Core Assessment Action Plan
2016 - 2021
Utica College Oversight Committee for Core

The primary goals of this Action Plan are as follows:

- **Form an Oversight Committee (OC) to replace the Core Task Force.**
  Composition and Responsibilities of the Oversight Committee (OC)
    - Composed of Core Director, representatives from Core Leadership Groups (CLGs) (see below), and other constituents.
    - Administration of the Core
        - Changes, maintenance and implementation to Core
        - Interaction with Curriculum Committee
        - Ensuring assessment of Core
    - Facilitate communication between Core Program and others
        - Web presence
        - External and internal communication
    - Responsible for maintaining the AG composition
    - The OC will work with curriculum committee for a preapproval process for any new course proposals as well as any revisions that develop through CLGs
    - OC will host professional development workshops to guide faculty through the development process and any changes to advising
- **Form Core Leadership Groups to continue developing curriculum, outcomes and assessment for each area of Core.**
  Composition and Responsibilities of Core Leadership Groups
    - Composed of faculty from multiple disciplines
    - One CLG will exist for each element of Core (Written Communication, Quantitative Literacy, Language and Culture etc.)
    - Evaluate Goals for that element of Core
    - Develop assessable and measurable learning objectives
        - Develop rubrics for assessment and measurement of goals
    - Individual CLGs may have additional responsibilities
    - CLGs will develop the guidelines for current/new courses to be included in the Core Program.

- **Develop a plan to communicate the revised plan for the Core Program with:**
    - **All Faculty**
    - **Provost's Cabinet**
    - **President Casamento**
    - **VP for Admissions and Enrollment Management**

- **Plan for implementation of changes to Core.**
- **Develop the plan for curriculum changes in conjunction with Curriculum Committee**

Clarification:
Responsibilities of the Director of Core:

- Administer and coordinate all aspects of the Core curriculum and teaching. Advise the Provost, the school deans, and the faculty about all issues related to the Core curriculum functioning, staffing, logistics, and development.
- Establish and administer a communication plan about the Core curriculum for faculty, students, prospective students and their families, employers, and the public. This will include work with the Office of Marketing and Communications and the Office of Enrollment Planning.
- Work with the Core Committee. This committee shall consist of faculty representatives from all the schools and key administrative staff members, including active liaison with the Curriculum Committee, the Academic Assessment Coordinating Committee, and the Registrar's Office. Periodically, at the request of the Director, the Core Committee may be expanded and reconstituted as a Core Task Force for purposes of exploring significant changes in the Core curriculum.
- Meet regularly with faculty members teaching Core courses, individually or in groups. Provide guidance to Core faculty about curriculum design, syllabus development, assessment, and pedagogy that will enhance the fulfillment of Core goals.
- Work with the schools and the Registrar's Office on the development and coordination of the schedule of Core courses.
- Review all proposals for changes in Core and advise the Curriculum Committee about the proposals.
- Produce annual reports on the Core program and a program review every five years.
- Develop and sustain an assessment process for the Core curriculum and, in coordination with the Academic Assessment Coordinating Committee, the assessment of that part of the College's general educational goals that are contributed by Core.
- With the assistance of the Office of Career Services, maintain active communication with employers with respect to the skills, knowledge, and experiences that Core should contribute to career development for students.
- Participate in the meetings of appropriate professional associations related to Core, General Education, and assessment.

Process in Developing the Action Plan:
We are at a crucial stage in the general education reform process because we have had a recent tuition reset and the appointment of a new President. Our OCC, charged with researching and developing a valuable, effective, and engaging Core Program experience, needs to assess the support for a reimagined program that has been in development for 3 years. With this in mind, the most crucial components to our Action Plan are Communication, resource procurement and incremental implementation.

Communication of Action Plan:
We believe that communication to stakeholders as well as the delivery of the message to the President, Provost's Cabinet, VP for Admissions, and Faculty will be a key element of successful Core renewal. Since our new President has not been part of our communication stream, we will provide her with a detailed report explaining our journey thus far, and the incremental implementation of a reimagined Core program. Communication to faculty will be two-way directionality by the creation of OCC and CLGs. Communication to the Provost's Cabinet will be informational to garner support for the proposal. Communication with the VP for Admissions will include a comprehensive discussion about the positive impact on admissions and retention.

Resource Procurement for Successful Implementation:
We anticipate incremental implementation of the Core Program, starting with transformation of UCC 101 to COR 123 an increase of 1 faculty contact hour per section and 2 student credit hours in Fall 2018. Professional development for members of the CLGs and the OC will help identify and facilitate professional development opportunities for the faculty. Our plan requires the continued support for Director of Core with a revision to the responsibilities of that position.

Incremental Implementation:
We feel that incremental implementation is an appropriate approach to allow for broader faculty input and to acknowledge the vast changes in curriculum and leadership. We will initially seek faculty approval of the conversion of UCC 101 to COR 123. We anticipate further development of the Core program through the CLGs and OCC.

Oversight Committee for Core will shepherd assessment of Core by:
    Distributing Core Learning Objectives
    Assisting in the distribution of assessment tools to courses
    Compiling assessment reports for CLG and Faculty Senate
    Providing support to CLGs implementation of changes to Core based on Quality Improvement Plan (QIP)
    Reporting the actions that are completed or not completed from the QIP

Core Leadership Groups will:
- **Develop and maintain Core Learning Objectives**
- **Develop and maintain Rubric and/or signature assessment**
- **Develop QIP**
- **Implement QIP**
- **Develop quality improvement plans and actions for their Goal**

Core assessment reporting structure is as follows:
- **Course Data will be received by Core Director and submitted for compilation and analysis**
- **Once analyzed the report will be returned to the Oversight Committee of Core**
- **Additions will be made to the report by the Director of Core and the OCC.**

- **The report will be provided to the CLG for that goal and to Faculty Senate**

Reports from the OCC to faculty and will include:
- **Tracking Figure for Core Goal (FIG 1. below)**
- **Five Year Plan for Assessment of Goal**
- **Core Learning Objectives**
- **Rubric and/or Signature Assignment**
- **Table of raw data**
- **Figure (s)**
- **Table reporting analyzed data**
- **Minutes of CLG meeting (s) discussing data and development of Quality Improvement Plan**
- **Explanation of follow through of QIP – actions that are accomplished and not accomplished**
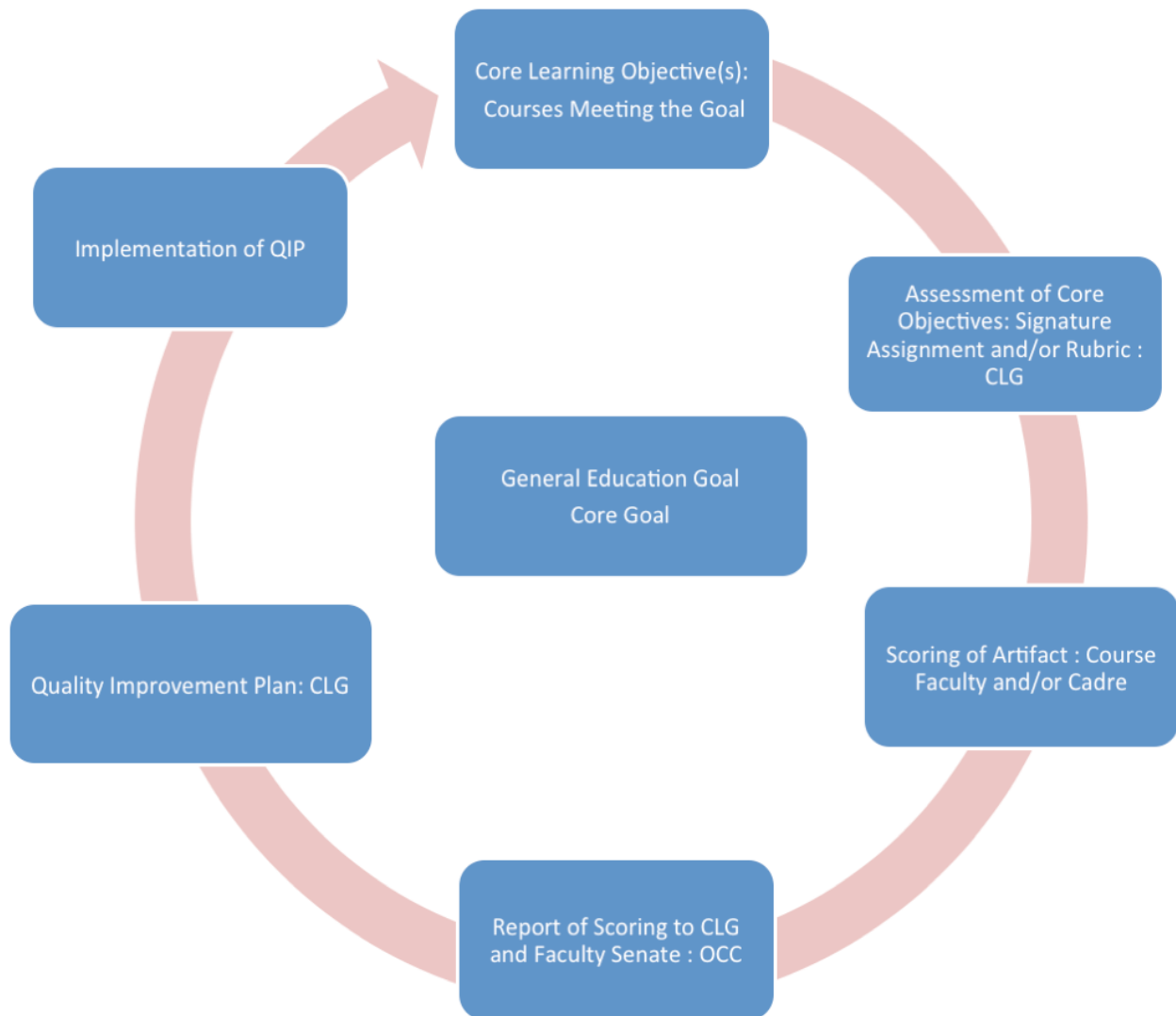

FIG 1.

Two-Year Timeline:

September 14, 2016: We will remind Faculty Senate to read information to prepare for Oct. 5.

October 5, 2016: We will bring the proposed structure of Core and Core committees to Faculty Senate.

Oct 14, 2016: This Faculty Forum will be the first informational meeting about Core. We will host faculty meetings to share information throughout the year.

Fall 2016: We will reconfigure the Core Task Force into the Oversight Committee for Core (OCC) and we will begin to form Core Leadership Groups. Begin discussion with Curriculum Committee about how to handle approval of courses for Core and any changes to Core. Discuss determination of transfer credits for Core. We will host meetings to share information throughout the year with the college community.

Fall 2016: Formation of CLGs focusing on **Component One: Foundations of Understanding** of our current core model. The first two CLGs to be formed will be for Written Communication and Quantitative Literacy working with existing cadres.

Spring 2017: Formation of CLGs for Oral Communication, Foreign Language and Culture, and Computer Use to continue with the emphasis on component one of our current core model. A CLG will develop COR 123 sections to replace UCC 101 for Fall 2018.

Fall 2017 and Spring 2018: The OCC will continue to form CLGs for **Component Two: Understanding From Multiple Perspectives.** The OC will develop faculty and advisor advising document and training for Core curriculum.

Fall 2018: First-Year students will enroll in COR 123. Future development includes working with CLGs to develop COR 456 by Fall 2019.

Five-Year Assessment Plan:

Within every 5-year span, all Core goals will be assessed at least twice. This assessment will complement and extend all previous assessment done as part of General Education assessment. The assessment will follow the planned flow as described in FIG 1.

Fall 2014 – Spring 2015:
- **Core Goal 3 - CLG was formed in Fall 2016 and data from 2014-2015 were analyzed.**

Fall 2016 – Spring 2017:
- **Core Goal 1 - ENG 101 & ENG 102**
- **Core Goal 4**
- **Core Goal 5**
- **Core Goal 7**

Fall 2017 – Spring 2018
- **Core Goal 1 – ENG 102**
- **Core Goal 2**
- **Core Goal 3**
- **Core Goal 6 – LIT/ENG**
- **Core Goal 9**
- **Core Goal 10**
- **Writing Intensive Courses**

Fall 2018 – Spring 2019
- **Core Goal 4**
- **Core Goal 6 – THE/FIA**
- **Core Goal 5**
- **Core Goal 7**
- **Core Goal 8**

Fall 2019 – Spring 2020
- **Core Goal 1 – ENG 101**
- **Core Goal 2**
- **Core Goal 6 – LIT/ENG**
- **Core Goal 9**
- **Core Goal 10**
- **Writing Intensive**

Fall 2020 – Spring 2021
- **Core Goal 1 – ENG 102**
- **Core Goal 3**
- **Core Goal 6 – THE/FIA**
- **Core Goal 8**