<div align="center">**Principles and Process of *Carolina Core* Student Learning Review**

August 30, 2013</div>

I.   **The Principles**

The objective of any review of student learning in a specific *Carolina Core* area is to facilitate improvement in student achievement regarding the learning outcomes for that C*ore* area. Feedback from the C*ore* area review may result in improved communication with students about learning goals, the implementation of more effective pedagogical methods, refinement in learning outcomes, or other changes aimed at bringing about improvement.

Each *Carolina Core* area is reviewed through a faculty-driven process directed solely at assessing and improving student learning of that competency. Since such improvement is the only focus in any assessment process regarding the *Carolina Core*, the identities of the students and the instructors are anonymous. Whenever possible, data on student performance is aggregated across particular courses and sections. Moreover, information obtained in the review process is to be used neither in individual performance reviews and applications for tenure and promotion nor in performance reviews for departments and other academic units. The review of each specific competency will be scheduled in a three-year cycle of assessment for the *Core* as a whole.

II.   **Faculty-Driven Process**

Specialty Team Responsibility:
Faculty members on the Specialty Teams develop rubrics for reviewing student learning.

Instructor Responsibility:
Faculty members teaching a *Carolina Core* course identify student assignments in their particular course that show student achievement specific to *Carolina Core* learning goals.

Faculty members require students to upload selected assignments to Blackboard.   (Tests questions may demonstrate student learning and uploading procedures will be adapted as needed.)

Student Responsibility:
Students upload selected assignments to Blackboard.

***Carolina Core* Committee Responsibility:**
Reviewers are identified to review work samples. The size and composition of the reviewer group is developed in discussion with *Core* area department heads.

Faculty reviewers meet for training to prepare for rating work samples. Training is conducted by the Dean of Undergraduate Studies with assistance.

Faculty reviewers electronically review work samples randomly selected by Blackboard Outcomes to determine whether students satisfactorily master learning goals.

 Results are provided to the *Carolina Core* Committee on student learning mastery. The Committee then relays feedback to deans of colleges with responsibility for teaching courses in the *Core* area. Deans relay findings to unit heads and instructors teaching in the *Core* area.

Findings from *Carolina Core* review are used to continuously improve learning.