

# Core Curriculum and College Competencies

## A Four-Year Assessment Plan 2014 – 2018

Office of Institutional Research and Assessment



## Executive Summary

On November 19, 2014, during the Department Chairs and Program Directors meeting, a lengthy discussion about advancing the College's program and core curriculum assessment initiative occurred. Topics discussed included whether to develop a stand-alone Assessment Committee, charge the current Curriculum Committee with assessing the Core, develop an assessment subcommittee of the existing Curriculum Committee, or develop faculty groups within each section of the core to perform assessment activities (11-19-2014 Minutes).

The overall consensus of the program chairs and directors was to avoid establishing another committee specific to assessment of core curriculum performance and processes. Closing comments occurred in the form of a request to explore possible operational options and core curriculum assessment models that the faculty might review for further action. In response, the following Core Curriculum and College Competencies Assessment (C<sup>2</sup>) Plan was drafted for input and implementation.

The plan represents an opportunity for Hood College faculty, in partnership with appropriate support from the Office of Institutional Research and Assessment, to establish protocols and best practices for assessing the College's Core Curriculum.

Guiding principles included the following:

1. Establishing a meaningful systemized assessment process that adds value and remains manageable;
2. Enhancing the faculty's role in advancing Core Curriculum assessment and its overall direction;
3. Demonstrating direct alignment between the Core Curriculum and the College's Competency Skills thereby advancing the College's Mission and Strategic Plan;
4. Building assessment around the regular, ongoing work of teaching and learning;
5. Providing faculty development and support;
6. Reframing assessment as the scholarship of teaching and a platform for decision making;
7. Generating campus discussion and occasions for constructive assessment conversation and action.

General faculty-level responsibilities include:

1. Determining what students should learn through the respective Core content areas;
2. Drafting Student Learning Outcomes that support identified content;
3. Determining one or two types of assessment tools or strategies that will be used to measure each specific student learning outcome;
4. Determining when and where the student performance data will be gathered (semester/course) for each learning outcome;
5. Generating a summary report using a common template;
6. Implementing and monitoring academic changes resulting from analysis of student performance data.

The core curriculum goals and the critical components guiding the development of this plan are discussed next. The sections on framing the plan, potential models, and the proposed plan itself summarize the Plan's rationale and intent. The proposal concludes with an annual timeline and a four-year assessment cycle.

## Table of Contents

Background .....	4
Core Curriculum Goals .....	5
Critical Components.....	5
Framing the C <sup>4</sup> Assessment Plan .....	6
Common General Education Models .....	6
Hood College Model .....	6
Core Curriculum Fit.....	8
The Plan .....	9
Implementing the Plan.....	10
Description of Appendices .....	11
Appendix A: Example of Assessment Map	
Appendix B: Student Learning Outcomes to Date	
Appendix C: Core Curriculum Fit Figure	
Appendix D: Common Assessment Activities Annual Timeline	

## Background

The College faculty finalized and restructured the Core Curriculum into two broad areas effective for fall 2013. Between them, the Foundation and Methods of Inquiry sections include 11 curricular areas. Additionally, the College adopted nine College Competencies that outline the knowledge and skills expected of all Hood College graduates. Those competencies align with the Middle States Commission on Higher Education's Fundamentals of General Education (Characteristics of Excellence, 2006). Table 1 outlines the Core Curriculum and College Competencies that framed this proposed assessment plan, referenced as the *C<sup>4</sup> Assessment Plan*.

---

Table 1:  
Core Curriculum and College Competencies (*C<sup>4</sup>*)

Core Curriculum Areas		College Competencies
<u>Foundation</u>	<u>Methods of Inquiry</u>	
English Composition	Global Perspectives	Critical Reasoning
First-Year Seminar	Historical Analysis	Ethics
Foreign Language	Literary Analysis	Diversity
Health and Wellness	Philosophical Inquiry	Information Literacy
Quantitative Literacy	Scientific Thought	Oral Communications
	Social and Behavioral Analysis	Quantitative Analysis
	Visual and Performing Arts	Technological Capabilities
		Values
		Written Communications

---

On November 19, 2014, during the meeting of Department Chairs and Program Directors, the Director of Institutional Research and Assessment solicited input on assessing the College's revised Core Curriculum. A lengthy discussion referenced possible committee structures to oversee the process, including developing an Assessment Committee, charging the current Curriculum Committee with assessing the Core, developing an assessment subcommittee of the existing Curriculum Committee, or charging faculty who teach within each Core section to develop assessment standards and perform assessment activities (11-19-2014 Minutes).

Additional discussion emphasized that the "assessment of programs, core curriculum, and graduate programs all need to connect to the assessment of Institutional Effectiveness" (11-19-2014 Minutes). Comments also referenced the need to gather data in support of the College's mission. As part of this discussion, chairs and program directors indicated interest in researching various core curriculum assessment models, with findings presented for later consideration.

Simultaneously, the Assistant Director of Institutional Assessment initiated a review process that included meeting with the department and program Assessment Coordinators to verify existing student learning outcomes and to determine whether those statements should be updated before the formal plan for assessing individual programs is developed. This process also included discussions on the Core Curriculum and College Competencies, which are reflected throughout the proposed *C<sup>4</sup> Assessment Plan*.

The initial review process began on November 3 and concluded on December 3, 2014, and included introductory and follow-up meetings with 18 of the 20 Assessment Coordinators. This review process

indicated the need to revisit and update program student learning outcomes. As a result, program goals and student learning outcomes will be updated and, where appropriate, mapped to the nine College Competencies expected of all Hood College graduates. That process is outside of the scope of the assessment of the Core Curriculum and will not be addressed in this document.

### **Core Curriculum Goals** (Hood College Core Curriculum Task Force, September 2011, p. 2)

In revising the Core Curriculum, the faculty kept the following goals in mind. The goals were initially developed by the Core Curriculum Task Force in 2011. The final version of the core, adopted in the fall of 2012 for implementation in 2013, meets the spirit of these guidelines.

The revised core should:

1. Preserve the academic nature of the Core;
2. Strengthen students' foundational skills (information literacy, written and oral communications, and quantitative literacy);
3. Meet the COMAR Core Curriculum requirement of at least 40 credits in the liberal arts;
4. Ensure that revisions do not substantially increase total number of required credits;
5. Align with current faculty and operational resources;
6. Preserve the breadth, simplify the Core, and move away from specific list of classes;
7. Retain upper-level Core classes that build on lower-level coursework;
8. Emphasize a global perspective;
9. Ensure familiarity with the Western tradition;
10. Ensure familiarity with contemporary science issues;
11. Ensure familiarity with social justice and modern-world discrimination and disadvantages.

### **Critical Components**

Regardless of the general education model an institution adopts, one critical component is establishing a process to collect evidence that demonstrates a relationship among learning goals at the institutional, program, and course levels. A second critical element is the ability to measure core curriculum performance in the aggregate. Currently, Hood College measures the general education outcomes of its Core Curriculum through specific courses offered in individual programs. As a result, generating an aggregate outcomes performance measurement for either the Core Curriculum or specific College Competencies remains challenging. Additionally, the College's Core Curriculum measurement activity does not lend itself to analysis and continuous improvement from an aggregate-based framework.

The structure of the Core Curriculum is aligned with the nine College Competencies. Establishing a plan that integrates the assessment of the Core Curriculum and the College Competencies is a priority and served as a guiding principle in preparing this proposal.

## **Framing the C<sup>4</sup> Assessment Plan**

This proposal presents a Core Curriculum Assessment Plan that aligns with the College Competencies and would become an embedded component of the College's Assessment Plan. Collectively, these curricula and assessment elements would further the College's Strategic Priority One, as noted in the 2012-2017 Strategic Plan. Specifically, we are called to "review the undergraduate core curriculum and implement changes that emerge from this process" (Strategic Plan, 2012-2017, p. 15) and implement a "programmatic assessment for continuing improvement of all academic programs utilizing multiple sources of data and information to augment existing programs or develop new academic programs" (Strategic Plan, 2012-2017, p.15). (<http://www.hood.edu/About-Hood/StrategicPlan.html?terms=strategic%20plan#Academic>)

In developing this proposal, four published case studies outlining the processes and rationale behind a college's approach to assessing general education were reviewed. The institutions included University of North Carolina-Wilmington; Midland College; DePaul University; and Loyola University-Chicago (<https://www.aacu.org/value/casestudies>). In addition, the general education plans of three Maryland colleges were reviewed via their respective websites: Goucher College, Mount St. Mary's University, and Notre Dame of Maryland University.

Of paramount importance is the ability of Hood College to demonstrate a sustainable assessment model that respects the faculty's autonomy while meeting recommended principles for assessing and responding to the findings of the College's Core Curriculum student review. Additionally, the alignment with Hood College's Competency skills must occur through the approved assessment process.

## **Common General Education Models**

Institutions tend to follow one of two models when developing an assessment plan for general education goals.

Model 1:

General Education goals are essentially programmatic goals. The general education program is one of the programs whose goals contribute to the achievement of overall institutional goals (MSCHE, Student Learning Assessment: Options and Resources, 2007, p. 11).

Model 2:

General Education goals are institutional goals. In this approach, academic and co-curricular program goals would contribute to the achievement of the umbrella-like general education goals, which are essentially institutional goals (MSCHE, Student Learning Assessment: Options and Resources, 2007, p. 11).

## **Hood College Model**

Hood College's 2014 revised Core Curriculum approach aligns most closely with Model 2. Between them, the two focus areas, Foundation (19-22 Credits) and Methods of Inquiry (25-31 Credits), encompass 11 content areas. "The purpose of the Core Curriculum is to provide students with the basic knowledge and skills needed to pursue a liberal arts education, to expose them to a variety of modes of inquiry in different

disciplines, and to promote critical reflection about global perspectives” (Hood College Catalog, 2014-2015, p. 29). Additionally, the student learning outcomes of the Core Curriculum map to the College’s Competencies that all students are expected to demonstrate as Hood College graduates, thereby supporting the College Mission.

Within the Model 2 structure, “programs establish their own specific goals” (Walvoord, 2010, p. 83) for the competency area that align with the centrally determined broad goals. This option allows the greatest program and faculty autonomy, encourages local buy-in, and makes it easier for faculty to construct assignments and assessment criteria within their own disciplinary language (Walvoord, 2010).

The department or set of faculty members gathers, analyzes, and acts on data from its general education offerings by analyzing artifacts from each identified course. If the course is also taken as a requirement for the major, faculty must also evaluate outcomes for the major. These sets of findings and actions are aggregated and synthesized to suggest institutional level action (Walvoord, 2010).

Scoring for the core curriculum student learning outcomes is done by those faculty teaching the respective courses. During a Data Analysis Meeting, faculty collectively review student performance for each outcome. Findings may reveal performance trends, strengths, or areas for improvement. The faculty may determine that additional support is needed or that the current process is not generating the appropriate data. Other observations may warrant curricular changes or collaboration across departments or programs.

This model requires two types of official records of its deliberations (Walvoord, 2010):

1. Annual Data Analysis Meeting minutes, which are used as a next-step guide and in the follow-up analysis;
2. A two-page report , which is sent to the Assistant Director of Institutional Assessment summarizing:
  - Time, date, and attendance at the meeting;
  - Data discussed, with aggregate student performance findings and conclusions reached for each core content area;
  - Items chosen for action with rationale;
  - Proposed follow-up plans and actions;
  - Recommendations for items that need action at higher levels than the department.

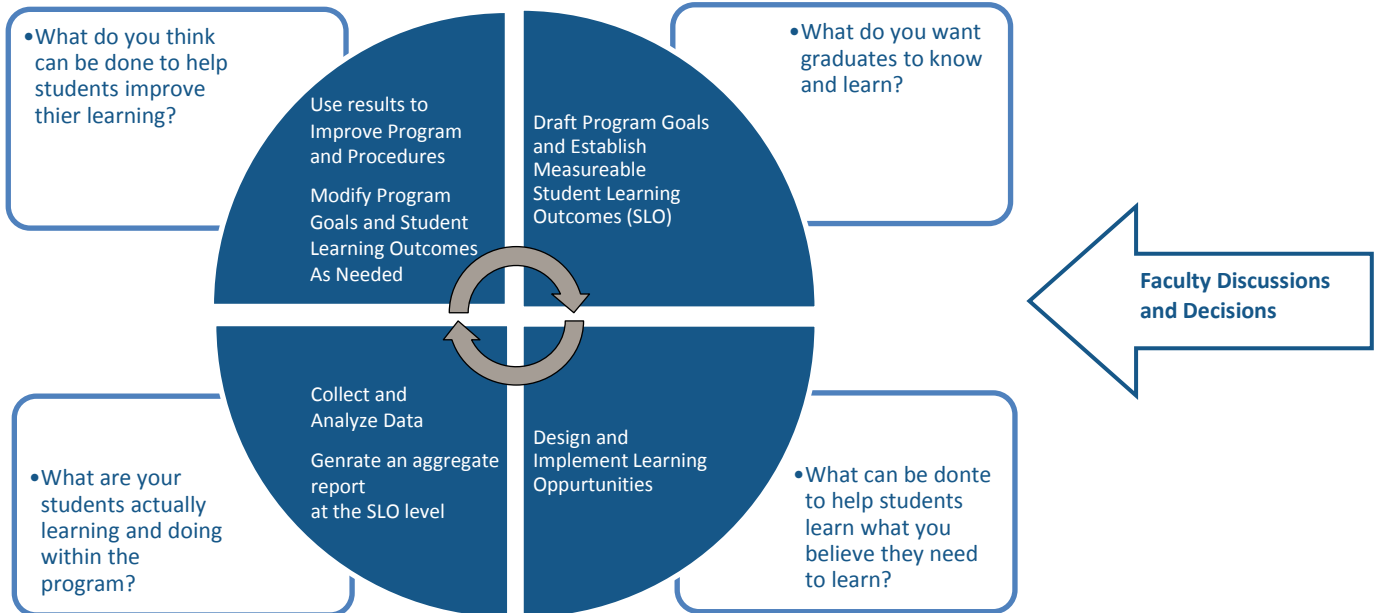
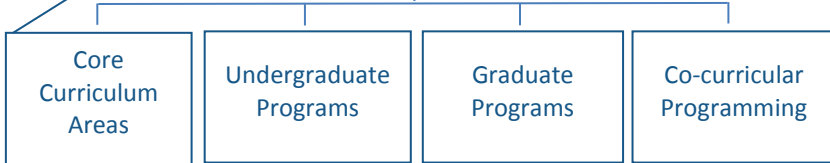
**Core Curriculum Fit  
Assessment Framework**

**Student Learning  
Assessment Process**

**Institutional Effectiveness  
Assessment Process**

Division Objectives  
Department Goals

**College Competencies**  
**Measurable Student Learning Outcomes**





# The Plan

## Proposed C<sup>4</sup> Assessment Plan General Guidelines

In partnership, faculty, departmental administration, and staff finalized the following performance-based assessment plan that aligns the Core Curriculum areas with the nine College Competency areas.

The C<sup>4</sup> Assessment Plan follows these general guidelines:

1. Establishes the purpose(s) of the review process;
2. Outlines the C<sup>4</sup> Assessment Plan Overview annual four-year assessment schedule;
3. Identifies implementation protocols;
4. Generates the template for the individual Core Curriculum Looking Back-Moving Forward Reports
5. Develops annual report template that will present collective findings for that given year;
6. Structures an Annual Process Timeline for the given year;
7. Allows for responding to reality throughout the process.

### C<sup>4</sup> Assessment Plan: Purpose

The purpose of the Core Curriculum and College Competency Alignment Assessment Plan is to provide faculty and staff with the appropriate outcomes-based data for evaluating the impact of the basic knowledge and skills that were identified as necessary for a liberal arts education; to expose students to a variety of modes of inquiry in different disciplines; and to promote critical reflection about global perspectives.

### C<sup>4</sup> Assessment Plan: Curriculum Area Four-year Cyclical Schedule

Fall 2014 – Spring 2015: First-Year Seminar (Fall Only); Scientific Thought, and Quantitative Literacy

Fall 2015 – Spring 2016: Health & Wellness; Philosophical Inquiry; Social & Behavioral Analysis; and Visual & Performing Arts

Fall 2016 – Spring 2017: English Composition; Foreign Languages; Global Perspectives; Historical Analysis; and Literary Analysis

Fall 2017 – Spring 2018: College-wide C<sup>4</sup> Summit (Showcase Achievements: Individuals, Departments, & Divisions; verify that changes have occurred; identify operational obstacles; and evaluate the C<sup>4</sup> Process at the course, program, and institutional levels)

### C<sup>4</sup> Assessment Plan: Implementation Protocols

1. Complete one in-depth assessment cycle every four years;
2. Demonstrate that the Core Curriculum area has specified learning outcomes and content that maps to the College Competencies and Mission;
3. Include a strategy that measures change and contributes to Institutional Effectiveness;
4. Identify data sources and tools used for assessment;
5. Achieve the C<sup>4</sup> Assessment Plan Timeline as established.

### **C<sup>4</sup> Assessment Plan: Looking Back – Moving Forward Annual Content Area Report (Template)**

Completing the Looking Back – Moving Forward Annual Content Area Report allows the faculty and staff to systematically gather evidence, conduct the analysis, and reflect on the findings using the agreed-upon outcomes data and protocols. Using a standard report format also establishes the basis for trending the findings. Those trends will be used to make academic changes operational recommendations, and for monitoring the processes, procedures, and support systems that contribute to enhancing academic excellence.

### **C<sup>4</sup> Assessment Plan: Looking Back – Moving Forward Annual Institutional Report (Template)**

Using the Annual Content Area Reports, the OIRA office will compile an annual institutional report of those core curriculum areas that were reviewed. This report provides ample opportunities for curriculum and resource planning that includes measuring for progress on approved recommendations.

## **Implementing the Plan**

For planning and implementation purposes, the 11 Core Curriculum areas have been distributed over a three-year timeline, leaving the fourth year of the assessment cycle open for college-wide discussion and collective decision-making. The discussion will be based on findings associated with student performance, operational processes, and policy matters.

Throughout a given planning cycle, the faculty teaching in a Core Curriculum area scheduled to be assessed will function as a collective group and will receive direct support from the Assistant Director of Institutional Assessment. Planning, piloting the processes, and organizing how the outcomes will be measured and reported are a few activities associated with the assessment cycle. During the planning phase, faculty in the designated Core Curriculum Area will be asked to frame common student learning outcomes based on the intended goals of the competency area to be reviewed. Based on the proposed spring 2018 fourth-year review cycle, it will not be possible for groups in years two and three to gather a full three-year performance trend.

As with cyclical work in general, the assessment activity will continue with each Core Curriculum Area group. This phase-in method structures the College's assessment cycle, thereby giving Hood the opportunity to plan and revise through lessons learned over the first three-year period following the 2013 college-wide revisions to the Core Curriculum. Throughout the process, faculty will adhere to the established Core Curriculum definitions and set objectives.

If the faculty teaching in a given core area identify the need for academic changes at any time during the assessment cycle, the C<sup>4</sup> Assessment Plan requires that they follow established curriculum policies and generally accepted assessment protocols when initiating and approving recommended changes. Processing the changes does not have to wait until Year 4, providing that the changes are supported by evidence generated through the process or by data from student learning performance reports.

The purpose behind scheduling a Year-4 Review is to demonstrate that Hood has aligned its Core Curriculum decision-making processes with an operational process that exhibits established objectives that are based on the involvement of the College's community. The C<sup>4</sup> Plan and operational design is intentional, maps to the College Mission, and clearly meets the Strategic Plan's directives on enhancing academic excellence.

## **Description of Appendices**

Appendix A illustrates the document tool that assists faculty from the different program areas to collectively identify and inventory chosen key assignments and measurement tools that will be used to provide performance evidence and data.

Appendix B outlines the agreed upon learning outcomes that support the different core curriculum areas. These statements were developed through a series of meetings and discussions held by those department faculty responsible for respective courses.

Appendix C provides an example of the Core Curriculum planning and implementation assessment phase. Hood College follows the generally practiced phases of planning, piloting, data gathering, and analyzing and reporting. A three-year cycle has been established with a fourth year dedicated to analyzing, recommending, and implementing operational and overall changes to the Core Curriculum assessment process and academic content aspects.

Appendix D provides a preliminary annual calendar identifying broad tasks associated with faculty support, planning, and communication. Appendix D offers a combination of common institutional and content area activity associated with an on-going assessment protocol.

### **On-going Implementation of the System**

1. Compile the remaining Core Curriculum learning outcomes, assessment data, and demonstrate a sustainable systems process.
2. Employ Chalk & Wire as the Student Learning Outcomes assessment depository college-wide.

Appendix A

Used by the OIRA – Example of an Assessment Map Used for Core Curriculum Areas  
*Page Restrictions Prevented Listing all fall 2015 Courses for this Core Area*

<b>STEP 1:</b> Define the Object Statement - Taught on a variety of topics, these interdisciplinary first-year seminars focus on cultivating student skills in writing, critical thinking, and information literacy in a small-group setting. Emphasis is also placed on out-of-class learning tools and resources available at Hood College.										
<b>Step 2:</b> Define the Learning Outcome Statement(s) - Students will be able to develop a research question, search the appropriate catalogs or databases for suitable sources, and evaluate their selected sources for currency, relevance, authority, and purpose. Students will provide annotations, including summaries of the authors' arguments, using appropriate citation style and mechanics.										
(1) Develop a research question.										
(2) Search appropriate catalogs or databases for suitable sources.										
(3) Evaluate selected sources for currency, relevance, authority, and purpose.										
(4) Provide annotations, including summaries of the authors' arguments.										
(5) Use proper citations style and mechanics.										
<b>Step 2:</b> Define the Learning Outcome Statement(s) - Students will demonstrate an ability to develop and present ideas through formulating a strong thesis statement, providing convincing evidence to support their statement, and arriving at a conclusion that satisfactorily closes an essay. They will use a tone suitable for an academic audience, arrange the text logically and cohesively, and follow the conventions of standard written English usage and mechanics.										
(1) Formulate a strong thesis statement.										
(2) Provide convincing evidence to support the (thesis) statement and conclusion.										
(3) Use a tone suitable for an academic audience.										
(4) Arrange text logically and cohesively.										
(5) Follow conventions of standard-written English usage and mechanics.										
<b>Step 3:</b> Generate the Assessment Map										
<b>Assessment Map Worksheet: Core Curriculum First-Year Seminar</b>	<b>Information Literacy - Rubrics 1380 and 1384</b>					<b>Pre- and Post-Writing - Rubrics 1378 and 1379</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	Res Ques Dev	Source Search & Select	Source Eval	Source Summary	Source Citation Mech.	Thesis State.	Evid & Concl	Acad. Tone	Cohesive Text	English Conven
<b>Course</b>										
<b>FYS 101-01</b>	<b>Bong Hits 4 Jesus: Battle with First 1st Amendment - 10695</b>									
<b>FYS Pre-writing Assignment</b>						X	X	X	X	X
FYS 101-01 FYS Pre-writing Assignment - Rubric (1378)										
<b>FYS Post-writing Assignment</b>						X	X	X	X	X
FYS 101-01 FYS Post-writing Assignment - Rubric (1379)										
<b>FYS Research Skills Assignment</b>	X	X	X	X	X					
FYS 101-01 FYS Research Skills Rubric (1384)										
<b>FYS 101-02</b>	<b>Developing Your Leadership Potential - 10699</b>									
<b>FYS Pre-writing Assignment</b>						X	X	X	X	X
FYS 101-02 FYS Pre-writing Assignment - Rubric (1378)										
<b>FYS Post-writing Assignment</b>						X	X	X	X	X
FYS 101-02 FYS Post-writing Assignment - Rubric (1379)										
<b>FYS Research Skills Assignment</b>	X	X	X	X	X					
FYS 101-02 Research Skills Rubric (1384)										

## Appendix B

### Student Learning Outcomes

#### *Work-in Progress*

Core Curriculum Area		Learning Outcome Statements
2014-2015	First-Year Seminar	<ol style="list-style-type: none"> <li>1. Students will be able to develop a research question, search the appropriate catalogs or databases for suitable sources, and evaluate their selected sources for currency, relevance, authority, and purpose. Students will provide annotations, including summaries of the authors' arguments, using appropriate citation style and mechanics.</li> <li>2. Students will demonstrate an ability to develop and present ideas through formulating a strong thesis statement, providing convincing evidence to support their statement, and arriving at a conclusion that satisfactorily closes an essay. They will use a tone suitable for an academic audience, arrange the text logically and cohesively, and follow the conventions of standard written English usage and mechanics.</li> </ol>
2014-2015	Scientific Thought	<ol style="list-style-type: none"> <li>1. Students will show proficiency in understanding basic concepts<sup>1</sup> in the scientific discipline.</li> <li>2. Students will show proficiency in collecting<sup>2</sup> and analyzing data<sup>3</sup> to create a model or hypothesis<sup>4</sup> based on that data, and to test<sup>5</sup> and refine the model using scientific tools and techniques<sup>6</sup>.</li> <li>3. Students will be able to describe<sup>7</sup> and explain<sup>8</sup> the impact of science and technology on society.</li> <li>4. Students will show proficiency in solving scientific problems<sup>9</sup>, applying a model or hypothesis<sup>10</sup> to data, and evaluating the model<sup>11</sup>.</li> </ol>
2014-2015	Quantitative Literacy	<ol style="list-style-type: none"> <li>1. Interpret quantitative data<sup>1</sup> arising in a variety of contexts.</li> <li>2. Demonstrate computational fluency<sup>2</sup>, including the use of technology as appropriate.</li> <li>3. Create arguments supported by data<sup>3</sup>.</li> <li>4. Create and communicate arguments using quantitative tools such as tables, graphs, and mathematical expressions<sup>4</sup>.</li> <li>5. Create and communicate arguments through the narrative analysis<sup>5</sup>.</li> </ol>
2015-2016	Health & Wellness	
2015-2016	Philosophical Inquiry	
2015-2016	Social & Behavior Analysis	
2015-2016	Visual & Performing Arts	
2016-2017	English Composition	
2016-2017	Foreign Language	
2016-2017	Global Perspectives	
2016-2017	Historical Analysis	
2016-2017	Literary Analysis	

Appendix C

The C<sup>4</sup> Assessment Cycle for Core Curriculum for the College

Core Curriculum Assessment Cycle Fall 2014 – Spring 2018			
<u>F</u> irst- <u>y</u> ear <u>S</u> eminar <u>S</u> cientific <u>T</u> hought <u>Q</u> uantitative <u>L</u> iteracy  <b>PLANNING Spring 2015</b>	<u>H</u> ealth & <u>W</u> ellness <u>P</u> hilosophical Inquiry Social & Behavioral Analysis Visual & Performing Arts  <b>PLANNING FALL 2015</b>	<u>E</u> nglish <u>C</u> omposition <u>F</u> oreign <u>L</u> anguage <u>G</u> lobal <u>P</u> erspectives <u>H</u> istorical <u>A</u> nalysis <u>L</u> iterary <u>A</u> nalysis  <b>PLANNING FALL 2016</b>	Review and Plan across the College
<b>ASSESSMENT ACTIVITY (GD = Gather Data when the course is offered)</b>			

**SMAMPLE: Quantitative Literacy Assessment Activity Cycle**

Faculty Member	Academic Year	Course	Content Area	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
	F14 - S15	ECMG 212	QL	Will Plan Fall 2015		PLAN	PILOT	GD	GD	Analyze	Report Out
	F14 - S15	MATH 111	QL		Plan	Pilot	GD	GD	GD		
	F14 - S15	MATH 111A	QL		Plan	Pilot	GD	GD	GD		
	F14 - S15	MATH 111B	QL		Plan	Pilot	GD	GD	GD		
	F14 - S15	MATH 111G	QL		Plan	Pilot	GD	GD	GD		
	F14 - S15	MATH 112	QL	Plan		Pilot	GD	GD	GD		
	F14 - S15	MATH 112W	QL	Plan		Pilot	GD	GD	GD		
	F14 - S15	MATH 201	QL		Plan	Pilot	GD	GD	GD		
	F14 - S15	MATH 213	QL	Plan		Pilot	GD	GD	GD		
	F14 - S15	PSY 211	QL	Plan		Pilot	GD	GD	GD		
	F14 - S15	SOC 261	QL	Plan		Pilot	GD	GD	GD		

*\*Program chairs, in collaboration with department faculty, drafted four common learning outcomes (SLOs) for the courses offered by three majors, yet they collectively focused on statistical content curricula and the use of statistical technology. The common SLOs allow aggregate measurement of a specific SLO across the courses. The intent is for those faculty associated with a Core Curriculum area to work collectively and to address the Core Curriculum area holistically.*

Appendix D

Common Annual Assessment Activities by Month

Month	Activity	Due Date
January	Initiate communication reminding faculty to prepare their Blackboard sites with Key Assignments for the spring semester. Provide technical support for faculty and students in preparing the assignment links, assessing using the rubrics, and uploading an assignment	Mid-January
February	Sponsor a series of training sessions for faculty and students Finalize First-Year Seminar faculty initiatives and progress	On-going February
March	Continue faculty training and planning support Begin planning sessions with faculty groups from the designated core curriculum areas for the next assessment cycle.	On-going March and April
April		
May	Plan for First-Year Seminar – Showcase First-Year Seminar during annual faculty workshop Distribute to Faculty and Administration	May 30
June	Update databases for fall semester Conduct planning with faculty groups per Core Curriculum Areas	
July	Prep for fall activity – training material, website, etc. Build the next academic year’s assessment site/Table of Contents, etc.	On-going
August	Initiate communication reminding faculty to prepare their Blackboard sites with Key Assignments for the spring semester. Sponsor a series of training sessions as needed Continue building the C&W site for next academic year	August 15
September	Sponsor a series of training sessions as needed for faculty and students	Ongoing
October	Deliver Annual <i>Looking-back - Moving-forward</i> Assessment Reports Sponsor the annual review sessions for faculty (propose academic changes) The intent with an October timeline is to support department requests as in alignment with the CAP approval process. This timeline also does not interfere with activities such as the start of a semester, finals, or winter breaks, etc.	Week 1 October 31
November	Provide the opportunity for faculty to review individualized aggregate reports Prep site for Spring – Begin with a reminder notice about spring assessment planning - verify what might be expected	On-going
December	Deliver the Looking-back – Moving-forward Annual Institutional Report Update respective databases	December 15 (By Winter Break)