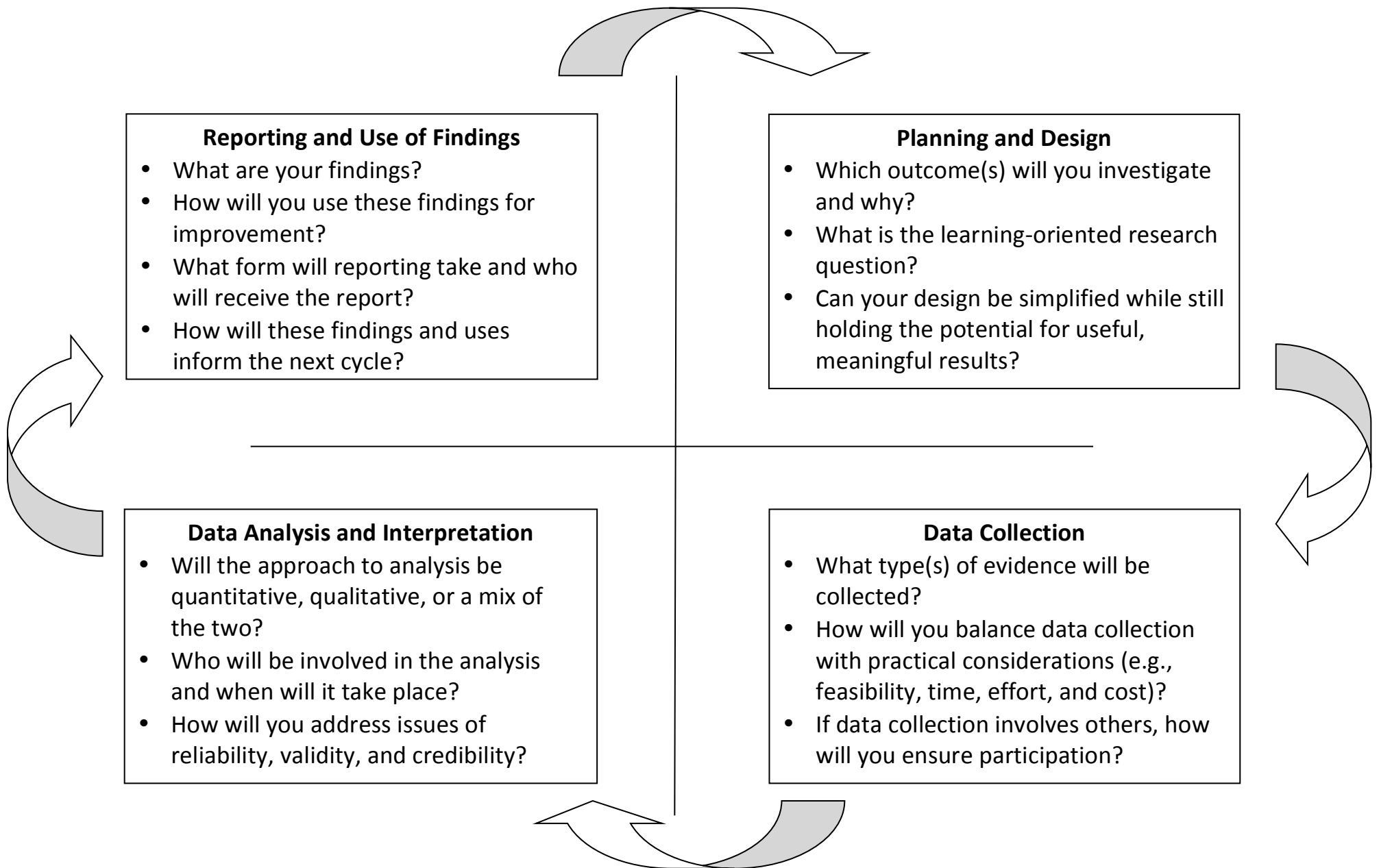


## Core Curriculum Working Groups and Continuous Improvement



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The CCC is moving toward each Working Group being the unit primarily responsible for overseeing their learning goal, including campus-wide promotion and coherence, pedagogical development, assurance of learning and assessment, review of syllabi, and the evaluation of designation proposals; the CCC is positioning the Working Groups to be responsible for general oversight of their goals. Aspects of this role and these responsibilities are already familiar (e.g., the review of syllabi and evaluation of proposals), while other aspects have yet to be practiced. For those unpracticed roles and responsibilities, support and guidance will be provided.

The overall purpose of this general oversight is to continuously improve the quality of student learning. We are not interested in simply measuring student learning for the sake of doing so or for external audiences, but for improving it for the sake of our campus, our students and faculty. Toward this end, we would like each Working Group to submit a yearly report on continuous improvement of learning within their area. Working Groups will determine the length and format of their report; generally though, the CCC's expectation is that they be brief. These reports should locate the Working Group's improvement activities in one of the four quadrants above and explain future steps that will move the group into the next quadrant(s). Of the quadrants above, ultimately, "reporting and use of findings" is most important, and our intention is that Working Groups will "close the (continuous improvement) loop" periodically.

Given the diversity of Working Groups, the broad range of learning within the Core, and differing expectations implied in each of the quadrants above, these reports to vary a great deal. For example, some will report on the completion of a full-fledged assessment project; some will report on analysis of data from an external survey of students and faculty; some will report on a multi-pronged plan for investigation/research; some will report on the development and validation of a rubric; and some will report on the group conducting pedagogy-and assignment-building exercises. The questions within the boxes above are not meant to be exhaustive, but to spur initial conversation within the group; these and other considerations should be discussed with the Chair of the CCC and the Office of Institutional Research. For now, please see the attached list of examples of direct and indirect evidence and a review of "direct" assessment methods that can be the basis for discussion about the range of approaches to data collection, analysis, and interpretation.