

The Carolina Core: Past, Present and Future

University Advising Network (UAN) Presentation
presented by

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on the Carolina Core

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Spring 2026



The Past

Scope of USC's General Education

- USC's general education is formally called the Carolina Core
- Curriculum provides the common core of knowledge, skill and academic experience for all USC undergraduates.
- Every student at the University must fulfill all Core (course) requirements.
- Approximately 30,000 undergraduate students and 2700 instructors of record)
- Students taking the Core include:
 - Undergraduates on the flagship Columbia campus
 - Undergrads from the two-year regional campuses*

*Two-year regional campuses collectively known as the Palmetto College with campuses in Lancaster, Salkehatchie, Sumter, Union and Columbia that serves students at Ft. Jackson.



Carolina Core Learning Outcomes

Aesthetic and Interpretive Understanding (AIU): Students must be able to create or interpret literary, visual or performing arts.

Global Citizenship and Multicultural Understanding: Historical Thinking (GHS): Students must be able to use the principles of historical thinking to understand past human societies.

Analytical Reasoning and Problem Solving (ARP): Student must be able to apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.

Global Citizenship and Multicultural Understanding: Social Sciences (GSS): Students must be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

Effective, Engaged and Persuasive Communication - Spoken Component (CMS): Students must be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.

Information Literacy (INF): Students must be able to collect, manage and evaluate information using technology and communicate findings.

Effective, Engaged, and Persuasive Communication -Written Component (CMW): Students must be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.

Scientific Literacy (SCI): Students must be able to apply the principles and language of the natural sciences and associated technologies to historical and contemporary issues.

Global Citizenship and Multicultural Understanding –Foreign language (GFL): Students will be able to communicate effectively in more than one language.

Values, Ethics and Social Responsibility (VSR): Students must be able to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

Carolina Core Timeline

2005

Provost Calls for Revision

USC Provost initiates General Education curriculum revision

2008

Committee Formation

General Education Committee formed to oversee curriculum revision

2012

Website Launch

Carolina Core website designed for communication

2007

Task Force Proposal

100+ faculty, staff, and students propose new learning goals (December)

2009

Faculty Senate Adoption

Learning outcomes approved and curriculum renamed Carolina Core (April)

2013

Assessment Begins

Formal assessment of Carolina Core initiated



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- In 2019, started preparing documentation for SACSCOC 10-yr reaffirmation visit
- Fall 2019, lists were compiled of all faculty who taught in each CORE area over the previous 3 years.
- Faculty members were emailed a link to the Carolina Core Faculty Feedback Site to view the results for their areas and to attend discussions of the results
- Faculty members were provided a list of guiding questions to consider as they reviewed the results.
- Specialty Chairs for each area facilitated conversation around the guiding questions in the Center for Teaching Excellence.
- OIRAA took notes during each session and synthesized all findings in the Spring of 2020.

Obtaining Faculty Feedback

Carolina Core Faculty Feedback Site

[EDIT LINKS](#)

Search this site

Faculty Feedback

In the fall of 2019, the Office of Institutional Research, Assessment, and Analytics (OIRAA), the Office of the Provost, and the Center for Teaching Excellence (CTE) collaborated to convene meetings of faculty from the Columbia and Palmetto College campuses. The purpose of these meetings was to bring groups of faculty together to discuss general education, i.e., the Carolina Core, and to comment on the university's assessment of undergraduate student learning.

In preparation for these meetings, this Carolina Core Results website was developed and Specialty Team Chairpersons for each Core area were provided a link to this site and invited instructors to in-person discussions of assessment results. Specialty Team Chairs were also provided with the following list of guiding questions for discussion:

1. *Each Carolina Core area is considered a learning outcome. In your opinion, is this learning outcome appropriate for first-and-second year undergraduate students?*
2. *What skills or knowledge do you expect a student will gain as a result of taking your Carolina Core course?*
3. *After reviewing the assessment results for this learning outcome (both with these data in mind and in general) how will you improve your teaching of the Carolina Core?*
4. *What changes would you recommend to the manner in which the assessment was executed? Are there any changes you would recommend to how the data were collected and/or reported?*
5. *Do the results align with any of your classroom experiences? Does the data corroborate any interactions or challenges you have had with students? Consider challenges for on-line/distance ed. teaching versus face-to-face instruction.*

A total of ten meetings were held between October 2019 and February 2020. A summary of faculty responses to each of the above guiding questions from these meetings across all Core areas can be found by clicking the link below:

[Synthesis of CC Faculty Sentiment](#)



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Faculty Sentiment toward Carolina Core and its Assessment: A Synthesis

University of South Carolina
Columbia and Palmetto College Campuses

Core Area: (AIU) Aesthetic Interpretation and Understanding				
	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
Positive Comments/Strengths	<ul style="list-style-type: none"> general consensus that Aesthetic and Interpretive Understanding (AIU) courses were very important to first and second year students 	Students... <ul style="list-style-type: none"> are able to cite sources properly and know the process of developing a works cited know how to properly use parenthetical documentation stick to citing primary sources for the purposes of meeting AIU criteria who receive their AIU credit get a similar course experience and skill set regardless of the how they choose to fulfill that requirement 		<ul style="list-style-type: none"> online format allowed for better delivery of photos and videos for analysis from the students
Negative Comments/Challenges		<ul style="list-style-type: none"> A concern was expressed that some of the AIU instructors were not being made aware of the learning outcomes or their crucial role in data collection before the course had started due to the large number of graduate student teachers and adjunct professors that teach these AIU introductory level courses they may be missing the details pertaining to their role in Carolina Core assessment. 	<ul style="list-style-type: none"> the difference between honors student submission and regular student submissions was different enough to make it challenging for raters to rate items uniformly the subject matter differed greatly 	<ul style="list-style-type: none"> it can be difficult to have students break out of their standard essay format some faculty felt that online delivery may be detrimental to student learning

Core Area: (AIU) Aesthetic Interpretation and Understanding				
	Learning Outcomes	Face to Face Teaching	Assessment	Online Instruction
Action Items/ Recommendations		The specialty team would like to... <ul style="list-style-type: none"> propose AIU workshops similar to the CTL sessions, that occur on a somewhat routine basis look more closely at discipline specific findings and areas where instructors can improve (workshops at the discipline/department level) conduct workshops after each AIU core review period recruit faculty from these disciplines to participants in their specific areas of study unify AIU course syllabi develop some similar forms of assignments in order to make sure students are getting adequate skills and knowledge 	<ul style="list-style-type: none"> Remove the OIRAA note, "The Carolina Core Committee should begin a broader investigation on students' ability to use and correctly site source material, particularly focusing on which Core courses impart these skills and when students are expected to complete the requirement," from the 2019 AIU Core Report. AIU assessment rubric should be revised to replace the word "evidence" with "source" as it is a different skill than what is described in the learning outcome the phrase "as appropriate" be put into the AIU assessment rubric allow students to see the AIU rating rubric for the specific assignment that the student would be submitting for assessment 	<ul style="list-style-type: none"> may be worth further examination

See page 88 of this link:

[https://sc.edu/about/offices and div
isions/faculty senate/about/news/20
24/ccrrc final report.pdf](https://sc.edu/about/offices_and_divisions/faculty_senate/about/news/2024/ccrrc_final_report.pdf)



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Situational Analysis

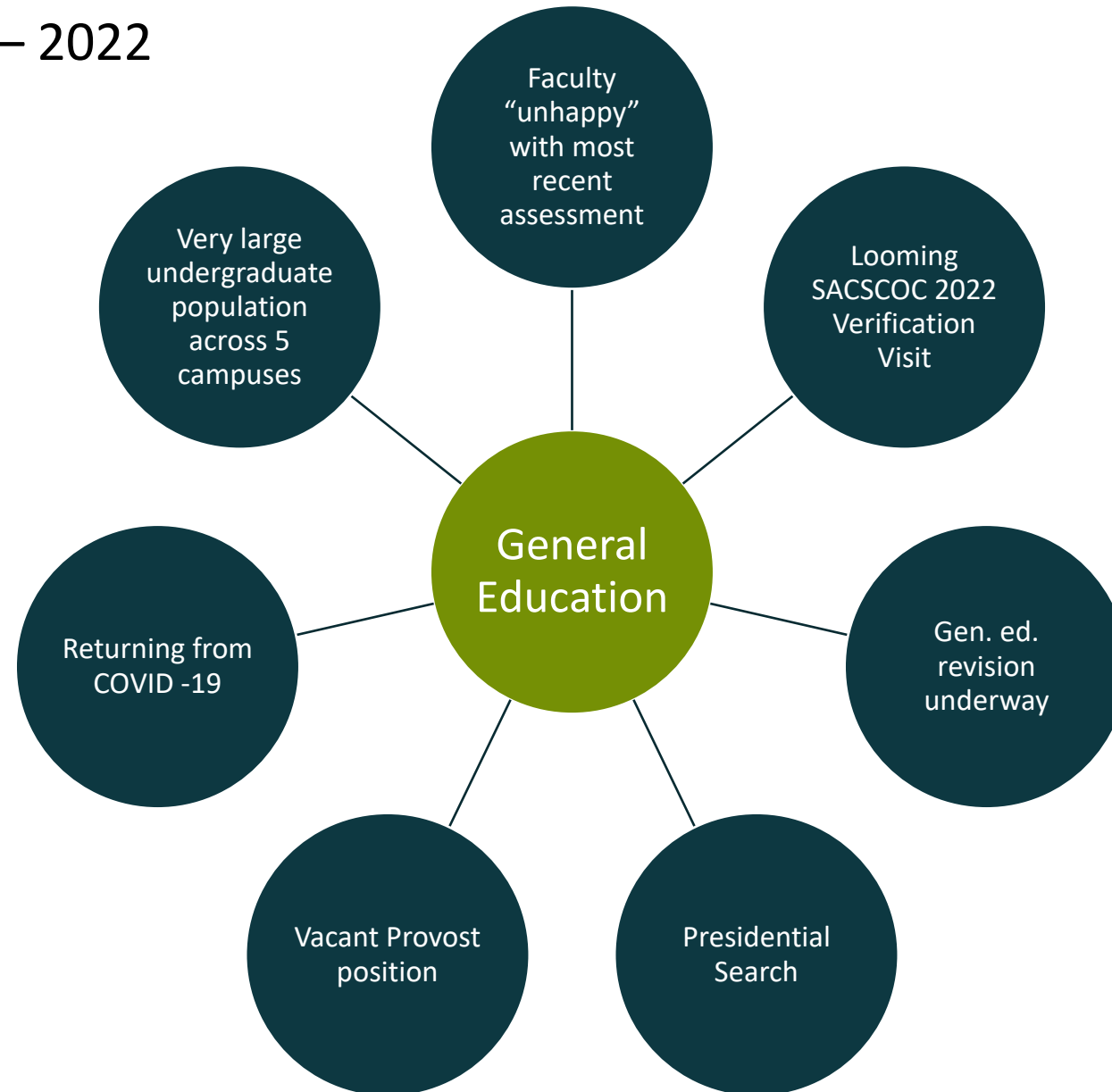
Stat check?

- Stagnation of gen ed. assessment
- Collective exhaustion
- Angst
- Uncertainty
- Shaken confidence
- Skepticism



Situational Analysis


USC in AY2021 – 2022



- USC's University Policy on Educational Program Assessment reads ([ACAF 3.0](#))

“The Office of Institutional Research, Assessment and Analytics, **in consultation with the Faculty Senate**, plans and implements the institution-level general education assessment process.”

- Secured a role on the Faculty Senate's Committee on Instructional Development (INDEV)
- Advised in formulation of plan for gen. ed. curriculum revision
- Shared prior faculty feedback on the Core with members which was presented at general faculty Senate meetings.
- Administered a faculty survey for Core revision
- Collected and reported data on faculty sentiment on the Core.



Soft Skill

Established a relationship with the Faculty Senate



- In AY22-23, USC's Faculty Senate established the Carolina Core Review and Revision Committee (CCRRC) for the purposes of reexamining the CORE.
- CCRRC's [final report](#) (p.23) proposed a new FS Committee on the Carolina Core (CCC) that offered to ...
 - Meet monthly with the Vice Provost for Undergraduate Studies
 - Review assessment results, CORE courses, CORE LOs
 - Propose CORE courses
 - Review and revises assessment and syllabus rubrics
 - Develop a communication strategy for the CORE (e.g., value of, what it is, LOs)
 - Address ongoing and emerging issues and concerns of the CORE
 - Identify areas for innovating and improving the CORE
 - Present info to the Faculty Senate
 - Produce an annual report on the CORE.
- The Vice Provost for Undergraduate Studies is negotiating with the FS on specific duties and ETA for the CCC.

Carolina Core Review and Revision Committee (CCRRC) Final Report

The Carolina Core Review and Revision Committee, consisting of 21-elected members from across the university representing a variety of disciplines, were charged in February 2023 with:

“The CCRRC will conduct an external review of standards and best practices drawing on (but not be limited to) accrediting body requirements, peer/peer aspirant institution information, research literature on best practices for general education. The CCRRC will also conduct an internal review of needs and issues, drawing on (but not limited to) Carolina Core Assessment reports, advising practices and challenges, student body demographics and needs now and expected over the next ten years, workplace and societal needs now and expected over the next ten years, and reported issues with the Carolina Core with respect to student experience. This data/review stage will include engagement with various stakeholders across the university.”

A list of committee members and their working group assignment is provided below. This report provides reports from [Group A](#) (external review) and [Group B](#) (internal review), [recommendations for regular review of the Core](#), as well as an [Appendix](#) for the Group B report.

Committee Membership

Fname	Lname	Department	Role	Role Typ	Repre	Working Group
Allen	Miller	Lang, Lit, And Cultures	Member	elected	CAS	A External
Bob	Mullen	Civil And Env Engineering	Member	elected	CEC	A External
David	Stodden	Dept Of Physical Education	Member	elected	COE	A External
Julie	Hubbert	School Of Music	Member	elected	SOM	A External
Kara	Montgomery	Undergraduate Student Services	Member	elected	ASPH	A External
Mark	Minett	English	Member	elected	CAS	A External
Rachel	Onello	College Of Nursing	Member	elected	CON	A External
Trena	Houp	Distributed Learning Supp Ser	ex officio	appointed		A External
Andrea	Henderson	Sociology	Member	elected	CAS	B Internal
Chris	Williams	Chemical Engineering	Member	elected	CEC	B Internal
David	Hudgens	International Business	Member	elected	DMSB	B Internal
Elise	Lewis	School Of Information Science	Member	elected	CIC	B Internal
Haylee	Mercado	College Of Hrsm - Spte	ex officio	appointi	HRSM	B Internal
Jenn	Tilford	University Advising Center	Member	elected	UAC	B Internal
Leslie	Lovelace	Chemistry & Biochemistry	Member	elected	CAS	B Internal
Daniel	Speiser	Biological Sciences	Member	elected	CAS	B Internal
John	Peek	Palmetto College	Member	elected	PC	A External
Kathy	Snediker	Research and Instruction Librarian	ex officio	appointi	Libran	B Internal
Lana	Cook	Col Of Social Work	Member	elected	CSW	B Internal
Mark	Maltarich	Management	Member	elected	DMSB	A External
Sandra	Kelly	Office Of The Provost	ex officio	appointi	Provo	A external

Situational Analysis

Stat check?



- Gen ed. assessment resumed in spring of 2023
- Faculty are engaged in the assessment and gen. ed. revision with OIRAA
- New president has made gen. ed. a priority.
- Confusion has subsided
- OIRAA is taking the lead in shaping the future of Core assessment



The Present

- Vice Provost for Undergraduate Studies initiates Gen. Ed. Assessment resumption
- Asks OIRAA for plans
- OIRAA delivers plans to faculty gen. ed. committee
- OIRAA meets with VP weekly on gen. ed. assessment strategy, schedule and communications with faculty.
- OIRAA collects feedback from USC constituents shares back with VP
- OIRAA trains key assessment POCs across campus on gen.ed.
- Collaborate bi-weekly on progress and next steps

Soft skill

Formed better relationships with the Office of the Provost



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Hard Skill

Updated CORE website for the Office of the Provost



- OIRAA Updated the Provost's Office Carolina Core webpage
https://sc.edu/about/offices_and_divisions/provost/academic_priorities/undergradstudies/carolinacore/faculty-and-staff/assessment.php
- Revised latest CORE syllabus and assessment rubrics
- Created process flow diagrams
- Audited Core course syllabus repository
- Added contact info for support



Office of the Provost

Office of the Provost

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Carolina Core

For Faculty and Staff

Teaching and Advising

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Assessment

Committee Governance

Learning Outcomes and Syllabus Guides

History of the Core

Faculty Advancement

Academic Leadership Recruitment & Review

Policies & Procedures

Planning & Assessment

Committees

Documents and Forms

Assessment

The Carolina Core is a living curriculum and faculty members will continuously review the program and may suggest changes and improvements to keep the Core strong.

Each learning outcome of the Carolina Core will be fully assessed at least once before the university's next SACSCOC accreditation visit. View the proposed [Carolina Core Assessment Schedule \[pdf\]](#).

New Core courses may be proposed at any time for review through the Faculty Senate [course approval process \[pdf\]](#). Regular review (assessment) of student assignments will allow faculty to recommend ways to continuously improve student learning.

Carolina Core Assessment Process

This is a faculty-driven process that allows direct anonymous review of student assignments to see if the overall general education learning goals are being met; both OIRAA and the Office of the Provost aid in the process but faculty members perform the evaluations.

Evaluation results are not used for faculty annual review, tenure or promotion, or any other evaluation process.

The steps are simple:

1. The Vice Provost and Dean of Undergraduate Studies alerts Department Chairs of the need to assess all Core courses in the department.
2. Department Chairs ask Core instructors of record in the department to identify an assignment that addresses one or more student achievements of the Core learning outcome.
3. Referring to the appropriate Core assessment rubric, Core instructors of record identify an assignment that can be used to assess one or more student achievements of the Core learning outcome and determine the method by which they will submit the following assignment details:
 - a. Name of the assignment
 - b. Assignment type e.g., paper, project, multiple-choice exam
 - c. Assignment Instructions
 - d. Assignment Grading Scale
 - e. Student achievements addressed by the assignment
 - f. Submission method
4. One month prior to the start of the semester, Core instructors of

Assessment Resources

[Blackboard](#)

[Learning Outcomes and Syllabus Rubrics](#)

[Core Courses and Prototypical Syllabi](#)

[OIRAA Assessment Resources](#)

Assessment Rubric PDFs

[AIU Assessment Rubric](#)

[ARP Assessment Rubric](#)

[CMW Written Communication Rubric](#)

[CMS Spoken Communication Rubric](#)

[GSS Social Sciences Rubric](#)

[GHS Historical Thinking Rubric](#)

[GFL Foreign Language Rubric](#)

[INF Assessment Rubric](#)

[SCI Assessment Rubric](#)

[VSR Assessment Rubric](#)

Questions on assessing the Carolina Core?

Carolina Core Assessment Email: OIRAAAGED@mailbox.sc.edu

La Trice Small, Assistant Director of Institutional Effectiveness
803-576-6234
latric@sc.edu

Hard Skill

Created a new OIRAA webpage for CORE assessment

- OIRAA's Carolina Core Assessment Resources Carolina Core webpage: https://www.sc.edu/about/offices_and_divisions/institutional_research_assessment_and_analytics/assessment/carolina_core_assessment/index.php

The screenshot shows the top navigation bar of the University of South Carolina website, including the university logo and name, a search bar, and a list of gateways for students, faculty, alumni, and parents. Below this is a dark red header for the 'Institutional Research, Assessment, and Analytics' department. A left sidebar contains a menu with items like 'Institutional Research, Assessment, and Analytics', 'SACSCOC Continuous Compliance', 'USC Data Dashboards', 'Institutional Effectiveness', 'Assessment', 'Data Request Form', and 'About Us'. The main content area is titled 'Carolina Core Assessment Resources' and features a table of links with icons: 'Assessment Process' (magnifying glass over a bar chart), 'Assessment Schedules' (calendar), 'Carolina Core Learning Outcomes' (folders), 'Assessment Rubrics' (pencil and paper), 'Data Reporting and Visualization (forthcoming)' (various data icons), 'Assignment Submission Options' (computer monitor), and 'Carolina Core Approval Committee' (group of people).

University of South Carolina
GATEWAYS FOR: STUDENTS FACULTY & STAFF ALUMNI PARENTS CALENDAR MAP DIRECTORY GIVE
SEARCH SC.EDU

Institutional Research, Assessment, and Analytics

Carolina Core Assessment Resources

	Assessment Process
	Assessment Schedules
	Carolina Core Learning Outcomes
	Assessment Rubrics
	Data Reporting and Visualization (forthcoming)
	Assignment Submission Options
	Carolina Core Approval Committee

Questions about Carolina Core Assessment?

Carolina Core Assessment Email: OIRAAGED@mailbox.sc.edu

General Education Hotline: 803-777-0072

La Trice Small, Assistant Director of Institutional Effectiveness
Phone: 803-576-6234
Email: latrice@sc.edu

The Carolina Core Assessment

Process

1

The Vice Provost and Dean of Undergraduate Studies alerts Department Chairs of the need to assess all Core courses in the department.

Department Chairs ask Core instructors of record in the department to identify an assignment that addresses one or more student achievements of the Core learning outcome.

2



3

Referring to the appropriate Core assessment rubric, Core instructors of record identify an assignment that can be used to assess one or more student achievements of the Core learning outcome and determine the method by which they will submit the following assignment details:

- a. Name of the assignment
- b. Assignment type e.g., paper, project, multiple-choice exam
- c. Assignment Instructions
- d. Assignment Grading Scale
- e. Student achievements addressed by the assignment
- f. Submission method

One month prior to the start of the semester, Core instructors of record will receive a "Carolina Core Assignment Survey" to obtain the assignment information outlined in Step 3.

4

5

At the end of the semester, OIRAA collects and organizes all the assignments submitted that previous semester. A representative sample of assignments is selected for evaluation.



Volunteer faculty and instructors of record of Core courses to be evaluated will be asked to assess the learning artifacts using the Carolina Core assessment rubrics. These individuals will be compensated for their time.

6

7

OIRAA compiles the assessment results for each Core learning outcome and provides a report including the results and a summary of the results and forwards the report to the Chairs and Deans of the originating departments for faculty discussion and their recommendations for improving the Core and their particular Core courses. In addition, the OIRAA report is shared with the Carolina Core Approval Committee and various Faculty Senate Committees for discussion.

Recommended changes from departmental discussions are forwarded to the Carolina Core Approvals Committee for review.

8



9

The Carolina Core Approval Committee reviews the assessment results, determines the degree to which the student achievements and learning outcomes have been met, and the recommendations from departments. They may propose any changes to learning outcomes that might be appropriate.

All proposed actions of the Carolina Core Approval Committee go to the Faculty Senate Courses and Curriculum Committee and if approved, then to the Faculty Senate.

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**Institutional Research,
Assessment, and Analytics**

**SACSCOC Continuous
Compliance**

USC Data Dashboards

Institutional Effectiveness

Assessment

↓ **Carolina Core Assessment
Resources**

Data Request Form

About Us

Carolina Core Assignment Submission Options

To assess the Carolina Core, all faculty who teach a [Foundational](#) Carolina Core course are to select an assignment from the course that addresses one or more student achievements. If the course addresses two Core learning outcomes (such as VSR and SCI), then two assignments should be selected – one for each learning outcome. At the conclusion of the course, faculty will submit the assignment, the grading scale for the assignment, and the grades that students earned on the assignment to the Office of Institutional Research, Assessment, and Analytics (OIRAA).

The table below lists the multiple options for submitting these items to OIRAA. Please click on the links to see the steps associated with each option.

Submission Methods	Templates
Option 1: Blackboard (Original)	Assignment Grades
Option 2: Blackboard Ultra	Multiple-Choice Exam Results
Option 3: Microsoft OneDrive	Multiple-Choice Exam Template Guide
Option 4: Email	
Option 5: Photocopy/Pick up from Department	
Option 6: Carolina Core Assessment System (Preferred for Palmetto College instructors)	

Hard Skill

Create communication plan and run Banner reports



Purpose

to show stakeholders who's participating in assessment, the scale of participants, and to provide consistent updates to Colleges, Schools, and participants.

Reports ran from Banner and then formatted into different Communication Pieces

Communication Piece 1

Alerts Dept. Chairs of instructors teaching Core classes (Monthly)

Communication Piece 2

High level information to put on website of courses being assessed (Monthly)

Communication Piece 3

Used to estimate number of artifacts expected to hire raters and determine sample size (As needed)



Hard Skill

Survey Design and Administration



Purpose of the Survey

Show what assignments instructors are using to assess the Core
Gauge participation in assessment
Guide OIRAA at the end of the semester on where to find assignments



How?

Found list of all courses (sans labs) for departments scheduled to assess that semester
Programmed survey so each instructor only received one survey for all courses they were teaching
Took out guess work for instructors



Survey Collected

Name of the Assignment
Assignment Type (paper, project, multiple choice exam, etc.)
Grading Scale
Student Achievements (Learning Outcomes)
Assignment Submission Method
Instructor Consent to use Assignment as Example





Technical survey support for
instructors



Facilitating Q&A sessions
with College of Arts and
Sciences



Monitoring OIRAA General
Education email address

Soft Skill

Communicate with Instructors and Increase
Faculty "Buy-In"



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Hard Skill

Developing a new sampling strategy for secondary assessment

SU2023 Rater Estimates Worksheet Updated 2-23-23.xlsx

File Home Insert Page Layout Formulas Data Review View Automate Help Acrobat

Clipboard Font Alignment Number Styles Cells

01 Summer 2023 Total Cost (Budget)

Area	Term in which Artifacts were Collected	Term Enrollment (based on actual enrollments)	# of Artifacts Estimated from Surveys Completed	Recommended Number of Artifacts to be Rated (aka Sample Size. Uses all Returned Surveys for Population)	Avg. # of Minutes per artifact (2023)	Number of artifacts that can be rated in 1 workweek	Estimated number of raters needed for a week of work (34 hours)	Table Leaders Needed (1 leader per Core LO)	Estimated Rating Hours (1 workweek =34 hours)	Estimated Training Hours (raters+table leader/6 hours of training/calibrating)	Estimated Hours spent by All Raters AND Table leaders for One week in Summer 2023 (Rating + Training)	Summer 2023 Hourly Rate (TBD)	Summer 2023 Total Cost (Budget)
				https://www.surveysystem.com/sscalc.htm					34	6	40	0	
				Minimum Sample Size with (population as returned surveys confidence interval 5)		Additional 15% for rater disagreements or other failures to rate							
AIU	SP2023	3206	2725	337	388	20	102	4	1	136	10	146	0
SCI	SP2023	13345	6539	363	417	15	136	3	1	102	9	111	0
VSR	SP2023	97	49	44	51	20	102	ONLY 1 -Hold Til Later	N/A	#VALUE!	#VALUE!	#VALUE!	#VALUE!
ALL AREAS	Spring 2023	16648	744	856	18			7	2	#VALUE!	#VALUE!	#VALUE!	#VALUE!

Next Steps: Rating

Hard Skill

Draft a protocol and plan secondary rating assessment



- Exploring a hybrid of the AP summer rating process employed by the College Board.
- Draft a protocol, with roles responsibilities and expectations for faculty and training procedures.
- Recruit raters and trainers
- Design rater calibration sessions
- Manage training logistics



The Future

Committee on the Carolina Core (CCC)

- CCC is a new one of 24 **Faculty Committees**
 - Launched Fall 2025
 - Elected members approved September 2025
 - First meeting held November 2025
 - Starting January 2026, committee meets four times per semester



Committee on the Carolina Core (CCC)

- CCC is a new one of 24 **Faculty Committees**
- Faculty committees are under the auspices of the Faculty Senate
- Such committees are distinctive from Special Advisory Committees because they are governed by faculty of the university
- CCC is an outcome of the **Carolina Core Review and Revision Committee (CCRRC)**
- CCC intends to complement the work of the Carolina Core Approval Committee (CCAC)



CCC Membership

Elected (voting)

- 11 faculty members
- No more than one elected member from any single dean-led unit ...
- ... except MCAS will have a minimum of three and maximum of five elected members
- One will be from Palmetto Colleges

Ex Officio (non-voting)

- Vice Provost and Dean of Undergraduate Studies
- Director of Institutional Assessment in OIRAA
- Executive Director of Academic Program Planning and Decision Support
- **Representative from UAC**
- Representative from AADC
- Student Senate appointed undergraduate student



CCC Mission

CCC will work with relevant faculty, student, and administrative stakeholders to ensure the Carolina Core provides every student with the basic skills necessary to

- pursue a fulfilling career
- participate responsibly in a democratic society
- function well in a diverse global community
- develop a rich and meaningful life



Current Work: Committee Charge 1

- Charge: *Collaborate on regular reviews of the Core*
 - Consider stakeholder recommendations
 - Develop original proposals for improvements to curricular content, implementation, assessment, and administration
- Current Work:
 - Identify **strengths** and **opportunities** in content and function (administration/implementation)
 - What are we doing well? What/where/how can we improve?



Current Work: Committee Charge 1

- Charge: *Collaborate on regular reviews of the Core*
 - Consider stakeholder recommendations
 - Develop original proposals for improvements to curricular content, implementation, assessment, and administration
- Current Work:
 - Identify strengths and opportunities in content and function (administration/implementation)
 - What are we doing well? What/where/how can we improve?

Your input and feedback is welcomed.

Share with Jenn Tilford or Charlie Pierce at piercec@cec.sc.edu.



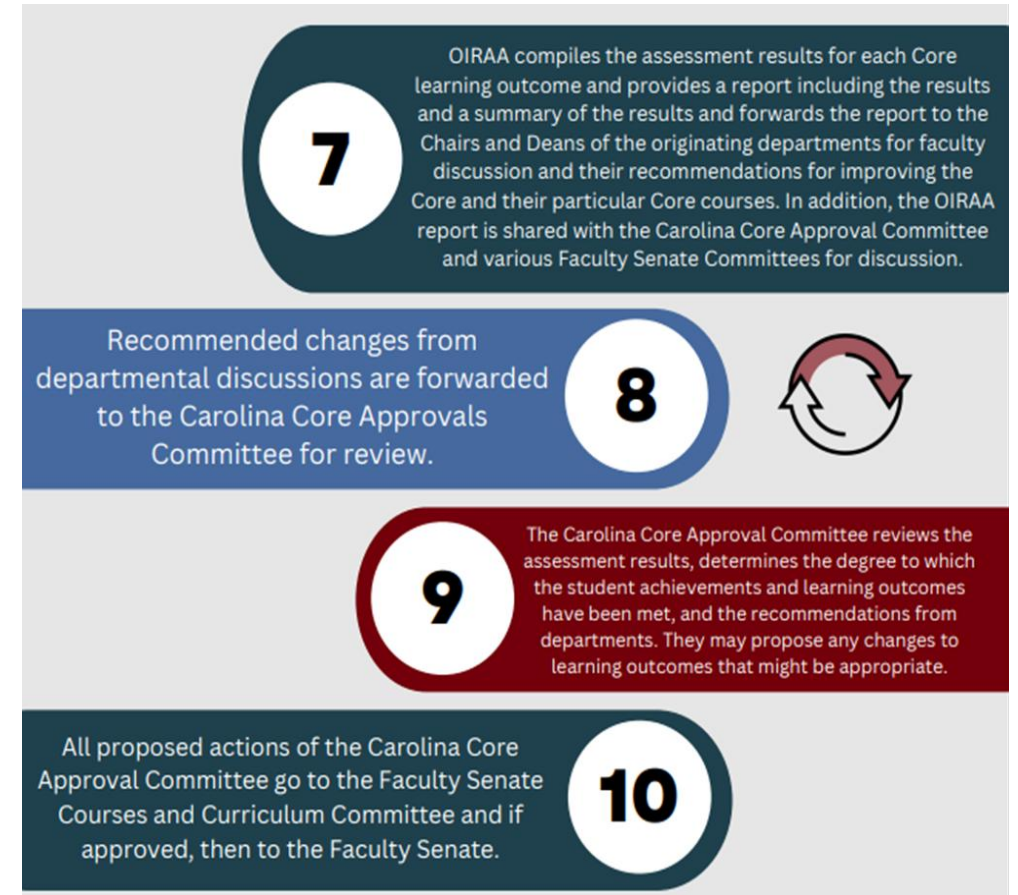
Current Work: Committee Charge 2

- Charge: *Develop language and processes for clearly communicating the substance and value of the Core*
 - Collaborate with the Office of the Provost
- Current Work:
 - Review and recommend revisions to web-based content on the Carolina Core
 - How can we incorporate identified strengths in content (see prior work, Committee Charge 1) with improved communication on substance and value of the Core?



Current Work: Committee Charge 3

- Charge: *Review assessment results and provide feedback on proposed revisions to teaching and assessment rubrics*
 - Collaborate with Carolina Core Approval Committee (CCAC)
- Current Work:
 - Review and recommend revisions to **Steps 7-10** of the Carolina Core Assessment Process
 - Seek approval for changes to include role of CCC in assessment



Volunteer faculty and instructors of record of Core courses to be evaluated will be asked to assess the learning artifacts using the Carolina Core assessment rubrics. These individuals will be compensated for their time.

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10

Next steps

- Internal OIRAA Testing
- Released to Department Chairs
- Release for departmental discussions



THANKS!

Charlie Pierce, PhD

Chair, Faculty Senate
Committee on the Carolina
Core

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