



Core Curriculum  
Oversight Committee

# Report on Assessment and Review Activities

June 7, 2005



# Overview

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- Prior to 1999  
Course review: textbooks, sample syllabi, grade distributions, student comments, but not student learning outcomes
- AY 1999-2004  
Emphasis on student learning outcomes to fulfill SACS Criteria



## Overview (cont.)

- 1) The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service. This evaluation must encompass educational goals at all academic levels. . . . (Section 3.1)
- 2) The institution must demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers. (Section 4.2.2)



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# Core evaluation and assessment after SACS (AY 2004-2005)

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- Focus on science sequence (Fall Semester)
- Charge from Provost /President (Spring Semester):
  - 1) How often should the core be reviewed for content changes?
  - 2) What criteria should be used to conduct such a review?



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# What we have learned about general education assessment?

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- To develop an assessment plan, it is important to refine the language of the learning outcomes.
- To refine the language of the learning outcomes, it is important to determine the overarching goals of general education.
- To determine the overarching goals of general education, it has become clear to the committee that it is difficult to isolate the University Core from the entire undergraduate experience.

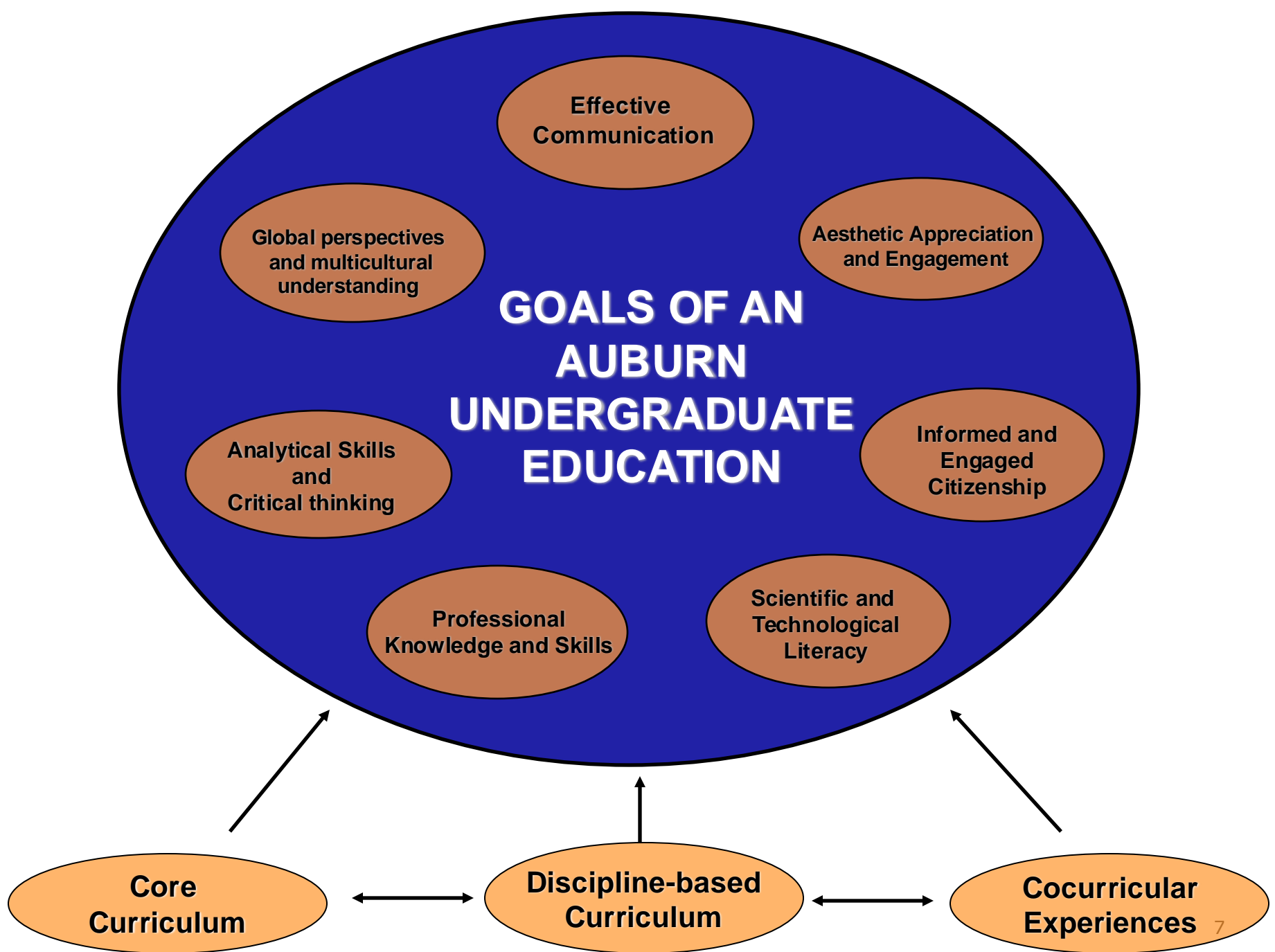


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# Development of Conceptual Model of an Undergraduate Education

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- Statements about General Education Programs at other institutions
- Work of Directions Committee
- Core Curriculum Oversight Committee's Own Work on Student Learning Outcomes





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# Where do we go from here?

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- 1) Endorsement of the model by the University community
- 2) Mapping of Current Components of the Core Curriculum to Goals
- 3) Review of Specific Core Courses in Terms of Goals of an AU Undergraduate Education
- 4) Refinement of Specific Learning Outcomes in view of these goals





# Where do we go from here?

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- 5) When we start the dialogue on the core, we need to keep in mind the revised SACS standards for general education
- The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. . . .The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. (Core requirement 2.7.3)



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# Where do we go from here?

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- The institution identifies college-level competencies within the general education core and provides evidence that students have attained those competencies. (Comprehensive Standard 3.5.1)



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# Members

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