in Appendix C.

4. How SWTJC’s processes and procedures are used to evaluate the core curriculum.

Just because certain content is specified in a master syllabus, does not necessarily mean that it will be delivered and successfully mastered by students. Therefore, a cogent method of evaluation must attend such a core curriculum plan. In developing evaluation strategies for SWTJC’s core curriculum, the following will be taken into consideration:

1. The nature of core elements varies widely making it unlikely that one evaluation method will be suitable for all.
2. While objective measures will generally be preferred, certain core elements may lend themselves to a more subjective approach. For instance, a perspective like “personal values related to ethical behavior” could be addressed in part using a survey instrument.
3. The approach will involve both formative and summative evaluations. The formative evaluations will be developed, implemented, and reported at the departmental level under the supervision of the *Core Curriculum Committee*. The summative evaluations will developed, implemented, and reported at the college level under the supervision of the *Core Curriculum Committee* and Dean

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of Instructional Services.

4. Regardless of the approach, all evaluations will result a reportable success measure for each core element.

The Core Curriculum Committee and instructional departments are currently developing specific methods to evaluate core elements. The section below serves to outline some of the methods being considered.

Formative Evaluation

Formative evaluation will generally be developed and administered by departmental faculty with *Core Curriculum Committee* oversight. Evaluation of master learning objectives and their associated core elements take place at the course or department level with results reported to the appropriate division. Example methods of formative evaluation are given below.

- 1) Final Exam Method

Questions will be included in the class final exam to evaluate master learning objectives associated with core elements in the course. The instructor then assesses the mastery of core competencies and reports the total number of students who mastered each core element to the department chair.

- 2) Departmental Final Exam Method

Similar to number 1 except that all instructors teaching a core course will use a common set of final exam questions to evaluate master learning objectives associated with core elements in the course. Depending on grading procedures developed, core element mastery reporting may also be at the department level, thus saving the instructor some effort and time.

- 3) Pre-test and Post-test Method

A test is given at the beginning of the class covering the core related learning objectives associated with core elements in the course. A similar test is given at the end of the class. The instructor then assesses the mastery of core elements and reports the total number of students who mastered each core element to the department chair. Pre/post-testing may be handled at the department level to relieve the assessment and reporting burden on an individual faculty member.

- 4) Departmental Module Method

Departmental faculty will develop learning modules that cover core related learning objectives in the course. Instructors deliver the modules and then use a test method such as number 1, 2 or 3 above to assess and report student

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mastery.

5) Departmental Survey Method

In some special situations, a pre/post-survey may be used to assess mastery. In certain element areas such as “Core Curriculum Perspectives” this may be appropriate. It is suggested that surveys be used to support conclusions from more objective forms of evaluation. Mastery assessments drawn solely from standalone surveys should be avoided.

6) Other Evaluation Methods

Other evaluation strategies may be considered such as portfolios and interviews.

Summative Evaluation

Summative evaluation will be managed at the college level and be the responsibility of the Core Curriculum Committee and the Dean of Instructional Services with the assistance of the Office of Institutional Research. The purpose of the summative evaluation is to evaluate the overall effect of the core curriculum on core completers and A.A. degree graduates. The summative evaluation will use a pre-test and post-test method. At this early stage SWTJC is not contemplating a lengthy test such as the THEA. Instead, a test is envisioned that would target core elements in a concise way. It may include objective and survey questions as well as a written essay. The pre-test will be administered to beginning students during a required orientation course. Finding an opportunity to administer the post-test will not be as straightforward. There is no required capstone course comparable to orientation in which to administer the post-test. A “Graduating Student Survey”, now administered as students complete degree requirements, could be modified to include the core post-test, but the added time and formality requirements will have to be studied further.

5. How evaluation results will be used to improve core curriculum.

The key to ensuring that SWTJC’s evaluation will improve core curriculum is that each year in the period 2004-2009, the college will operate under a yearly ***Core Curriculum Action Plan (CCAP)***. Each year’s ***Core Curriculum Action Plan*** will be the result of the previous year’s planning process involving both faculty and administration. Using the results of the formative and summative evaluations described above, the ***Core Curriculum Action Plan*** will address the selection of core courses their content and delivery. In order to better understand how the plan will create positive change in the core curriculum, a look at the planning process itself is in order.

At the end of the school year, the ***Office of Institutional Research*** will use the results of the formative and summative evaluations described above to assemble a ***Core Curriculum Review Package*** consisting of the following items, all based on the previous year’s data:

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- 1) A report by core course showing mastery percentage for each associated core element.
- 2) A report by core element showing mastery percentage for each associated core course.
- 3) A report of university related data regarding transfer students who have completed SWTJC's core curriculum.
- 4) A report of survey results and anecdotal comments regarding overall success of core curriculum.
- 5) Other reports that will be devised in time to help departments and the *Core Curriculum Committee* evaluate the core curriculum.
- 6) A completed *Core Course Review Form (CCRF)* for each core course. See Appendix D.

The development of the *Core Curriculum Action Plan* will follow three parallel tracks. The first track will be a course by course review undertaken by departmental faculty and the *Core Curriculum Committee*. The second track will be a review of the overall core curriculum by the Core Curriculum Committee. The third track will be development of *Core Curriculum Action Plan* undertaken by the Dean of Instructional Services based on the recommendation of departmental faculty and the *Core Curriculum Committee*. The first two tracks feed into the third track by providing written documentation and recommendations to the Dean of Instructional Services who will assume final responsibility for developing and implementing the plan. Refer to Appendix E for a graphic displaying the timeline for creating the *Core Curriculum Action Plan* and a template for it.

Track 1 – Core Course by Course Review Process

At the beginning of the fall semester, each department chair and each member of the *Core Curriculum Committee* will receive a copy of the *Core Curriculum Review Package*. The first phase in the review process is a course by course review beginning at the department level using the *Core Course Review Form* as a guide. The charge to each department will be to:

1. Identify areas of strength and weakness in the course's contribution to the core curriculum.
2. Evaluate the effectiveness of previous recommendations to strengthen the course's contribution to the core curriculum.
3. In light of the previous recommendations, offer new recommendations to address areas of weakness identified above.
4. Recommend changes to the master syllabus and master learning objectives.

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5. Recommend changes to core element/master learning objective associations.
6. Make a recommendation for inclusion of the course in the core curriculum.¹

All departmental core course reviews will be completed by the end of the eighth week of the fall semester.

After departmental core course reviews are complete, the *Core Course Review Form* will be passed to the *Core Curriculum Committee*. The charge to the *Core Curriculum Committee* will be to:

1. Review the recommendations for the course made by the departmental faculty.
2. Consider the effectiveness of the course within the context of the overall core curriculum.
3. Make a recommendation for inclusion of the course in the core curriculum, or
4. Return the *Core Course Evaluation Form* with suggestion to the department for further consideration.

Core Curriculum Committee core course reviews for all core courses will be completed by the end of the fall semester.

Provided the *Core Course Review Form* is approved by the *Core Curriculum Committee*, it will be passed to the Dean of Instructional Services for administrative review. By signing the *Core Course Review Form*, the Dean,

1. Endorses the core course recommendations.
2. Agrees to support implementation of the recommendations.

This completes the course by course review process.

Track 2 – Overall Core Curriculum Review

At the same time the courses are being reviewed individually, the Core Curriculum Committee will undertake an overall review of the core curriculum and produce the *Core Curriculum Annual Report*. See Appendix F for a template of the report. The primary resource for the review will be the *Core Curriculum Review Package*. In addition, the committee will have direct access to the Office of Institutional Research from which it may request additional information and data that may be helpful in their deliberations. The charge to the Core Curriculum Committee will be to

1. Review and report on whether the *Purpose and Substance* of SWTJC's core curriculum as stated above is being met.

¹ After due consideration, the departmental faculty and/or the *Core Curriculum Committee* may believe that the course does not merit inclusion in the core curriculum.

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2. Review and report on whether the *Core Curriculum Assurances* as stated above are being met.
3. Identify areas of strength and weakness of the core curriculum.
4. Evaluate the effectiveness of previous recommendations to strengthen the core curriculum.
5. Offer new recommendations to address areas of weakness identified above.
6. Update the *Core Curriculum Course Matrix* showing the recommended core courses and their core element associations.

The Committee will prepare a formal report addressing the items above and submit it to Dean of Instructional Services by the fourth week of the spring semester.

Track 3 – Development of *Core Curriculum Action Plan*

As departmental faculty and the *Core Curriculum Committee* complete their reviews and submit their reports, the Dean of Instructional Services will begin to assemble the components of the *Core Curriculum Action Plan*. Using the recommendations from both sources, the Dean will fashion a plan that utilizes the resources of the college to address the identified weaknesses of the core curriculum. By the end of the spring semester, the written plan will be presented to the Curriculum Committee and Administrative Council. If approved, the *Core Curriculum Action Plan* will be distributed throughout the college in preparation for fall implementation and the beginning of the core evaluation cycle again. Appendix H shows a flowchart of the Core Curriculum Review Process. It should be noted that it is the responsibility of the Dean to monitor implementation and make adjustments as necessary to assure that the plan is successful.

5. A summary of the colleges plan for evaluating student outcomes of the core curriculum.

Over the time period 2004 to 2009, SWTJC will implement annual *Core Curriculum Action Plans* while collecting data, performing core curriculum evaluation, and make needed improvements for each succeeding year. The ramp-up to full operation will take two years and is summarized below.

2004-2005 School Year

During the 2004-2005 school year, the college will follow the planning process described in section 4 above. The timeline for the initial core curriculum review process is given in Appendix G. By the end of this first school year, the following will have been accomplished in the planning process:

1. Course matrix review will be completed. – Core courses will be identified and associated with core elements.
2. Master syllabi will be in place. – All master syllabi will be in place including those for core courses.

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3. Core element links will be made. – The link between core elements and master learning objectives will provide for college-wide delivery of core content.
4. Core element evaluation methods will be chosen. – The evaluation method to be used for evaluating each core element within each course will be identified.
5. College level data will be collected. – College level surveys and assessments will be conducted on a limited basis and reported. External data relevant to core curriculum will be secured from resources outside the college.
6. Partial Core Curriculum Review Package will be completed and made available for the 2005-2006 review cycle. – The Office of Institutional Research will assemble a core curriculum review package based on available college-wide data. Limited course level data will be available this first year.

2005-2006 School Year

Beginning the fall semester 2005, the core curriculum evaluation timeline described in Appendix E will be followed. The evaluation cycle will have limited course level mastery data from 2004-2005, but the otherwise proceed in a regular fashion. By the end of the school year, the following will have been accomplished in the planning process:

1. Course by course review will be completed. – All core courses will be reviewed with recommendations for changes to the core course matrix, master syllabi, and core element evaluation.
2. Overall core curriculum review will be completed. – The overall core curriculum will be reviewed and a ***Core Curriculum Action Plan*** will be developed for implementation in school year 2006-2007.
3. Course level mastery and college level data will be collected. – Core elements will be evaluated at the course level for reporting to the Office of Institutional Research. College level surveys and assessments will be conducted and reported. External data relevant to core curriculum will be secured from resources outside the college.
4. Complete Core Curriculum Review Package will be completed and made available for the 2006-2007 review cycle. – The Office of Institutional Research will assemble a core curriculum review package based on college-wide and courses level data.

2006-2009 School Years

Beginning the fall semester 2006, the core evaluation plan will be fully implemented and will follow the timeline described in Appendix E. The principal difference between year 2005-2006 and these years is that course level data will be available during the review process. By the end of each school year, the following will have been accomplished in the planning process:

1. Course by course review will be completed. – All core courses will be reviewed with recommendations for changes to the core course matrix, master syllabi, and

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- core element evaluation. Course level data from previous year will be available for the review.
2. Overall core curriculum review will be completed. – The overall core curriculum will be reviewed and a ***Core Curriculum Action Plan*** will be developed for implementation in school year 2006-2007. Course level data from previous year will be available for the review.
 3. Course level mastery data will be collected. – Core elements will be evaluated at the course level for reporting to the Office of Institutional Research. College level surveys and assessments will be conducted and reported. External data relevant to core curriculum will be secured from resources outside the college.
 4. Complete Core Curriculum Review Package will be completed and made available for the next year's review cycle. – The Office of Institutional Research will assemble a review package based on college-wide and courses level data.

The above cycle will be repeated each year and, at the required time in 2008-2009, a Core Curriculum Evaluation Report will be filed with the Coordinating Board.

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Appendix A
Core Curriculum Matrix Form Examples

SWTJC – Core Curriculum Intellectual Competencies 2004-2005 Example

Discipline: Mathematics										
LIST OF ALL COURSES REQUIRED AND IDENTIFIED COMPETENCIES										
Competencies								Course Number	Course Title	
1	2	3	4	5	6	7	8			
				X				MATH 1314	College Algebra	
				X				MATH 1324	Mathematics for Business and Social Sciences I	
								MATH 1332	Math for Liberal Arts I	
				X				MATH 2413	Calculus I	
								COMPETENCY REFERENCES		
								6 - COMPUTER LITERACY - understand our technological society, use computer based technology in communication, solving problems, acquiring information.		
								5 - CRITICAL THINKING - think and analyze at a critical level.		
								4 - LISTENING - analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading - above 12 th grade level.		
								3 - SPEAKING - ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience above 12 th grade level.		
								2 - WRITING - the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above 12 th grade level.		
								1 - READING - the ability to analyze and interpret a variety of printed materials - books, documents, and articles - above 12 th grade level.		

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Example

Discipline: Mathematics										
LIST OF ALL COURSES REQUIRED AND IDENTIFIED PERSPECTIVES										
Competencies								Course Number	Course Title	
1	2	3	4	5	6	7	8			
			X			X		MATH 1314	College Algebra	
								MATH 1324	Mathematics for Business and Social Sciences I	
			X			X		MATH 1332	Math for Liberal Arts I	
								MATH 2413	Calculus I	
								COMPETENCY REFERENCES		
								8 - Integrate knowledge and understand the interrelationships of the scholarly disciplines.		
								7 - Use logical reasoning in problem solving; and		
								6 - Develop the ability to make aesthetic judgments;		
								5 - Develop personal values for ethical behavior;		
								4 - Develop a capacity to use knowledge of how technology and science affect their lives;		
								3 - Recognize the importance of maintaining health and wellness;		
								2 - Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;		
								1 - Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world;		

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Appendix B
Core Element Code Listing

Core Element Code Listing

Element Type Code Description

CPG

CPG01	Curriculum Perspectives 1 - Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
CPG02	Curriculum Perspectives 2 - Stimulate a capacity to discuss and reflect upon individual political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
CPG03	Curriculum Perspectives 3 - Recognize the importance of maintaining health and wellness.
CPG04	Curriculum Perspectives 4 - Develop a capacity to use knowledge of how technology and science affect their
CPG05	Curriculum Perspectives 5 - Develop personal values for ethical behavior.
CPG06	Curriculum Perspectives 6 - Develop the ability to make aesthetic judgements.
CPG07	Curriculum Perspectives 7 - Use logical reasoning in problem solving.
CPG08	Curriculum Perspectives 8 - Integrate knowledge and understand the interrelationship of the scholarly

EEC

EEC01	Educational Objectives Comm 1 - To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
EEC02	Educational Objectives Comm 2 - To understand the importance of specifying audience and purpose and to select appropriate communication choices.
EEC03	Educational Objectives Comm 3 - To understand and appropriately apply modes of expression, i.e., descriptive expository, narrative, scientific, and self-expressive, written, visual, and oral communication.
EEC04	Educational Objectives Comm 4 - To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
EEC05	Educational Objectives Comm 5 - To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
EEC06	Educational Objectives Comm 6 - To develop the ability to research and write a documented paper and/or give as oral presentation.

EEH

EEH01	Educational Objectives Hum/PA 1 - To demonstrate awareness of the scope and variety of works in the arts and humanities.
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Core Element Code Listing

Element Type

Code

Description

EEH02	Educational Objectives Hum/PA 2 - To understand these works as expressions of individual and human values within an historical and social context.
EEH03	Educational Objectives Hum/PA 3 - To respond critically to works in the arts and humanities.
EEH04	Educational Objectives Hum/PA 4 - To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the arthur or visual or performing artist.
EEH05	Educational Objectives Hum/PA 5 - To articulate an informed personal reaction to work in the arts and
EEH06	Educational Objectives Hum/PA 6 - To develop an appreciation of the aesthetic principles that guide or govern the humanities and arts.
EEH07	Educational Objectives Hum/PA 7 - To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experience.

EEM

EEM01	Educational Objectives Math 1 - To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world problems.
EEM02	Educational Objectives Math 2 - To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
EEM03	Educational Objectives Math 3 - To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
EEM04	Educational Objectives Math 4 - To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
EEM05	Educational Objectives Math 5 - To interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
EEM06	Educational Objectives Math 6 - To recognize the limitations of mathematical and statistical models.
EEM07	Educational Objectives Math 7 - To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understanding its connections to other discipline's experience.

EEN

EEN01	Educational Objectives Science 1 - To understand and apply method and appropriate technology to the study of natural science.
EEN02	Educational Objectives Science 2 - To recognize scientific and quantitative methods and the difference between these approaches and the other methods of inquiry and to communicate findings, analysis, and interpretation both orally and in writing.
EEN03	Educational Objectives Science 3 - To identify and recognize the differences among competing scientific

Core Element Code Listing

Element Type

Code

Description

- EEN04 Educational Objectives Science 4 - To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policy.
- EEN05 Educational Objectives Science 5 - To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to

EES

- EES01 Educational Objectives Soc/Behav 1 - To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human
- EES02 Educational Objectives Soc/Behav 2 - To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- EES03 Educational Objectives Soc/Behav 3 - To use and critique alternative explanatory systems of theories.
- EES04 Educational Objectives Soc/Behav 4 - To develop and communicate alternative explanations or solutions for contemporary social issues.
- EES05 Educational Objectives Soc/Behav 5 - To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- EES06 Educational Objectives Soc/Behav 6 - To comprehend the origin and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- EES07 Educational Objectives Soc/Behav 7 - To understand the evolution and current role of the U.S. in the world.
- EES08 Educational Objectives Soc/Behav 8 - To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- EES09 Educational Objectives Soc/Behav 9 - To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- EES10 Educational Objectives Soc/Behav 10 - To analyze, critically assess, and develop creative solutions to public policy problems.
- EES11 Educational Objectives Soc/Behav 11 - To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
- EES12 Educational Objectives Soc/Behav 12 - To identify and understand differences and commonalities within diverse cultures.

ICG

- ICG01 Intellectual Competency 1 - Reading - The ability to analyze and interpret a variety of printed materials - books, documents, and articles - above 12th grade level.
- ICG02 Intellectual Competency 2 - Writing - The ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above 12th grade level.

Core Element Code Listing

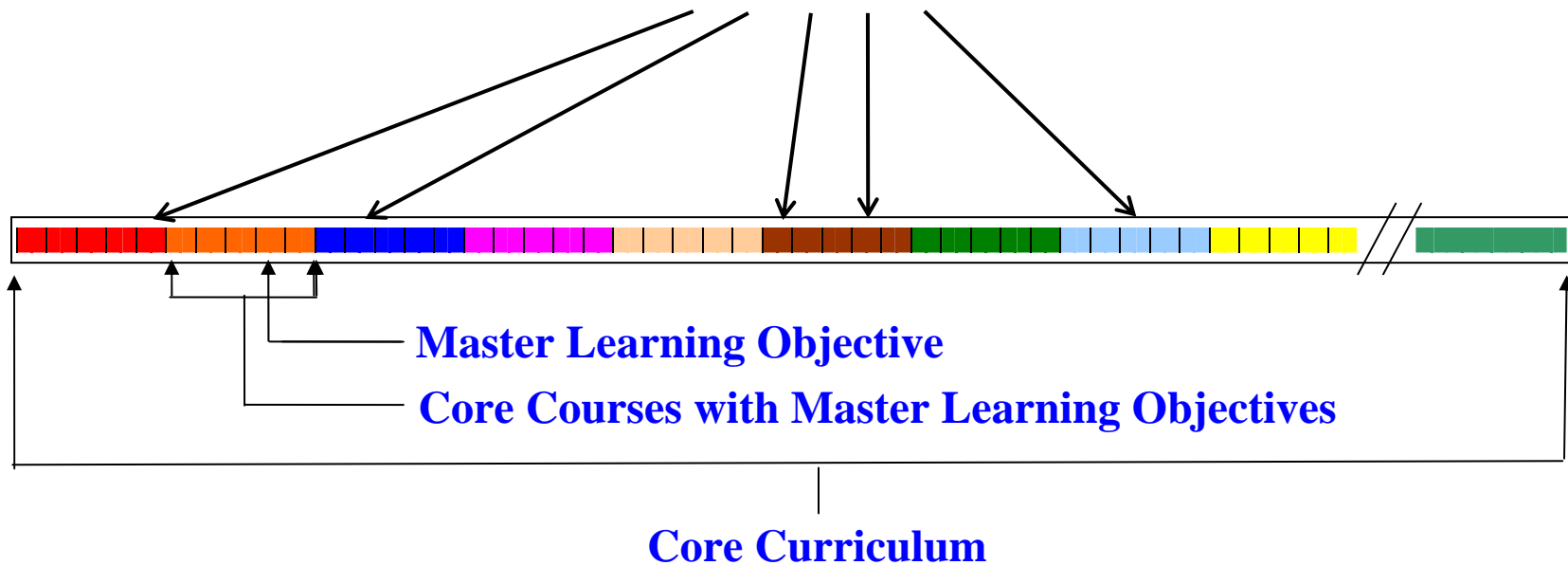
<i>Element Type</i>	<i>Code</i>	<i>Description</i>
	ICG03	Intellectual Competency 3 - Speaking - The ability to communicate orally in clear, coherent, and persuasive language appropriate to pupose, occasion, and audience - above 12th grade level.
	ICG04	Intellectual Competency 4 - Listening - Analyze and interpret various forms of spoken communications, process sufficient literacy skills of writing and reading - above the 12th grade level.
	ICG05	Intellectual Competency 5 - Critical Thinking - Think and analyze at a critical level.
	ICG06	Intellectual Competency 6 - Computer Literacy - Understands our technological society, use computer based technology in communications, solving problems,
	ICG07	Intellectual Competency 7 - Health & Wellness - Recognize the importance of maintaining health and wellness. (As related to creativity.)

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Appendix C
Core Element Association with Master Learning Objectives

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**Core Element Association
with Master Learning Objectives
in Several Core Courses**



Core Curriculum Evaluation Report 2004
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Appendix D
Core Course Review Form

SWTJC – Core Course Review Form

Course Number: _____ Title: _____
New Course

A. Departmental Review

Department: _____ Division: _____

Participants:

Check List:

Yes No

- Was ***Core Curriculum Review Package*** reviewed? (Provided by IR Office)
- Were areas of course strength/weakness identified? (Respond below)
- Were previous recommendations implemented? (See below)
- Were they effective? Should they be continued? (Respond below)
- What new recommendations will address areas of weakness? (Respond below)
- Are course master syllabus changes needed? (Please attach copy)
- Are course core competency changes needed? (Please attach copy)
- Is course recommended for inclusion in core curriculum?

Course areas of strength:

Course areas of weakness:

Previous recommendations:

Were previous recommendations effective? Should they be continued? Explain:

SWTJC – Core Course Review Form

New recommendations:

Department Chair

Date

Division Chair

Date

B. Core Curriculum Committee Review

Check List:

Yes No

- Was ***Core Curriculum Review Package*** reviewed? (Provided by IR Office)
- Does Committee concur with departmental recommendations? (Comment below)
- Does course contribute effectively to overall core curriculum? (Comment below)
- Does Committee recommend inclusion of course in core curriculum? (Comment below)

Does Committee concur with departmental recommendations?

Does course contribute effectively to overall core curriculum?

Does Committee recommend continuance of course in core curriculum?

Core Curriculum Committee Chair

Date

Dean of instructional Services

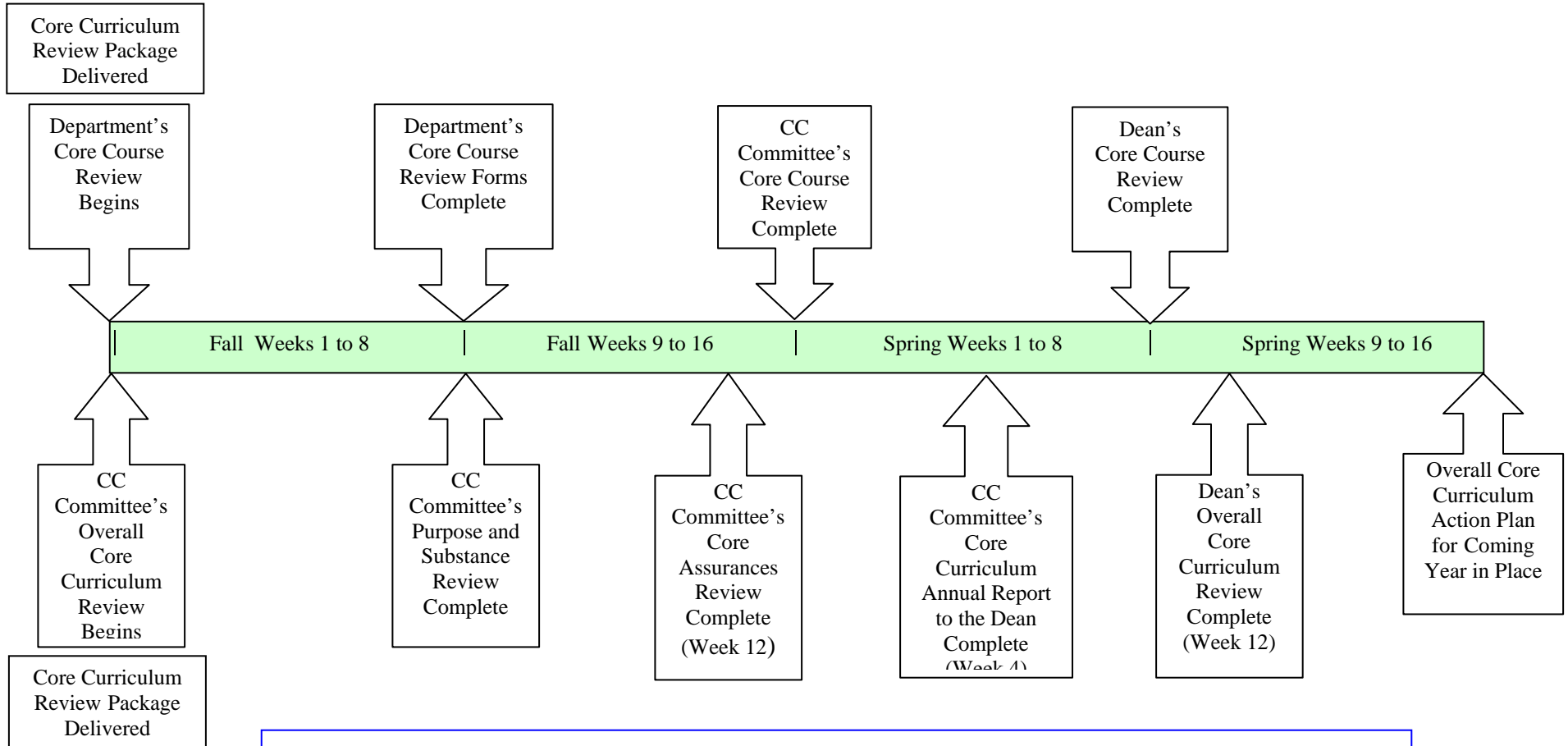
Date

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Appendix E
Annual Core Curriculum Review Timeline
Core Curriculum Action Plan Template

SWTJC –Annual Core Curriculum Review Timeline

Course By Course Review



Overall Core Curriculum Review

SWTJC – Core Curriculum Action Plan Template

Name and Title of Person Completing Form

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Purpose Statements

Institutional Purpose Statement:

Program instruction supports the SWTJC Mission by offering ...

Purpose and Substance of SWTJC’s Core Curriculum:

To provide students in AA degree programs with broad intellectual foundations that will prepare them not only for transfer to a university, but to become successful, lifelong learners who live satisfied, fulfilled lives. While completing SWTJC’s core curriculum, students are exposed to a wide range of learning experiences that develop critical thinking and communication skills that, in turn, help them contribute significantly to society and succeed in a diverse global community.

Core Curriculum Assurances:

1. The Texas Common Course Numbering Systems is used for all courses within the core curriculum.
2. Core elements specified by the THECB are delivered with consistency and quality throughout the widely distributed and diverse learning environments served by the college.
3. Appropriate evaluative methods are in place to determine the successful delivery of core elements.
4. An effective feedback system exists that will result in the use of evaluative information in continuous improvement of the core curriculum.

Action Items For 2005-2006 Core Curriculum Improvement

	Expected Outcomes	How Outcomes Will Be Achieved	Method(s) of Assessment and/or Measurement	Implementation Date	Who Is Responsible for Implementation?
1.					

SWTJC – Core Curriculum Action Plan Template

Action Items For 2005-2006 Core Curriculum Improvement				
Expected Outcomes	How Outcomes Will Be Achieved	Method(s) of Assessment and/or Measurement	Implementation Date	Who Is Responsible for Implementation?
2.				
3.				
4.				
5.				

Core Curriculum Evaluation Report 2004
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Appendix F
Core Curriculum Annual Report Template

Core Curriculum Annual Report Template

Core Curriculum Committee Members

Name and Title of Core Curriculum Committee Chair

1. 2. 3. 4. 5.	
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Purpose Statements

Institutional Purpose Statement:

The core curriculum supports the SWTJC Mission by offering ...

The **Purpose and Substance of SWTJC's core curriculum** is to provide students in AA degree programs with broad intellectual foundations that will prepare them not only for transfer to a university, but to become successful, lifelong learners who live satisfied, fulfilled lives. While completing SWTJC's core curriculum, students are exposed to a wide range of learning experiences that develop critical thinking and communication skills that, in turn, help them contribute significantly to society and succeed in a diverse global community.

Is the Core Curriculum Purpose and Substance being achieved? See below. Explain:

Are the core curriculum assurances being met? Explain:

1. The Texas Common Course Numbering Systems is used for all courses within the core curriculum.
2. Core elements specified by the THECB are delivered with consistency and quality throughout the widely distributed and diverse learning environments served by the college.
3. Appropriate evaluative methods are in place to determine the successful delivery of core elements.
4. An effective feedback system exists that will result in the use of evaluative information in continuous improvement of the core curriculum.

Identify the strengths and weaknesses of the core curriculum:

Core Curriculum Annual Report Template

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2004-2005 (Previous Review Cycle Assessment)			
Expected Outcomes	How Outcomes Will Be Achieved	Method(s) of Assessment and/or Measurement	Results, Evaluation, Use
1.			
2.			
3.			
4.			
5.			

Recommended Action Items For 2005-2006 To Address Identified Weaknesses			
Expected Outcomes	How Outcomes Will Be Achieved	Method(s) of Assessment and/or Measurement	Who Is Responsible for Implementation?
1.			
2.			
3.			
4.			
5.			

Recommended Core Curriculum for 2005-2006:

Component Area	SWTJC Courses	Required SCH
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Core Curriculum Annual Report Template

Composition (010)	ENGL 1301 Composition I ENGL 1302 Composition II	6
Communication (011)	SPAN 1411 Beginning Spanish I SPAN 1412 Beginning Spanish II SPAN 2311 Intermediate Spanish I SPAN 2312 Intermediate Spanish II SPAN 2321 Introduction to Spanish Literature I SPAN 2322 Introduction to Spanish Literature II SPAN 2323 Introduction to Latin American Literature SPAN 2324 Spanish Culture SPCH 1311 Introduction to Speech Communication SPCH 1315 Public Speaking SPCH 1318 Interpersonal Communication SPCH 1321 Business and Professional Speaking	3
Mathematics (020)	MATH 1314 College Algebra MATH 1324 Mathematics for Business and Social Sciences I MATH 1332 Math for Liberal Arts I MATH 2413 Calculus I	3
Natural Sciences (030,031)	BIOL 1408 General Biology I BIOL 1409 General Biology II BIOL 1411 General Botany BIOL 1413 General Zoology BIOL 1424 Systematic Botany BIOL 2401 Anatomy and Physiology I BIOL 2402 Anatomy and Physiology II BIOL 2404 Anatomy and Physiology (Specialized) BIOL 2406 Environmental Biology BIOL 2421 Microbiology CHEM 1311 - 1111 General Chemistry Laboratory I CHEM 1312 - 1112 General Chemistry Laboratory II CHEM 1405 Introductory Chemistry I CHEM 1407 Introductory Chemistry II CHEM 1419 Introductory Organic Chemistry I CHEM 2401 Analytical Chemistry I	8

Core Curriculum Annual Report Template

	<p>CHEM 2423 Organic Chemistry I CHEM 2425 Organic Chemistry II GEOL 1403 Physical Geology GEOL 1404 Historical Geology PHYS 1401 College Physics I PHYS 1402 College Physics II PHYS 1405 Elementary Physics I PHYS 1407 Elementary Physics II PHYS 2425 University Physics I PHYS 2426 University Physics II</p>	
Humanities (040)	<p>ENGL 2322 British Literature I ENGL 2323 British Literature II ENGL 2327 American Literature I ENGL 2328 American Literature II ENGL 2332 World Literature I ENGL 2333 World Literature II HUMA 1301 Introduction to Humanities I HUMA 1315 Fine Arts Appreciation PHIL 1301 Introduction to Philosophy PHIL 1316 History of Religions I PHIL 2306 Introduction to Ethics PHIL 2321 Philosophy of Religion SPAN 2321 Introduction to Spanish Literature I SPAN 2322 Introduction to Spanish Literature II SPAN 2323 Introduction to Latin American Literature SPAN 2324 Spanish Culture</p>	3
Visual & Performing Arts (050)	<p>ARTS 1303 Art History I ARTS 1304 Art History II DANC 2303 Dance Appreciation I DANC 2304 Dance Appreciation II DRAM 1310 Introduction to Theater DRAM 2361 History of the Theater I MUSI 1301 Fundamentals of Music (Keyboard Based) MUSI 1304 Foundations of Music MUSI 1306 Music Appreciation</p>	3

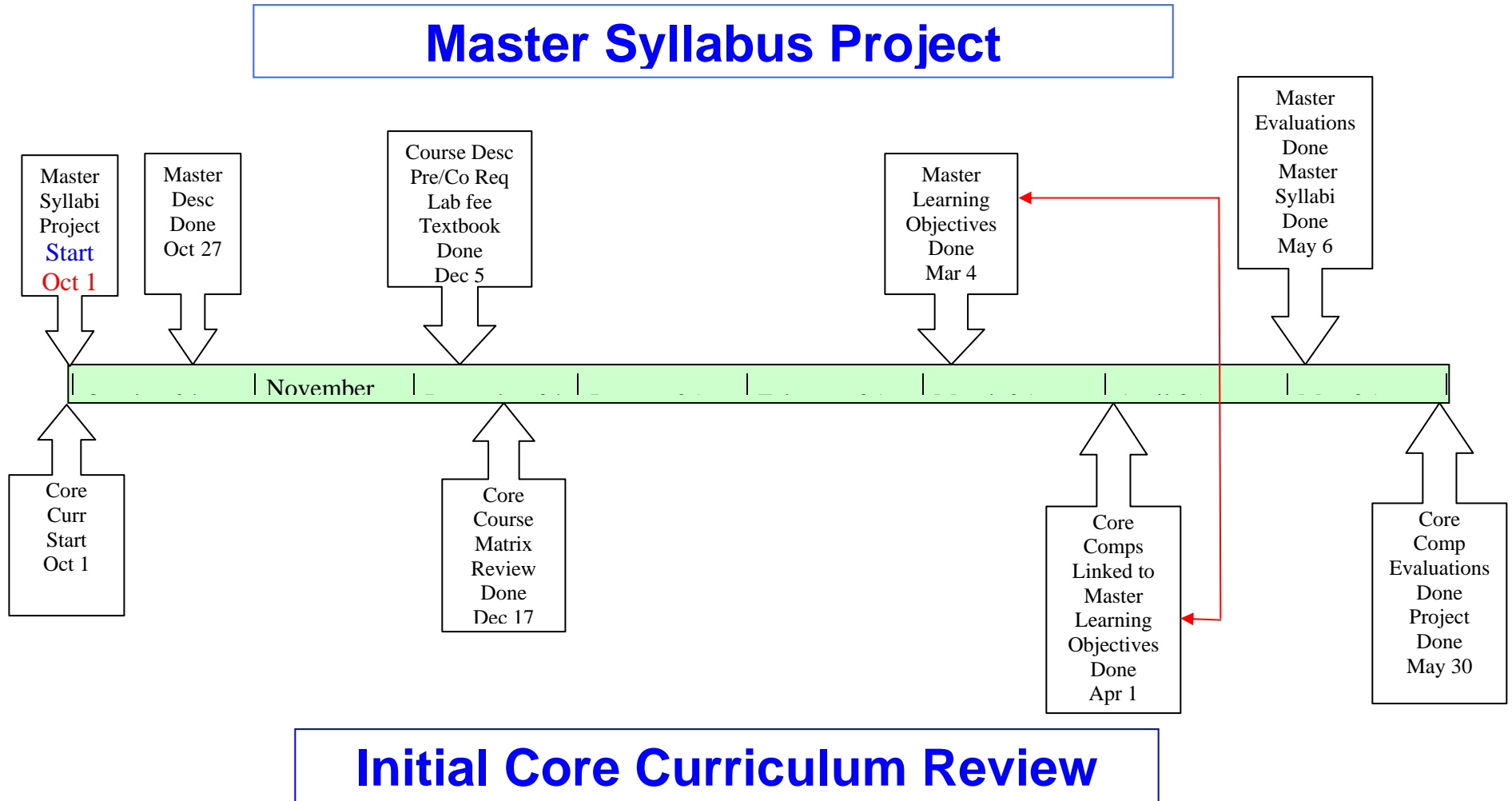
Core Curriculum Annual Report Template

U.S. History (060)	HIST 1301 United States History I HIST 1302 United States History II	6
Political Science (070)	GOVT 2301 American Government I GOVT 2302 American Government II	6
Social/Behavioral Science (080)	ANTH 2346 General Anthropology ECON 2301 Principles of Macroeconomics ECON 2302 Principles of Microeconomics GEOG 1301 HIST 2301 Texas History HIST 2302 HIST 2322 PSYC 2301 General Psychology PSYC 2302 Applied Psychology PSYC 2314 Lifespan Growth and Development PSYC 2315 Psychology of Adjustment PSYC 2317 PSYC 2319 Social Psychology SOC 1301 Introductory Sociology SOC 1306 Social Problems SOC 2301 Marriage and the Family SOC 2319 Minority Studies	3
Computer Literacy (090)	BCIS 1405 Business Computer Applications COSC 1336 Programming Fundamentals I COSC 1401 Microcomputer Applications	3-4
Kinesiology (090)	KINE 1100 - 1110 Physical Activities KINE 2100 - 2110 Physical Activities	2
Total		47 Maximum

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Appendix G
Master Syllabus Project/Initial Core Curriculum Review Timeline

Master Syllabus Project/Initial Core Curriculum Review Timeline



Core Curriculum Evaluation Report 2004
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Appendix H
Core Curriculum Review Flowchart

Core Curriculum Review Flowchart

