



## Core Curriculum Annual Assessment

Additionally, this core assessment problem will be administered every semester to ensure continuity of data.

In Spring 2023, we received raw data from IR to allow for student tracking. Our ass

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Table 1. Assessment Results and Analysis for Current Cycle

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	Recommendations for Course based on assessment
Communication (required)	Required core assessment problem	Student demonstrates (a) control of syntax and mechanics, (b) content and purpose, and (c) develops the content and provides an interpretation	70% of students are acceptable or proficient based on departmental rubric in each area.	On goal (a), 94% acceptable or proficient  On goal (b), 88% are acceptable or proficient  On goal (c), 88% are acceptable or proficient	We met this goal, but will measure this again without adjustment as we transition to new course materials.	
Critical Thinking (required)	Required core assessment problem	Student demonstrates an (a) explanation of issues, (b)	70% of students are acceptable or proficient based on departmental	On goal (a), 94% acceptable or proficient	We met this goal, but will measure this again without adjustment as we	

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		influence of context and assumptions, and (c) gives conclusions and outcomes demonstrating a synthesis of information	rubric in each area.	On goal (b), 88% are acceptable or proficient  On goal (c), 88% are acceptable or proficient	transition to new course materials.	
Select One: <input checked="" type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility	Required core assessment problem	Student can (a) represent mathematical ideas symbolically, (b) calculate and analyze information, and (c) finalize their analysis	70% of students are acceptable or proficient based on departmental rubric in each area.	On goal (a), 88% acceptable or proficient  On goal (b), 88% are acceptable or proficient  On goal (c), 88% are acceptable or proficient	We met this goal, but measure again as we transition to new course materials.	
Select One: <input type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility						

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Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT