

Why Am I Doing a Unit Level Plan?

{ Why does it matter and what difference does it make?



{ Reason 1: Accountability

& Practically, any institution of higher learning worth its salt should be assessing itself to see if it is meeting the education outcomes it promotes and promises to the community.

{ Reason 2: Commitment to Excellence

& We need to make sure that students are learning what we intend for them to learn and that we are doing this according to current best practice in the context of best use of available resources.

Great Question!



{ Federal

- ⌘ In order for a postsecondary school to be eligible to receive Federal student loan monies, it must be accredited by a regional accrediting agency recognized by the U.S. Department of Education under [20 U.S.C. 1099B, Recognition of Accrediting Agency of Association.](#)

{ Overview of Accreditation

- ⌘ [U.S. Department of Education](#)
- ⌘ [Regional Accreditation Body — The Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#)

Legal Reasons?



2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional effectiveness)**

3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.5 Undergraduate Educational Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

SACSCOC Key Standards For All Accredited Colleges



{ Review Cycle and Its Purpose

- ⌘ These [standards](#) are reviewed every five years by SACSCOC. That's the bare bones, to understand what truly meets the "best practices" standards for on-site and off-site reviewers, and more importantly what's best for us as a college in our commitment to student success is an on-going/long-term collaborative effort both on campus and with our peer institutions. It is a process of documenting, sharing, and learning from both our failures and success in the realm of student learning across the disciplines.

{ Failure to Comply—Consequences

- ⌘ Failure to comply means the College can be placed on monitoring, warning, or probation by SACSCOC. In the extreme case we could have our accreditation stripped if we fail to meet the requirement over time. We would no longer be able to offer financial aid and most schools would stop taking our hours in transfer, effectively ending McLennan Community College.

Frequency of Reviews and Consequences?

⌘ Under Texas Education Code Chapter 61, Subchapter 5, Sections **61.821-61.832** (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm#S>), all two and four year institutions of higher education must adopt a 42-hour core curriculum. The law stipulates the assessment of the core in **Sec. 61.824**.
INSTITUTIONAL EVALUATIONS.

⌘ Each institution shall review and evaluate the institution's core curriculum and applicable field of study curricula at intervals specified by the board and shall report the results of that review to the board.

Legal Reasons—State



Based on the tasking, The THECB established the required core learning objectives and competencies

(<http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507>):



Objectives and Component Area Mapping

| Foundational Component Areas | Core Objectives | | | | | |
|----------------------------------|-------------------|----------------------|---------------------------------|----------|-----------------------|-------------------------|
| | Critical Thinking | Communication Skills | Empirical & Quantitative Skills | Teamwork | Social Responsibility | Personal Responsibility |
| Communication | REQUIRED | REQUIRED | OPTIONAL | REQUIRED | OPTIONAL | REQUIRED |
| Mathematics | REQUIRED | REQUIRED | REQUIRED | OPTIONAL | OPTIONAL | OPTIONAL |
| Life & Physical Sciences | REQUIRED | REQUIRED | REQUIRED | REQUIRED | OPTIONAL | OPTIONAL |
| Language, Philosophy and Culture | REQUIRED | REQUIRED | OPTIONAL | OPTIONAL | REQUIRED | OPTIONAL |
| Creative Arts | REQUIRED | REQUIRED | OPTIONAL | OPTIONAL | REQUIRED | OPTIONAL |
| American History | REQUIRED | REQUIRED | OPTIONAL | OPTIONAL | REQUIRED | REQUIRED |
| Government/ Political Science | REQUIRED | REQUIRED | OPTIONAL | REQUIRED | REQUIRED | OPTIONAL |
| Social/Behavioral Science | REQUIRED | REQUIRED | OPTIONAL | OPTIONAL | REQUIRED | REQUIRED |
| Institutional Option* | OPTIONAL | OPTIONAL | OPTIONAL | OPTIONAL | OPTIONAL | OPTIONAL |

* Institutional Option must contain a minimum of 3 Core Objectives selected by the institution.

REQUIRED = required Core Objectives to be addressed in each course selected for inclusion in the Foundational Component Area.
 OPTIONAL = institution may include Core Objective for each course selected for inclusion in the Foundational Component Area.

UEAC core curriculum revision recommendations are not official until approved by the Coordinating Board. Current core curriculum standards apply.

Texas Core Requirements

Specific assessment requirements for the Core include the following (<http://www.thecb.state.tx.us/index.cfm?objectid=42E67B6B-002A-90EE-C17A4779C473E964>):

The purpose of assessment of the Texas Common Core (TCC) is for institutions to discover, document and seek to improve student attainment of the TCC's six core objectives. As such, the rationale for assessing the core objectives are:

- a. The TCC forms the foundation of each institution's general education curriculum.
- b. Institutions use the assessment of core objectives to improve student learning.
- c. Faculty participation is integral throughout the assessment cycle.
- d. Institutions use multiple measures for effective assessment, including at least one direct measure per core objective. Externally informed benchmarks are encouraged.
- e. Assessment practices are evolving.

Institutions will electronically submit their assessment report of the core objectives to the Texas Higher Education Coordinating Board (Coordinating Board) every 10 years. Coordinating Board staff will review the report to confirm assessment of the six core objectives.

Texas Specific Assessment Requirements

