2018-19 Core Curriculum Assessment

Rutgers – New Brunswick Core Curriculum
Student Learning Outcomes Assessment Report, 2018-19

Executive Summary:

The Rutgers – New Brunswick Core Curriculum serves as the general education program for students matriculating in the School of Arts and Sciences (SAS), the School of Environmental and Biological Sciences (SEBS), and the Rutgers Business School – New Brunswick.

The Core Requirements Committee (CRC) requests academic departments to report on assessment activities and results for their Core-certified courses on a three-year rotating cycle. Departments are required to report on fully on-line courses every time such courses are offered. The CRC requested reports from 116 of the 160 Core courses offered Summer 2018, 236 of the 392 Core courses offered Fall 2018, 38 of the 38 Core courses offered Winter 2019, and 236 of the 410 Core courses offered Spring 2019. We received results for 557 courses required to report (89% response rate). Core assessment results were also filed voluntarily for an additional 106 courses. The combined enrollment in all courses reporting Core goals assessment was over 100,000 students. Sixty percent of the submitted reports included plans to make changes to improve student learning or to improve the measurement of student learning.

In AY 2018–19 the CRC completed preparations for the revised Core Curriculum requirements that will go into effect for students entering Fall 2019. These revisions include (1) the addition of a Diversities and Social Inequalities requirement, accomplished by restructuring the Contemporary Challenges requirement; (2) the elimination of the Information Technology and Research requirement; (3) a limit on the certification of Core courses so that students can use one course to meet no more than two Core requirements; and (4) a requirement that each Core course be offered on a predictable schedule at least once every two years.

In preparation for these changes, the CRC worked with academic departments to conduct expedited reviews of previously certified courses affected by the revisions. Courses previously certified for the Contemporary Challenge goals were evaluated for certification within the new Diversities and Social Inequalities goals. The CRC also collected information from departments on the planned frequency of offering for their Core courses. This information will be made available to students on the SAS undergraduate advising website and eventually on Degree Navigator.

The CRC also made several updates to its assessment processes and expectations this year. First, the CRC developed new rubrics for the assessment of the Diversities and Social Inequalities goals. The CRC also created a new assessment plan template for use by departments submitting courses for Core certification; this template communicates to departments what the CRC is looking for in assessment plans and is designed to encourage the development of plans that are sustainable and produce useful information to instructors and departments. Finally, the CRC prepared a new template for department-level Core assessment narrative reports in order to solicit more systematic information on how departments are using Core assessment results in their curricular planning.
Assessment of the New Brunswick Core Curriculum 2018-19

Following the 2006 adoption of the “Transformation of Undergraduate Education Task Force Report” recommending the reorganization of undergraduate education and the establishment of the School of Arts and Sciences (SAS), a faculty committee began a year and a half of deliberation resulting in an innovative new goal-based Core Curriculum. The combined SAS and professional school-based faculty adopted the Core in the Spring of 2008 to go into effect with students entering in Fall 2011. Undergraduate students matriculating in the School of Arts and Sciences and the New Brunswick Business School, including those planning to complete majors offered by the Edward J. Bloustein School of Planning and Public Policy, the School of Communication and Information, the School of Management and Labor Relations, the School of Social Work, the Mason Gross School of the Arts BA programs, and the five-year Graduate School of Education program, participate in the Core Curriculum. These Schools are represented (in rotation) on the Core Requirements Committee (CRC), as is the School of Environmental and Biological Sciences, which as of AY 2015-16 requires a modified Core Curriculum for its majors.1 All of these Schools offer courses certified for the Core, as do the SAS departments.2

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly defined</td>
<td>Yes</td>
</tr>
<tr>
<td>Publicly posted – provide url</td>
<td>Yes</td>
</tr>
<tr>
<td><a href="http://sasoue.rutgers.edu/core/core-learning-goals">http://sasoue.rutgers.edu/core/core-learning-goals</a></td>
<td></td>
</tr>
<tr>
<td>Aligned in hierarchy of learning goals</td>
<td>Yes</td>
</tr>
<tr>
<td>University level</td>
<td>Yes</td>
</tr>
<tr>
<td>Decanal Unit level</td>
<td></td>
</tr>
<tr>
<td>Program/department level</td>
<td></td>
</tr>
<tr>
<td>Course level</td>
<td></td>
</tr>
<tr>
<td>Course Syllabi/synopsis/expanded description includes appropriate learning goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Identifies where or how the goals are met</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Under the revised Core Curriculum approved by the faculty May 2017 and in effect for all students for AY 2018-19, students are required to meet 14 requirements based in 20 learning goals clustered in 3 areas. The Core is structured to ensure that all students will meet the learning outcome goals that the faculty have identified as forming the core of a modern liberal arts and sciences education at a leading 21st Century public research university. A description of the Core Curriculum in effect for all students AY 2018-19 can be found in Appendix A. Unlike many of our peers whose general education requirements are difficult to find on their public web pages, links to the Core goals are prominent on the main SAS Office of Undergraduate Education web page, and the Core goals, and the courses that satisfy each of these requirements, are on the Advising and Academic Services web page. The Core goals are also part of the text students see in the Schedule of Classes and Degree Navigator as they chart their

1 School of Environmental and Biological Sciences Core Curriculum, adopted 2013-14: [https://sebs.rutgers.edu/core/](https://sebs.rutgers.edu/core/)
2 Students entering as Engineering, Pharmacy, or Mason Gross BFA students have not been required to complete the Core Curriculum, but the mandatory curriculums at each of these Schools include some courses certified for the Core Curriculum. Hence, every New Brunswick undergraduate takes courses that have been certified for the Core: 01:355:101 Expository Writing; specified mathematics courses; and specified natural science courses. Transfer students are required to take Contemporary Challenges courses [CC] and a Writing and Communication with revision course [WCR] at Rutgers NB. UMDNJ legacy schools have not been integrated into the New Brunswick undergraduate program at this time.
progress toward completing their degrees. As illustrated in Appendix B, these Core goals are aligned with the University learning goals and they are the general education learning goals for the undergraduate programs in each of the Schools listed above. And, as discussed below, each course certified for the Core must include the Core goals on the syllabus. Codes for the Core goal categories are also in the Web Registration system and Course Schedule Planner that students use for registration.

<table>
<thead>
<tr>
<th>Assessment Plan, Structure, and Process:</th>
<th>Describes the assessment structure and the process by which the assessment plan was developed and shared within the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>o Efficient</td>
<td></td>
</tr>
<tr>
<td>o Effective</td>
<td></td>
</tr>
<tr>
<td>o Sustainable</td>
<td></td>
</tr>
<tr>
<td>o Reviewed annually</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Tools/Measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>o Includes some direct measures</td>
<td></td>
</tr>
<tr>
<td>o Tools/measures appropriate to goals</td>
<td></td>
</tr>
<tr>
<td>o Designed to produce reliable results that can be used for program improvement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmarks/Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>o Describes the process used to define standards, targets, and relevant peer and historical comparisons</td>
<td></td>
</tr>
<tr>
<td>o Articulates appropriately rigorous standards for judging student achievement of learning goals and identifies unacceptable levels of performance for all learning goals</td>
<td></td>
</tr>
</tbody>
</table>

The Core Requirements Committee (CRC) oversees the Core. The CRC is made up of faculty and staff representatives from the various Schools that use the Core and the SAS Associate Dean for Undergraduate Education. The CRC generally meets every three to four weeks to review petitions to add courses to the list of those certified for the Core, and otherwise make Core Curriculum policy.

Assessment is an integral part of this Core Curriculum. The Core Requirements Committee requires all courses certified for the Core to include a clear statement of the Core goal(s) on the syllabus and a plan for assessing student achievement of the specified Core learning goal(s). These assessment plans are reviewed by the CRC before a course is recommended to the full faculty for certification as meeting any Core Curriculum goal(s).

The primary method of assessment employed in Core courses involves scoring an embedded assignment or exam question(s) using Core goal rubrics the CRC has developed as the preferred “best practice” assessment option. The full process and rubrics are available on the SAS Office of Undergraduate Education (OUE) website at http://sasoue.rutgers.edu/core/core-assessment. All the Core rubrics are available on the OUE webpage. Faculty are also free to adopt other methods of assessing student achievement of Core learning goals. For example, some faculty use pre and post tests and report the number of students who have achieved the goals at an outstanding, good, satisfactory, and unsatisfactory level.

This model of assessment of student learning through authentic, embedded, direct assessments implemented in courses across the Core Curriculum reflects a strong consensus nationally about best practices in effective general education programs.

---

3 See original document online at http://sas.rutgers.edu/component/docman/doc_download/549-core-sas-a-university-learning-goals-aligned.

4 See page 14 for Core Requirements Committee (CRC) members, AY 2018-19.
As assessment is built into the structure of Core courses -- generally rubric-based scoring of embedded assignments, as noted -- the CRC expects these assessments will be conducted every time that the Core course is offered. The CRC asks departments for complete assessment reports on all Core certified courses at three-year intervals, such that each year the CRC reviews assessment reports from a third of the departments. These assessment reports are intended to:

- compile systematic evidence that students are achieving the Core Curriculum goals;
- identify gaps between the aspirations of the courses and actual student achievement; and
- provide a trigger for modification or department review of the certified courses and their appropriateness for the Core.

After surveying the literature on assessment and best practices at peer institutions, we have benchmarked Core goal outcomes with an expectation that at least two-thirds of students will meet the assessed goal at the satisfactory or better level. In fact, our faculty members have responded to scores well above this benchmark with reforms designed to improve student learning in Core courses. The CRC retains an annually updated catalog of these reforms.

Yes | Assessment Implementation and Results
--- | ---
| Yes | Conducted and reports on at least one direct assessment measure of at least one of the primary student learning goals; results included in report

| Yes | Response to Assessment Results: “Closing the Loop” activities
--- | ---
| o Describes the process used to review assessment information and use for improvement
| o Modification/refinement of pedagogy, curriculum, assessment tool, or learning goal based on assessment results. Provides evidence and/or examples of improvements made based on the results of learning outcomes assessment

Academic year 2018-19 was the eighth year of the Core Curriculum, and saw the graduation of the fifth class governed by the Core requirements. It was also the second year of the third 3-year cycle of learning goals assessment results, in which the reporting departments have been asked to include a substantive analysis of the cumulative assessment results; information about modifications that may have been made to any course based on prior assessments; and observations on changes in student learning outcomes over the reporting cycle.

Over the past several years, the CRC has extended reporting requirements to include Core-certified courses offered in the Winter and Summer Sessions. Over time, there has been a significant increase in the number of Core-certified courses offered in these sessions, particularly in the Winter Session. Starting in AY 2017-18, the CRC requires assessment reports to be filed for all Core-certified courses offered in the Winter Session. Summer Session reports were requested for the first time for Summer 2017. Summer Session reports are requested according to the current 3-year reporting cycle. To comply with the annual assessment reporting schedule of the Assessment Council on Learning Outcomes, Summer Session reporting is rolled into the subsequent academic year reporting cycle. For example, assessment reports for Summer Session 2018 courses were requested from all departments scheduled to report in AY 2018-19.

For AY 2018-19, the CRC requested reports from 116 of the 160 Core courses offered Summer 2018, 236 of the 392 Core courses offered Fall 2018, 38 of the 38 Core courses offered Winter 2019, and 236 of the 410 Core courses offered Spring 2019. We received results for 557 courses required to report (89% response rate). Reflecting the CRC’s encouragement of best practices in implementing Core
goal assessments, results were voluntarily filed for another 106 courses (9 in Summer, 39 in Fall, and 58 in Spring). The combined enrollment of all courses reporting Core goals assessments was over 100,000 students. Table 1 lists the departments from which assessment reports were received this year. Many courses are certified for more than one Core goal, giving us a database of 122,333 individual student assessment scores ranging across the 20 Core goals in AY 2018–19.

The compliance rate for AY 2018-19 was 89%. In past years, the noncompliance rate was driven by a small number of departments not submitting reports for any of their Core certified courses. This year, all departments required to report submitted reports for the majority of their courses. The high degree of compliance of departments required to report and the large number of voluntary submissions indicate the engagement of the faculty in the assessment of student learning outcomes. Some departments now encourage instructors to file reports every time a Core course is offered. A number of departments leverage the Core goal assessments for their annual evaluations of their major programs.

| Table 1: Departments and Programs Submitting Core Assessment Reports AY 2018-19 |
|---------------------------|----------------------------------------------------------------------------------|
| School | Departments and Programs |
| SC&I | Communication, Journalism and Media Studies, Information Technology and Informatics* |
| GSE | Education (undergraduate) |
| MGSA | Dance*, Music*, Theater* |
| EJBPPP | Planning & Public Policy; Policy, Health, and Administration; Public Health, Public Policy; Public Administration and Management |
| SEBS | Biochemistry; Ecology, Evolution, and Natural Resources; Environmental & Business Economics; Environmental Policy, Institutions, and Behavior; Environmental Science; Food Science; Landscape Architecture; Marine and Coastal Sciences; Meteorology; Microbiology; Nutritional Science, Plant Biology and Pathology (*All SEBS departments required to report) |
| SMLR | Labor Studies |

* Departments scheduled to report on all Core Courses for AY 2018-19

The results for AY 2018-19 are presented in Figure 1. This year, satisfactory level (or better) achievement ranged from around 77 percent in the Quantitative Analysis goals to 97 percent in the Arts and Humanities goal, AHq (Understand the nature of human languages and their sources).
Figure 1: 2018-9-18, detail

Assessment of Core Curriculum, 2018-19
100,187 students assessed in 663 courses, resulting in 122,305 assessments
(some courses assessed students on multiple goals)
### Assessment of Core Curriculum, Cumulative 2011-2019

469,859 students assessed in 2,849 courses, resulting in 862,017 assessments (some courses assessed students on multiple goals)

<table>
<thead>
<tr>
<th>Category</th>
<th>Goal Description</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTEMPORARY CHALLENGES</td>
<td>CC (a) human difference</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>CC (b) multidisciplinary current global issue</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>CC (c) science and technology related to social</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>CC (d) social justice</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td>NATURAL SCIENCES</td>
<td>NS (e) basic principles &amp; concepts in science</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>NS (f) assess evidence, methods, theory</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td>SOCIAL AND HISTORICAL ANALYSIS</td>
<td>HST (k) analyze historical developments</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>HST (l) employ historical reasoning</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>SCL (m) theories of social organization</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>SCL (n) application of social analysis</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td>ARTS AND HUMANITIES</td>
<td>AHo (o) philosophical and theoretical issues</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>AHp (p) arts and literatures</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>AHq (q) nature of languages</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>AHR (r) critical creative expression</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td>WRITING AND COMMUNICATION</td>
<td>WCR (s) writing with revision</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>WCD (t) effective in an area of inquiry or discipline</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td>QUANTITATIVE AND FORMAL REASONING</td>
<td>QFRq (w) use quantitative information</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>QFRr (x) mathematical or formal reasoning</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY AND RESEARCH</td>
<td>ITR (y) employ for research and communication</td>
<td>![Assessment Graph]</td>
</tr>
<tr>
<td></td>
<td>ITR (aa) principles of information systems</td>
<td>![Assessment Graph]</td>
</tr>
</tbody>
</table>
Caution should be used in interpreting the aggregate results from any annual cycle because only a third of the departments participating in the Core are required to report assessment results in a given year. All departments offering Core-certified courses now have implemented at least two rounds of learning goals assessments, and those asked to report in AY 2018-19 now have substantial information on changes in performance over time on which to base decisions about “close the loop” actions to further improve student learning outcomes. Since the launch of the Core Curriculum, over 860,000 assessments have been reported for the Core learning goals. Figure 2 presents the aggregated assessment results from 2011 to 2019. This aggregation is based on the Core Curriculum as revised May 2017 so includes results for the 20 learning goals now in effect. As Figure 2 shows, there has been enough variation to indicate that rigorous standards are being imposed, and enough across the board success to suggest that in terms of both instruction and student learning outcomes, the Core is effective.

As noted earlier, the CRC is impressed with faculty efforts to “close the loop” even when the assessment results in their courses are above the benchmarks the CRC has set. Table 2 presents data on the number of reports submitted from 2011 to 2019 indicating plans to modify courses in response to the Core goals assessment results. Over time, the number of reports with plans for modification has increased. This is due to the efforts of the CRC and the SAS Office of Undergraduate Education to work with faculty to build an appreciation of the value of assessment and to cultivate more effective assessment methods. Over the entire period, over half (52 percent) of the reports included such plans. In AY 2018-19, 60 percent of the reports included such plans.

---

The revision of the Core approved in May 2017 included the consolidation of the five writing and communication goals, s-1, s-2, t, u, and v, into two goals, WCr and WCd, which align with the student-facing presentation of the requirements. For the aggregation in Figure 2, the assessment results for s-1 and s-2 for 2011-17 have been added to the 2017-18 reports for WCr (s) and the assessment results for t, u, and v for 2011-17 have been added to the 2017-18 reports for WCd (t). Likewise, the assessment results for the Information, Technology, and Research goal, z, for 2011-2017 have been added to the results for 2017-18 for goal y, reflecting the consolidation of these two goals in the revised Core. The revision of the Core also involved the elimination of the Natural Science goal g, and the background goals for Social and Historical Analysis, h, i, and j. Figure 2 does not display the assessment results for these goals. See Appendix C for the cumulative assessment results for 2011 to 2017 for the 28 learning goals as specified in the original formulation of the Core Curriculum.
Table 2: Progress in Creating a Culture of Evidence, Experimentation, and Continuous Improvement

<table>
<thead>
<tr>
<th>Cycle Year</th>
<th>Assessment Results Received (no. courses)</th>
<th>Plans to Improve Student Learning Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>2011-12</td>
<td>115</td>
<td>13</td>
</tr>
<tr>
<td>2012-13</td>
<td>206</td>
<td>32</td>
</tr>
<tr>
<td>2013-14</td>
<td>200</td>
<td>40</td>
</tr>
<tr>
<td>2014-15</td>
<td>215</td>
<td>23</td>
</tr>
<tr>
<td>2015-16</td>
<td>428</td>
<td>134</td>
</tr>
<tr>
<td>2016-17</td>
<td>428</td>
<td>111</td>
</tr>
<tr>
<td>2017-18</td>
<td>571</td>
<td>50</td>
</tr>
<tr>
<td>2018-19</td>
<td>663</td>
<td>47</td>
</tr>
<tr>
<td>Totals</td>
<td>2826</td>
<td>97</td>
</tr>
</tbody>
</table>

Table 3 provides a summary of the types of modifications proposed. The process of assessment has encouraged our faculty to think about ways to improve student learning in their courses, and encouraged an increased degree of faculty engagement with the student learning outcomes of our general education requirements as manifested in their individual courses.

Table 3: Summary of Types of Revisions Made in Core Curriculum Courses in Response to Assessment Results, 2011-2019

<table>
<thead>
<tr>
<th>Type of Revision</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Revise / add homework | · Add assignments, often requiring more frequent and regular interaction with the course material  
· Add more online homework practice with automated responses  
· Add new media creation to complement traditional writing assignments |
| Revise instructors’ in-class presentations or topics or readings | · Add more in-class instruction targeted on problematic topic or skill; provide more explicit guidance about what students need to do  
· Add more multi-media sources to assist with conceptualization of abstract concepts  
· Introduce more authentic or primary sources  
· Add video instruction to free up more in-class time  
· Divide online lecture videos into shorter “chunks”  
· Assign fewer texts and probe them in more depth  
· Emphasize readings or topics that students respond well to  
· Use pre-class assessments to guide in-class presentations |
| Revise in-class activities | · Add or re-structure peer review  
· Add or re-structure guided self-assessment activities  
· Add or re-structure in-class group work  
· Provide more in-class examples, modeling, and group practice  
· Introduce i>clickers for real time assessment of student comprehension  
· Add more of an approach or activity the instructor had previous success with |
The submitted reports include many examples of successful modifications of courses and course assessment plans in response to past assessment results. Here are some highlights from the Spring 2019 reports.

A very common type of planned modification is the addition or restructuring of an assignment in order to promote student acquisition of a particular skill. In Spring 2019, the instructor of the Biological Sciences course, Biology, Society, and Biomedical issues created an assignment that walked students through the process of reading and reviewing a scientific paper. As a result, student scores on the assessment of the NS goal e (Understand and apply basic principles and concepts in the physical or biological sciences) increased dramatically. The instructor noted that she plans to create a similar type of assignment to improve student achievement of the Contemporary Challenge goal c (Analyze the relationship that science and technology have to a contemporary social issue).

In the English course, Introduction to Children’s Literature, the instructor saw dramatic improvements in student performance on the final analysis paper by allowing for a second revision opportunity and providing one-on-one consultation sessions with students. In the words of the instructor, this additional scaffolding allowed students to overcome “a previous threshold level in their work” and got “them to break through an intellectual or writing barrier.”

| Revise content | · Rebalance topics, rethink how topics are covered, and introduce more repetition and practice exercises
|                | · Add more instruction on critical assessment of sources and synthesis of information
|                | · Depart from current disciplinary orthodoxy in pedagogy or texts
|                | · Add instruction in specific skills (e.g., writing) tied to preparation for specific high-value assignments
| Add scaffolding | · Add a re-write requirement or option
|                | · Scaffold assignments to guide students through a skill or process step-by-step and build ability along the way
|                | · Revise curricular sequencing or add prerequisites
| Add meta-cognition activities | · Add reflective and meta-cognition activities
|                | · Provide more in-class opportunities to practice and reflect on the desired skill
|                | · Further emphasize Core goal throughout the course
|                | · Provide interactive competency map showing students their progress in mastering learning outcomes
| Revise prompts or assessment method | · Reframe exam questions, assignments, and/or assessment prompts to bring them into better alignment with the Core goal
|                | · Align prompts, assignments, and expectations across instructors and Tas
|                | · Develop rubrics; provide them to students
|                | · Develop department consensus on substantive expectations at different points in the student’s progress
|                | · Add a portfolio requirement
|                | · Use data analytics to identify and reach out to at-risk students.

Yes Successful Improvement: Provides evidence that “closing the loop” actions result in improved student achievement of goals
Many Core assessment reports note the challenge of getting students to be more engaged and participate more fully in their courses. Three reports from Spring 2019 describe exciting innovations that succeeded in sparking student engagement.

In the Geography course, World Cultural Regions, the instructor took advantage of the diversity of backgrounds of the students enrolled in the course and had them share their collective wisdom, connecting it not only to the course readings but to resources from a variety of media, such as TED talks, films, radio excerpts, and websites. Students remarked that this experience opened their eyes to life in different parts of the world and to peoples from different cultures than their own.

The instructor of Intermediate Chinese reported on the success of using WeChat, a popular social media platform, in the classroom. At the beginning of each new unit on grammar and vocabulary, the instructor posed 8 to 10 questions and asked all students to enter their responses in the WeChat course group. This allowed the instructor to be able to assess quickly the students’ understanding of the material and adjust the pace of instruction accordingly. Because students could all see each other’s responses, they could evaluate their own performance relative to their peers. WeChat also facilitated peer assessment, an activity that increased interactions among students.

In Anthropology of Africa, the instructor grabbed students’ attention by creating an in-class quiz game based on the students’ oral presentations. The instructor plans on making the quiz game a regular biweekly feature of the course and using it to stimulate discussion of the assigned readings.

These are just a few of the success stories found in this year’s reports. Going forward, the Core Requirements Committee wants to develop strategies for sharing these types of stories more broadly with the faculty engaged in the Core.

<table>
<thead>
<tr>
<th>Maintenance/Updating Process</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the process used to review and update learning goals</td>
<td>o</td>
</tr>
<tr>
<td>Learning goals are updated, as needed, in light of changes in University, unit, or program mission and strategic plans, advances in disciplinary knowledge, evolution of stakeholder needs, and changes in student preparation and capacity</td>
<td>o</td>
</tr>
</tbody>
</table>

The Implementation of the Revision of the Core Curriculum

As reported last year, the SAS Faculty has approved two sets of revisions to the Core Curriculum. The Core Requirements Committee proposed changes to the Core in response to an external review conducted by an elected committee of faculty, the Core Evaluation Committee, as well as its own evaluation of how the curriculum was serving students. In May 2017, the SAS Faculty approved changes to the faculty-facing aspects of the Core Curriculum. These changes were aimed at reducing confusion created by the perception of overlapping goals and making the desired learning outcomes more transparent to faculty and students alike. None of these changes affected the requirements students needed to fulfill or the status of any course previously certified for the Core. These changes went into effect Summer 2017.

In May 2018, the SAS Faculty approved a revision of the Core Curriculum that changed the requirements for students. This revision has four key elements:
1. The restructuring of Contemporary Challenges (CC) into two categories, Contemporary Challenges: Diversities and Social Inequalities (CCD), and Contemporary Challenges: Our Common Future (CCO), with students required to take one three- or four-credit course in each category.
2. The elimination of the Information Technology and Research (ITR) requirement.
3. A limit on the certification of Core courses so that students can use one course to meet no more than two Core requirements.
4. A requirement that courses certified for the Core be offered at least every other year, on a predictable schedule.

This revision will go into effect for students entering Rutgers-New Brunswick Fall 2019 or later. Students enrolled prior to Fall 2019 will continue to follow the original Core Curriculum requirements.

In addition to the changes in requirements, the nomenclature of the faculty-facing Core learning goals was revised to be analogous to the student-facing requirements. For instance, the learning goals m and n were changed to SCL-1 and SCL-2. The revised Core Curriculum is presented in Appendix D.

During Fall 2018, the Core Requirements Committee, with the help of the SAS Office of Undergraduate Education, focused on implementing the changes to course certifications necessitated by the Core revision. For most Core-certified courses, the changes were straightforward because only the goal labels, and not the underlying learning goals, had changed.

However, for courses currently certified for the CC goals a and d, ITR, or for more than two student-facing categories, the CRC requested assistance from the faculty to determine how they fit into the revised Core. In September 2018, the CRC provided each department with a list of its Core certified courses and the mapping of these courses into the new Core. For courses affected by the Core revision, the CRC recommended revised certifications or asked the departments to review and resubmit the courses for certifications in the revised Core. The CRC implemented an expedited proposal process for these resubmissions.

In January 2019, all departments were asked to provide the planned offering frequency for their courses certified for the Core. The responses from departments indicate that the vast majority of Core courses are already offered at least once every year. However, some departments identified Core courses that they have no plans to offer in the future. With permission from the offering departments, these courses have been retired from the Core. Some departments also noted that they had Core courses that they would like to be able to offer on a regular basis but due to staffing issues and the like, were uncertain if they would be able to do so. Many of these departments noted that they were currently searching for instructors to teach these courses. The CRC plans to follow up with the departments regarding these courses in January 2020. If, at that time, departments are still not able to commit to offering these courses at least every other year on a predictable schedule, the CRC will recommend the courses be dropped from the Core.

The data on scheduling frequency will be provided on the Core list on the SAS undergraduate advising website as well as in Degree Navigator. Courses for which departments could not provide scheduling information will be removed from the posted Core list and made inactive in Degree Navigator.
Updates to Core Assessment Processes and Expectations

During AY 2018-19, the Core Requirements Committee also made updates to the assessment of the Core. First, the CRC developed rubrics for the new Contemporary Challenges: Diversities and Social Inequalities goals. Appendix E presents these rubrics.

In addition, the CRC developed an assessment plan template to aid faculty in preparing proposals for Core certification (Appendix F). This template communicates to faculty exactly what the CRC is looking for in an assessment plan. It also frames the assessment process in terms of producing information that is useful to instructors. The CRC wants to shift faculty perception of Core assessment from compliance to a tool for improving student learning.

The assessment plan template was distributed to departments in Fall 2018 in anticipation of the course resubmissions necessitated by the revision of the Core. The CRC has received positive feedback on the template, namely, that it has reduced some of the stress of preparing a Core proposal. Most proposals submitted to the CRC in Spring 2019 used the template to present the course assessment plans.

The CRC also created a template for the department-level narrative reports on Core assessment results (Appendix G). The CRC has long asked departments to provide summative narratives on their Core assessment results in their scheduled reporting years. However, in the past, the compliance with this request has been low, and many of the reports submitted simply reported the course-by-course results that the CRC already has. The narrative template is intended to promote reflection at the department level on Core assessment results and to encourage the use of these results to inform curricular decisions. The template also asks departments to provide feedback on the Core assessment process and suggestions on how it could be improved.

In Fall 2019, the CRC will use the department narrative reports in conjunction with the course-level reports to review the Core assessment process. As noted in last year’s report, the CRC would like to be able to provide better feedback to departments and instructors on their assessment efforts and to share best practices.

We are grateful for the role assessment plays in keeping the faculty actively engaged with undergraduate education and we look forward to presenting further progress to the Assessment Council on Learning Outcomes each year. The Core Requirements Committee, in alignment with the University, is committed to promoting and maintaining a genuine culture of improvement through direct faculty involvement in and ownership of the assessment of student learning.

Submitted on behalf of the Core Requirements Committee by:

Carolyn Moehling  
Associate Dean of Undergraduate Education and Professor of Economics  
School of Arts and Sciences

David Goldman  
Director of Teaching, Learning, and Assessment  
School of Arts and Sciences
Kathleen Scott, Chair  Cell Biology & Neurosciences (SAS)
Michael Beals  Mathematics (SAS)
Sylvia Chan-Malik American Studies & Women’s and Gender Studies (SAS) Leave Spring 2019
Geraldine Cochran  Physics & Astronomy (SAS)
Barbara Cooper  History (SAS)
Tatiana Flores Art History & Latino and Caribbean Studies (SAS) Leave Fall 2018
Martha Haviland Division of Life Sciences, Genetics (SAS)
Thomas Leustek School of Environmental & Biological Sciences (SEBS)
Paul McLean Sociology (SAS) Sabbatical
Lisa Miller Political Science (SAS)
Carolyn Moehling Associate Dean for Undergraduate Education (SAS)
Gary Minkoff Rutgers Business School (RBS)
Lenore Neigeborn Office of Academic Services (SAS)
Kurt Spellmeyer English Writing Program (SAS)
Sharon Stoerger School of Communication & Information (SC&I)
Paula Voos Labor Studies & Employment Relations (SMLR)
David Wilder Psychology (SAS)
Lei Yu Division of Life Sciences, Genetics (SAS)
Iris Zipkin Office of Academic Services (SAS)

Student Members:
Alexis Etes  SAS, Class of 2021
Tamaj Nicholson  SAS, Class of 2020
Larry Traylor  SAS, Class of 2020
THE CORE CURRICULUM (revised - as ratified by SAS Faculty, May 2017)

Upon completion of the Core Curriculum STUDENTS WILL BE ABLE TO:

CONTEMPORARY CHALLENGES [CC] (6 credits)

Students must take two degree credit-bearing courses that meet one or more of these goals.

a. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on contemporary issues.

b. Analyze a contemporary global issue from a multidisciplinary perspective.

c. Analyze the relationship that science and technology have to a contemporary social issue.

d. Analyze contemporary issues of social justice.

AREAS OF INQUIRY

Natural Sciences [NS] (6 credits)

Students must take two degree credit-bearing courses that meet one or both of these goals.

e. Understand and apply basic principles and concepts in the physical or biological sciences.

f. Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in scientific analysis.

Historical and Social Analysis [HST; SCL] (6 credits)

Students must take two degree credit-bearing courses and meet both HST and SCL, as follows:

- **Historical Analysis [HST] (3 credits)**
  Students must take one degree credit-bearing course that meets one or both of these goals (k and/or l).

  k. Explain the development of some aspect of a society or culture over time.

  l. Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments.

- **Social Analysis [SCL] (3 credits)**
  Students must take one additional degree credit-bearing course that meets one or both of these goals (m and/or n).

  m. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

  n. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.
Appendix A
Core Curriculum in Effect for All Students 2018-19

Arts and the Humanities [AH] (6 credits)

Students must take two degree credit-bearing courses and meet at least two of these goals.

- Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production. [AHo]

- Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies. [AHp]

- Understand the nature of human languages and their speakers. [AHq]

- Engage critically in the process of creative expression. [AHr]

COGNITIVE SKILLS AND PROCESSES

Writing and Communication [WCR; WCD] (9 credits)

Students must take three degree credit-bearing courses, and meet both WCR and WCD as follows:

- All students must take 01:355:101 or its equivalent.

- Students must take one additional credit-bearing course focused on revision that meets this goal:
  - Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & revision. [WCR]

- Students must also take one additional credit-bearing course focused on writing in a specific discipline that meets this goal:
  - Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights. [WCD]

Quantitative and Formal Reasoning [QQ; QR] (6 credits)

Students must take two degree credit-bearing courses and meet both of these goals.

- Formulate, evaluate, and communicate conclusions and inferences from quantitative information. (includes various quantitative methods courses as well as 640 courses) [QQ]

- Apply effective and efficient mathematical or other formal processes to reason and to solve problems. (includes 640 courses and formal reasoning courses) [QR]

Information Technology and Research [ITR] (3 credits or equivalent)

Students must take one degree credit-bearing course that meets one or both of these goals.

- Employ current technologies to access and evaluate information, to conduct research, and to communicate findings.

  - Understand the principles that underlie information systems.
Appendix B
Alignment of Core Learning Goals with Rutgers University Learning Goals

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nnnnnnnnnnnnnnnn</td>
<td>nnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnn</td>
<td>nnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnn</td>
<td>nnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnn</td>
</tr>
<tr>
<td>CONTEMPORARY CHALLENGES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. human differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. interdisciplinary current global issue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. science and technology related to social issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. social justice: local and global</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. natural sciences: basic principles &amp; concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. access evidence; methods, theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL AND HISTORICAL ANALYSIS: shared goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnn</td>
<td>nnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnn</td>
<td>nnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnn</td>
<td>nnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnnn</td>
</tr>
<tr>
<td>HISTORICAL ANALYSIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. analyze historical developments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. apply historical reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL ANALYSIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. theories of social organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. application of social analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTS AND HUMANITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. philosophical and theoretical issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. arts and literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. nature of languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. aesthetic appreciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING AND COMMUNICATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. communicate complex ideas effectively through writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. communicate effectively on in area of inquiry or discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUANTITATIVE AND FORMAL REASONING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. use quantitative information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. mathematical or formal reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY AND RESEARCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. employ for research and communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. principles of information systems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Assessment of Core Curriculum, Cumulative 2011-2017

289,185 students assessed in 1,615 courses, resulting in 634,561 assessments (some courses assessed students on multiple goals)

### 21st CENTURY CHALLENGES
- 21st C (a) human difference
- 21st C (b) multidisciplinary current global issue
- 21st C (c) science and technology related to social
- 21st C (d) social justice local and global

### NATURAL SCIENCES
- NS (e) - basic principles & concepts in science
- NS (f) - assess evidence, methods, theory
- NS (g) - assess ethical & societal issues

### SOCIAL AND HISTORICAL ANALYSIS: shared goals
- (h) human and societal across time & place
- (i) assess evidence, methods, theory
- (j) assess ethical issues
- HST (k) analyze historical developments
- HST (l) employ historical reasoning
- SCL (m) - theories of social organization
- SCL (n) application of social analysis

### ARTS AND HUMANITIES
- AHo (o) philosophical and theoretical issues
- AHp (p) arts and literatures
- AHq (q) nature of languages
- AHR (r) critical creative expression

### WRITING AND COMMUNICATION
- WC (s-1) standard written English
- WC (s-2) editorial feedback and revision
- WC (t) effective in an area of inquiry or discipline
- WC (u) critically evaluate & correctly cite sources
- WC (v) synthesize multiple sources - new insights

### QUANTITATIVE AND FORMAL REASONING
- QFRq (w) use quantitative information
- QFRr (x) mathematical or formal reasoning

### INFORMATION TECHNOLOGY AND RESEARCH
- ITR (y) employ for research and communication
- ITR (z) assess information from technology use
- ITR (aa) principles of information systems
Appendix D
Revised Core Curriculum in Effect for Students Entering Fall 2019 or Later

THE CORE CURRICULUM (as revised 5/2018)

For full text of proposal submitted to faculty, see:

Upon completion of the Core Curriculum STUDENTS WILL BE ABLE TO:

CONTEMPORARY CHALLENGES [CCD; CCO]

Students must take two degree credit-bearing courses and meet at least one goal in both CCD and CCO as follows:

Diversities and Social inequalities [CCD] (3 credits)

Students must take one degree credit-bearing course that meets one or both of these goals.

CCD-1. Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.

CCD-2. Analyze contemporary social justice issues and unbalanced social power systems.

Our Common Future [CCO] (3 credits)

Students must take one degree credit-bearing course that meets one or both of these goals.

CCO-1. Analyze a contemporary global issue from a multidisciplinary perspective.

CCO-2. Analyze the relationship that science and technology have to a contemporary social issue.

AREAS OF INQUIRY

Natural Sciences [NS] (6 credits)

Students must take two degree credit-bearing courses that meet one or both of these goals.

NS-1. Understand and apply basic principles and concepts in the physical or biological sciences.

NS-2. Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in scientific analysis.
Appendix D
Revised Core Curriculum in Effect for Students Entering Fall 2019 or Later

Historical and Social Analysis [HST; SCL] (6 credits)
Students must take two degree credit-bearing courses and meet both HST and SCL, as follows:

- **Historical Analysis [HST] (3 credits)**
  Students must take one degree credit-bearing course that meets one or both of these goals.

HST-1. Explain the development of some aspect of a society or culture over time.

HST-2. Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments.

- **Social Analysis [SCL] (3 credits)**
  Students must take one additional degree credit-bearing course that meets one or both of these goals.

SCL-1. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

SCL-2. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.

Arts and the Humanities [AH] (6 credits)
Students must take two degree credit-bearing courses and meet at least two of these goals.

AHo. Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.

AHp. Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.

AHq. Understand the nature of human languages and their speakers.

AHr. Engage critically in the process of creative expression.
Appendix D
Revised Core Curriculum in Effect for Students Entering Fall 2019 or Later

COGNITIVE SKILLS AND PROCESSES

Writing and Communication [WCR; WCD] (9 credits)

Students must take three degree credit-bearing courses, and meet both WCR and WCD as follows:

- All students must take 01:355:101 or its equivalent.
- Students must take one additional credit-bearing course focused on revision that meets this goal:

WCR. Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & revision.

- Students must also take one additional credit-bearing course focused on writing in a specific discipline that meets this goal:

WCD. Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights.

Quantitative and Formal Reasoning [QQ; Q] (6 credits)

Students must take two degree credit-bearing courses and meet both of these goals.

QQ. Formulate, evaluate, and communicate conclusions and inferences from quantitative information. (includes various quantitative methods courses as well as 640 courses)

QR. Apply effective and efficient mathematical or other formal processes to reason and to solve problems. (includes 640 courses and formal reasoning courses)
Contemporary Challenges –

**CCD: Diversities and Social Inequalities (3 credits)** - *Students must take one course that meets one or both goals.*

<table>
<thead>
<tr>
<th>GOAL CCD-1 - <em>Student is able to...</em></th>
<th>OUTSTANDING</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.</td>
<td>Specifically explicates how forms of human difference and stratifications among social groups shape individual or group experiences of, and perspectives on, contemporary issues. Demonstrates a sophisticated understanding of those differences or social stratifications and their effects on a contemporary challenge.</td>
<td>Examines how some types of human difference or social stratification relevant to the course are linked to individual or group experiences of, and perspectives on, contemporary issues.</td>
<td>Identifies links between a type of human difference or social stratification relevant to the course and individual or group experiences of, and perspectives on, contemporary issues, largely through satisfactory presentation of course materials. Demonstrates some understanding of how some differences or social stratifications affect a contemporary challenge.</td>
<td>Fails to link significant forms of human difference or social stratification relevant to the course to individual or group experiences of, and perspectives on, contemporary issues as relevant to the focus of the particular course. Fails to delineate the impact of differences or social stratifications on the issues that are central to the course.</td>
</tr>
</tbody>
</table>
Contemporary Challenges –

CCD: Diversities and Social Inequalities (3 credits) - Students must take one course that meets one or both goals.

<table>
<thead>
<tr>
<th>GOAL CCD-2 - Student is able to... Analyze contemporary social justice issues and unbalanced social power systems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTSTANDING</td>
</tr>
<tr>
<td>Provides detailed critical analysis of what “social justice” means in contemporary contexts and offers a critical assessment of existing approaches.</td>
</tr>
</tbody>
</table>
Core Assessment Plan

[Course number and title]

The CRC requests that departments submit a plan for assessing whether students are achieving each learning goal for any course requesting a core learning goal certification. You can provide a plan by completing this template following the guidelines below. If you have any questions, please contact David Goldman at dgoldman@sas.rutgers.edu.

This plan should be sustainable: it should be realistic for this assessment to be carried out each time the course is offered. It should also be useful: it should provide information about student achievement that can inform teaching by helping to guide course revisions, identifying successful teaching strategies, and so on.

1. Goal

In this space, identify the Core goal you expect students to achieve during the course. (Please submit one plan per course per goal assessed.)

2. Assignment/Prompt Used to Assess Student Achievement

In this space, briefly identify the assignment or other student work you will use to assess student achievement of the Core learning goal.

- If you will use an embedded assignment like an exam question or paper topic, identify when the assignment occurs during the semester (typically this will be at or near the end of the semester, when students have had the chance to benefit fully from the course) and how much weight it has in the course grade.
- If you will use another method of assessment (e.g., pre–post tests or portfolios of student work), briefly explain the structure and timing of the assessment.
- Indicate who will be assessing student work. If more than one person will be doing so, indicate how many raters will review each student’s work.
- Indicate whether you will assess all students’ achievement of the learning goal or a random sampling of students. In general, the CRC recommends sampling only in courses of more than 100 students.

Please provide an example of the prompt, exam question, or other assignment you will use.
3. Evaluation Criteria

In this space, include the benchmarks, rubrics, or other standards you will use to evaluate student achievement of the learning goal.

- If you will use the CRC-prepared rubrics, simply indicate that fact here.
- If you will customize the CRC rubrics to be more specific to your discipline, course, or assignment, include the customized rubrics here.
- If you will use your own benchmarks or rubrics, include those here.

4. Plans to Use Assessment Results

In this space, use a few sentences to explain how your department anticipates using the information about student accomplishment that this assessment will provide. E.g., will individual instructors review these results to inform their future teaching? Will the department review these results when planning curricular revisions? Does the department use positive assessment results to identify and share pedagogical best practices, or as a component in program reviews?
Core Curriculum Learning Goal Assessment
Narrative Report

Department/Program: ________________________________

Date Range: ________________________________

Prepared by: ________________________________

The Core Requirements Committee wants to provide useful feedback on assessment reports, disseminate best practices in Core instruction and assessment, and improve the Core assessment process to be more useful to faculty and departments.

To that end, the CRC asks departments filing three-year assessment reports to provide a narrative report to accompany the assessment results reported through the Core Reporting System.

Analysis of results

In this space, please identify and discuss any notable patterns in your department’s assessment results. (Because the CRC already has access to the data and “plans for modification” submitted through the Core Reporting System, this is an opportunity to provide a synthesis and/or analysis of the results rather than summarizing what you have already reported.) The CRC also welcomes any additional information or input from faculty that sheds light on the reported assessment data.

Use of results

In this space, please summarize how your department’s Core assessment results have informed departmental practices and decision-making:

- How do faculty in your department communicate about Core teaching and assessment results?
- How have Core assessment results informed teaching practices, in Core courses or elsewhere?
- Have these results informed your department’s approach to offering Core courses, or other decisions about your department’s general-interest (or major/minor) curriculum?

Feedback on assessment process

The CRC wants to encourage and support useful assessment practices. If Core assessment has influenced your department’s thinking about assessment practices and their value, or if you have any suggestions for improving the assessment process, please describe them here.