

**Amarillo College**  
**Component II – Part A – Appropriate Level of Attainment**  
**2014 Core Curriculum Submission**

A. Describe the institution's process to determine the appropriate level of attainment of each Core Objective.

***Initial Determination of Appropriate Level of Attainment***

Department chairs and appointed faculty use the [core inclusion submission process](#) outlined in a separate attachment ("Component I - Course Selection Process") to indicate at least one direct assessment measure, benchmark (i.e. degree of attainment), and related assessment criteria that they and/or their faculty will use to measure the required core objectives for each core curriculum course.

In the initial stages of the assessment planning process, the AC Planning & Advancement division provided the AC department chairs and designated faculty links to the [AAC&U rubrics](#), [AC holistic rubrics](#), and [other rubrics and training materials](#) for benchmark and assessment consultation purposes. However, in an effort to increase departmental ownership in the new assessment process, department chairs/designated faculty were encouraged to select the assignments, direct assessment methods, and benchmarks that they deem the most appropriate for their particular content area/s.

In order to ensure that quality assessment methods (benchmarks and direct measures) were used across each course and course section, department heads and faculty were given a small set of carefully selected options in the [original submission process](#), were only asked to focus on creating or refining one high quality assignment/assessment that addressed each objective, and were also provided general assessment guidelines via an [AC Core Curriculum FAQs](#) document. The FAQ document pinpoints the individual responsible for assessment data collection, includes information on how department chairs or designated faculty can effectively form benchmarks, and provides answers to over ten other questions that were proposed throughout the new AC core curriculum process.

In addition to providing documentation assistance, the Office of Planning & Advancement (specifically the Director of IE) will offer guidance regarding direct outcomes and assessment to each individual who completes a core curriculum proposal and will reiterate to those seeking inclusion in the core curriculum that grades alone (e.g. 70% will score a "C" or higher on Test X) are not a sufficient, sole method of assessment and that external evidence must be considered when forming benchmarks.

Although it will initially be the responsibility of department heads, program coordinators, and/or designated faculty to ensure each core curriculum submission is of a high quality, it will ultimately be the responsibility of the Core Curriculum Redesign Task Force, sub-committees, Dean's Council, and Curriculum Committee to approve the core objective methodology and to ensure appropriate criteria/targets are set for each course that seeks inclusion in the 2014 (or later versions) Core Curriculum.

***Approving Assessment Plan and Levels of Attainment and Ensuring Appropriate Progress***

As outlined in a separate attachment ("Component I - Course Selection Process") the Director of Institutional Effectiveness reviewed each submission plan to ensure that at least one direct assessment method was outlined for each required objective, that a first-year benchmark was set, and that the assessment plan was clear. Once approved by the Director of IE, the assessment information was presented to the Dean's Council and Curriculum Committee for a final internal review, and the plan and initial submissions were approved ([September 18, 2013 - Dean's Council](#) and [September 27, 2013 - Curriculum Committee](#)).

In fall 2013, department heads/designated faculty who oversee courses that have been fully approved by AC or that are in the approval process, will be contacted by the Director of IE. The Director of IE will schedule a meeting time to discuss each proposed 2014 core curriculum course with the department head/faculty responsible for that course. In the meeting, the Director of IE will reiterate expectations of core curriculum courses during the actual institutional assessment process and will ensure the department chair/faculty is on the correct path to finalizing his/her assignments and assessment plans for the new core curriculum.