DEPAUL UNIVERSITY
DIVISION OF STUDENT AFFAIRS

Annual Assessment Report Template: Learning

Academic Year: 2016-2017

Name of Department: NSFE
Name of Contact Person: Toni Fitzpatrick

Part I: Follow-Up on Last Year's Assessment Report Recommendations

NSFE's 2016-2017 assessment project was a continuation from last year's project. In 2015-2016, we developed a test to address the same assessment question listed below. This first test served as a pilot and assisted us in strengthening the tool to roll out to all new students for fall 2016. The findings from the pilot were analyzed and shared with Common Hour partners who collaborated on each lesson. These partners, in consultation with the Student Affairs Assessment Coordinator and NSFE staff, reviewed the findings and adjusted questions for the fall 2016 test.

Part II: Report on This Year's Assessment Project

I. Abstract

This year's assessment project was an extension of last year's assessment project with a continued focus on student learning related to the Common Hour within the Chicago Quarter program. Building on the assessment tool developed for the 2015 assessment project, our office rolled out an identical pre-and post-quarter test to all first-year students enrolled in fall 2016. From the results of the pre-quarter test, we learned that students had prior knowledge regarding DePaul's mission, financial wellness, and personal safety & consent before Common Hour. By comparing the pre-quarter and post-quarter test results, we found that students acquired new knowledge regarding academic success, diversity & social justice, Campus Connect and course registration after Common Hour. We used the assessment results to inform the revision of the 2017 Common Hour curriculum.

II. Assessment Question

To what extent are students demonstrating learning upon completion of Common Hour?

III. Introduction & Context

(1) Project Overview

The goal of our assessment project was to evaluate student learning related to Common Hour. A pre-quarter test was used to assess students' knowledge prior to starting at DePaul and then the identical post-quarter test (see Appendix A for test) was used after the fall quarter to assess students' knowledge after completing the Common Hour. By comparing the results of the pre and post-quarter test we were able to see changes in student knowledge.

(2) Learning Outcomes Assessed

Program Learning Outcome: New students who participate in the Chicago Quarter program will identify university resources and learn relevant strategies to help navigate their transition to DePaul.

Departmental Learning Outcome: Students who participate in the Office of New Student and Family Engagement programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.

(3) Context for This Year's Report

The Chicago Quarter is a required credit-bearing course all new freshmen complete during their first quarter on campus. New Student & Family Engagement is responsible for the Common Hour portion of the program which supports students' academic and social transition to the university by providing education and information on university life, resources, and how to be a successful student. While this assessment project does not measure literal resources and strategies, it measures content knowledge that is the conceptually linked to university resources and relevant strategies as articulated in our learning outcome statement. The Common Hour is central to the mission of NSFE and to understand how well we are meeting our mission it was critical to develop an understanding of student learning related to Common Hour. Additionally, this project directly addresses Vision 2018 outcome 1A. to focus the entire university community on student learning and success.

As referenced in last year's report, this assessment project connects to existing literature on first-year student success. Kuh's (2008) research has proved and validated the impact of first year seminar courses on a broad level. This research allows us to have a sense of confidence in the impact of the Chicago Quarter, but also challenges us to seek to better understand the impact of the program within the context of a DePaul education. In order to do so, we used a pre and post-quarter test to assess student learning and evaluate the Common Hour curriculum. This method has been proved to be effective by empirical research and is widely used in many higher-education assessment projects. For example, Germain, Jacobson, and Kaczor (2000) used the pre-and post-test to assess students' learning in the first year experiences classes at State University of New York, Albany.

IV. Data Collection & Methodology

(1) Population and Sample

The population for our project was all new students starting at DePaul in fall 2016 as these were the students who would be completing a Chicago Quarter course in the fall. New student enrollment for fall 2016 was 2,459 and all students in this group were invited to participate in our assessment project. A detailed breakdown of our sample is below and can be found in Appendix B.

(2) Data Collection

The pre and post-quarter test was emailed to all (2,459) first-year students enrolled for fall 2016. The pre-quarter test was sent to students between August and September 2016, after new student orientation and before the start of the fall quarter. 1017 students opened the pre-quarter test, of which 747 students completed it. Then after the fall quarter between November and December 2016, we sent an identical post-quarter test to students. 787 students opened the post-quarter test, of which 535 respondents completed the test. 281 respondents completed both the pre and post-quarter test, and these students are considered the "matched sample". A detailed breakdown of the sample is graphically represented in appendix a.

(3) Data analysis

Chen Kang, a graduate intern at New Student & Family Engagement, conducted the data analysis. The analysis process consisted of three parts: data analysis for all pre-quarter test responses, all post-quarter test responses, and the matched sample with students who completed both pre- and post-quarter tests. The pre- and post-quarter test data was analyzed in two ways. First, descriptive statistics (i.e., frequencies and percentages) were calculated for how many students identified 1) the correct choice (the accuracy rate of each question) and 2) each incorrect choice for every test question. We determined that a 70%-or-higher accuracy rate indicates "acceptable performance", or sufficient knowledge for each question (see Appendix C). Second, descriptive statistics (i.e., frequencies, percentages, and means) were calculated for how many questions students correctly identified on the entire test. These statistics were generated from the sub-set of students who answered all 22 questions on the pre- or post-test. It was determined that 70%-or-higher of the 22

questions (i.e. 16 questions or more) correctly answered would indicate "acceptable performance" or successful knowledge on the whole test.

Matched sample data was analyzed in two different ways. First, descriptive statistics (i.e., frequencies and percentages) were calculated for how many students identified 1) the correct choice (the accuracy rate of each question) for every test question, 2) each incorrect choice for every test question and, 3) the overall accuracy rate for both the pre-and post-quarter test. By comparing the accuracy rate in the pre and post-quarter test, we were able to see whether students demonstrated an increase in their knowledge on each question and the overall test. However, we also wanted to know if the increase in students' knowledge was statistically significant. Therefore, in the second step, we conducted inferential statistics (i.e. McNemar's Test) to assess if a statistically significant change occurred based on each student's pre and post-quarter test responses.

V. Participant Consent

Students who chose to participate had the option of not completing the test or stopping their participation at any point during the test. In the email we sent to students we explained why we were collecting the data and shared how we hoped to learn more about Common Hour for future improvements to the curriculum and program. Formal consent was not obtained.

VI. Data & Findings

(1) Response Rate and Demographics

As mentioned above, the test was sent to all 2459 new students. 1017 participated in the pre-quarter test, with a response rate of 41.4%, while 787 participated in the post-quarter test, with a response rate of 32.0%. The response rate for the matched sample (281 students) is 11.4%.

Our matched sample demographics were as follows: 71% female and 29% male; 56% enrolled in Discover Chicago and 44% enrolled in Explore Chicago; 66% Caucasian, 28% students of color, 3% international students, and 3% of student who did not disclose.

(2) Key findings

Based on the threshold of acceptable performance (i.e., 70%-or-higher accuracy rate), the 22 test questions can be divided into three categories:

1) Category 1: Questions with an accuracy rate above the 70% threshold in the pre-quarter test. For topics associated with these questions, the data demonstrates that students came

to DePaul with sufficient relevant knowledge. The lessons and question topics are highlighted below and can be found in the blue shade area of the table in Appendix D.

- Lesson: Sense of Belonging
  - Question Topic(s):
    - Defining Characteristics of DePaul University
    - Vincentian Question
- Lesson: University Technology & Registration
  - Question Topic(s):
    - To-Do's in Campus Connect
    - Advisory Information in Campus Connect
- Lesson: Financial Fitness
  - Question Topic(s):
    - Creating a Budget
    - Student Loans
- Lesson: Involvement & Leadership
  - Question Topic(s):
    - Benefits of Involvement
- Lesson: Health & Wellness
  - Question Topic(s)
    - Harm Reduction Strategies
    - Definition of Consent
    - Bystander Intervention Strategies

2) Category 2: Questions with an accuracy rate below the threshold in the pre-test but above the threshold in the post-test. These are areas where the data demonstrates gains in student knowledge after Common Hour. The lessons and question topics are highlighted below and can be found in the orange shade area of the table in Appendix D.

- Lesson: University Technology & Registration
  - Question Topic(s):
    - Course Cart Date in Campus Connect
    - Planning for Next Quarter
- Lesson: Diversity & Social Justice
  - Question Topic(s):
    - Definition of Privilege
    - Definition of Oppression
- Lesson: Academic Success
  - Question Topic(s):
    - Academic Support Resources
    - Strategies for Exploring Major & Career
    - Strategies for Academic Success

3) Category 3: Questions with an accuracy rate below the threshold in both the pre and post-test. These are the areas where the data demonstrates student knowledge was insufficient both before and after Common Hour. The lessons and question topics are highlighted below and can be found in the purple shade area of the table in Appendix D.

- Lesson: Sense of Belonging
  - Question Topic(s):
    - Scarred Coin Mission Story
- Lesson: University Technology & Registration
  - Question Topic(s):
    - Enrollment Dates
    - Location of Degree Progress Report, Transcripts, and Major in Campus Connect
- Lesson: Education & Career Planning
  - Question Topic(s):
    - Role of the Office for Academic Advising Support
- Involvement & Leadership
  - Question Topic(s):
    - Definition of Socially Responsible Leadership

Again, a complete graphic representation of these three categories can be found in Appendix D.

A McNemar's Test was used to further investigate whether increases in students' knowledge were statistically significant (see Appendix E for graphic overview). By comparing students' responses in the pre-quarter and post-quarter test, we found the following:

- For the seven questions where students did not demonstrate sufficient knowledge before Common Hour but gained sufficient knowledge after Common Hour (Category 2 above), the increase in knowledge was statistically significant. These were questions related to the following lessons: University Technology & Registration, Diversity & Social Justice, and Academic Success.

- For all the questions related to the Financial Fitness and Health & Wellness lessons, since their accuracy rates in the pre-quarter test were already above 70%, there is little space for further increase in knowledge, and thus the increase was not statistically significant.

- Overall, out of 22 test questions, students demonstrated a statistically significant increase in knowledge for a total of 12 questions. These were the questions related to the following lessons: University Technology & Registration, Diversity & Social Justice, Academic Success, Sense of Belonging, and Education & Career Planning.

For the matched sample, in the pre-quarter test, on average students answered **14.8** questions accurately; in the post-quarter test, on average students answered **16.8** questions accurately. As mentioned earlier, 70% of the 22 questions correctly answered would indicate "acceptable performance" on the test. Out of the 281 respondents, **126** students (44.8%) met or exceeded this threshold in the pre-quarter test, while **199** (70.8%) students met or exceeded this threshold in the post-quarter test.

Table 2: Learning Outcomes and Acceptable Performance

Program Level Learning Outcome	Department Level Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance*
New students who participate in the Chicago Quarter program will identify university resources and learn relevant strategies to help navigate their transition to DePaul.	Students who participate in the Office of New Student and Family Engagement programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.	281	199

70% of the 22 questions correctly answered indicates "acceptable performance" on the survey. The number above is drawn from our matched sample.

VII. Discussion & Interpretation of Findings

Our assessment project provided a clear sense of what students already knew prior to Common Hour which brought to light content areas that were redundant within the curriculum. As you can see from the Table 4 in Appendix F students were able to correctly answer a variety of questions related to DePaul's mission, involvement on campus, campus connect functions, financial wellness, and health and wellness. All of these areas were being covered during lessons within the Common Hour.

Additionally, our assessment project allowed us to identify where Common Hour influenced student learning. In Table 3 in Appendix E you can see the areas where students did not meet the threshold of acceptable performance prior to Common Hour, but then did meet the threshold after Common Hour. These were the questions related to diversity and social justice, academic success, and campus connect functions. When we took a closer look at the teaching methods within these lessons to see what may have contributed to the learning we found that each of these lessons

incorporated discussion, reflection, and in-class activities. These findings align with best practice in teaching and learning and are methods we thoughtfully infused in the new curriculum.

It is also important to note there were several areas where students did not meet the threshold of acceptable performance before or after Common Hour. These were the questions on socially responsible leadership, the scarred coin story (related to DePaul's mission), the service provided by the Office for Academic Advising Support, and one question on Campus Connect functions. As we revised the curriculum we had to consider where and how we could incorporate this content into the curriculum and also consider if the content could successfully be mastered within the timeframe of Common Hour.

Finally, there were several limitations to our project that are worth noting. First, students prior knowledge varies widely and students' experience during and after the first quarter include a wide variety of experiences that influence student learning inside and outside the classroom. With this in mind, we cannot determine causality with our project. Additionally, the sample size limited our ability to make meaningful comparisons between subgroups (e.g. race, gender, course type). Last year's project allowed us to fine tune the items on the test, but some items within the tool could have been further strengthened in this year. It is important to recognize these limitations, but nonetheless the method allowed us to examine learning over time.

I.   Recommendations and Plans for Action

Recommendations
- Revise the Common Hour curriculum in the following ways:
    - Remove redundant content and draw on students' pre-quarter knowledge to expand their learning.
    - Prioritize and refine the content based on what is most critical for new students to know and experience in during their first quarter.
    - Utilize active learning strategies and reflection across the curriculum to increase student learning.
    - Integrate content within and across Common Hour to provide students with a true curriculum.
    - Expand content on metacognition and learning strategies (previously part of one lesson within the curriculum) to further support students' academic success beyond the Chicago Quarter.
    - Develop and add content to shift the end of the curriculum on students' plans for the remainder of their DePaul experience.

Action Plan & Sharing Results
- Staff in New Student & Family Engagement led the curriculum revision process during the fall, winter, and spring quarters of the 2016-2017 academic year. The assessment project was one component of the process and results of the project

were shared on ongoing basis with a core group campus partners as well as students, staff, and faculty who participate in the Chicago Quarter program.

- Table 5 (Appendix G) captures all the steps and components of the process, including when the project results were shared, as well as a timeline for the assessment project. Key assessment project dates are represented in **green in the table**.

Appendix A

Pre & Post Quarter Test

Thank you for taking the time to complete the test below. We know you are at the very beginning of your academic career here at DePaul and may have varied levels of university knowledge. We value your honest responses and encourage you to answer each question as best you can. We will use your responses to inform changes to the Common Hour portion of the Chicago Quarter program and other programs and initiatives for new students in the future. Thank you for completing the test!

The first set of questions are related to your understanding of the DePaul mission.

1. From the list below select the **THREE** defining characteristics of DePaul.
   - Urban
   - Jesuit
   - Methodist
   - Catholic
   - Vincentian
   - I'm not sure.

2. What is the Vincentian Question?
   - How can I help?
   - Why do we do this?
   - What must be done?
   - I'm not sure.

3. From the list below select **TWO** ways a student can live out the Vincentian lesson of the "scarred coin":
   - Share the coin with a friend.
   - Strive to see through to the human dignity of all people.
   - Make a wish with the coin.
   - Look past your first impression.
   - Scrub the coin clean to retain the value.
   - I'm not sure.

The next set of questions is related to your knowledge of campus resources as well as involvement and leadership opportunities on campus.

4. From the list below select **THREE** departments that provide academic support to students who are having a difficult time in class.
   - Student Records
   - University Libraries
   - Center for Students with Disabilities
   - Financial Aid
   - Writing Center
   - I'm not sure.

5. From the list below select **THREE** reasons a student should visit the Office for Academic Advising Support (OAAS)?

- To inquire about adding a second major or a minor
- To discuss scholarship and financial aid concerns
- To submit final high school transcripts
- To explore their academic options at DePaul
- To identify their interests, skills, and values
- I'm not sure.

6. From the list below select the statement that is **NOT** true about involvement and leadership at DePaul:
- Getting involved will serve the mission of DePaul.
- Getting involved will improve my time management skills.
- Getting involved will make me an elected leader of my student organization.
- Getting involved will allow me to explore different interests.
- I'm not sure.

7. From the list below selected the **TWO** items that represent dimensions of Socially Responsible Leadership:
- Taking Seriously the Perspective of Others
- Motivating the Middle
- Social Excellence
- Inspiring a Shared Vision
- Contributing to a Larger Community
- I'm not sure.

8. From the list below select the **TWO** best strategies that you could use to be academically successful:
- Reflecting on the times I have done well and the times I have struggled.
- Using strategies I used in high school.
- Studying for a long-stretch of time the night before a test.
- Studying a little bit before and after each class.
- I'm not sure.

9. From the list below select the **THREE** best strategies you could use for exploring major and career options alongside your interests.
- Take advantage of Liberal Studies courses.
- Ask your roommate for advice.
- Utilize Alumni Sharing Knowledge (ASK) to explore majors and careers.
- Do a google search
- Explore ONET and depaul.joinhandshake.com.
- I'm not sure.

10. When does the Course Cart in Campus Connect open for the upcoming quarter?
- The first week of the current quarter.
- During the fourth week of the current quarter.
- Anytime during the current quarter.
- At the same time I can register for next quarter.
- I'm not sure.

11. From the items below select the things you need to do to plan for your next quarter of classes. Select all that apply:

- Review my degree requirements.
- Meet with my advisor.
- Check for any holds or to-do's in campus connect.
- Consider pre-requisites for class I want to enroll in.
- I'm not sure.

12. Take a look and click on the area where you can find out if you have any items to resolve that would prevent you from registering for classes. When clicking ensure the red dot is in the appropriate area.

13. Take a look and click on the area where you can view your Degree Progress Report, view an unofficial transcript, and change your major or minor. When clicking ensure the red dot is in the appropriate area.

14. Take a look and click on the area where you can find information on who to talk to for academic advising. When clicking ensure the red dot is in the appropriate area.

15. Take a look and click on the area where you can find out when you're eligible to start registering for next quarter's classes. When clicking ensure the red dot is in the appropriate area.

16. From the following options, select the **THREE** most important items to consider when creating your budget.
- Assessing your needs and wants
- How much money your friends have to spend
- Knowing your money personality
- Tracking your expenses
- Doing free activities
- I'm not sure

17. From the following options, select the **THREE** most important factors to consider when borrowing money for school.
- Post-Graduation expected salary
- Expected loan debt at graduation
- What a friend or sibling is borrowing
- How much money my parents make
- Interest rates on loans
- I'm not sure

The next set of questions is related to personal safety and consent.

18. Imagine you are a party with friends where alcohol is present. From the list below select **THREE** ways you could stay safe if you choose to drink:
- Avoid mixing drugs, including alcohol.
- Drink things like coffee or energy drinks to wake you up.
- Measure your own drinks.
- Go to bathroom frequently to let the alcohol out of your system.
- Make a plan with a friend.
- I'm not sure.

19. Again, Imagine you are at a party and you notice someone is trying to take advantage of an intoxicated person in a sexual way. From the list below select the best **THREE** ways you could intervene:

- Recruit the help of friends for either one or both people involved.
- Call for a ride and leave.
- Cause a distraction – spill your drink, unplug the music, turn on the lights.
- Call 911 or Public Safety.
- Trust that their friends are taking care of it.
- I'm not sure.

20. Read the statements about consent below and select **THREE** statements that are TRUE about consent.

- Consent must be both a verbal and physical yes.
- Consent can be obtained from individuals who are incapacitated, including as a result of alcohol and/or drugs.
- Consent can be withdrawn at any time.
- Consent must be voluntary.
- Once consent is obtained it is assumed for every sexual act following.
- I'm not sure.

21. From the statements below select the statement that is **true** regarding of the definition of privilege. Privilege refers to the benefits, rights, and access given based on:
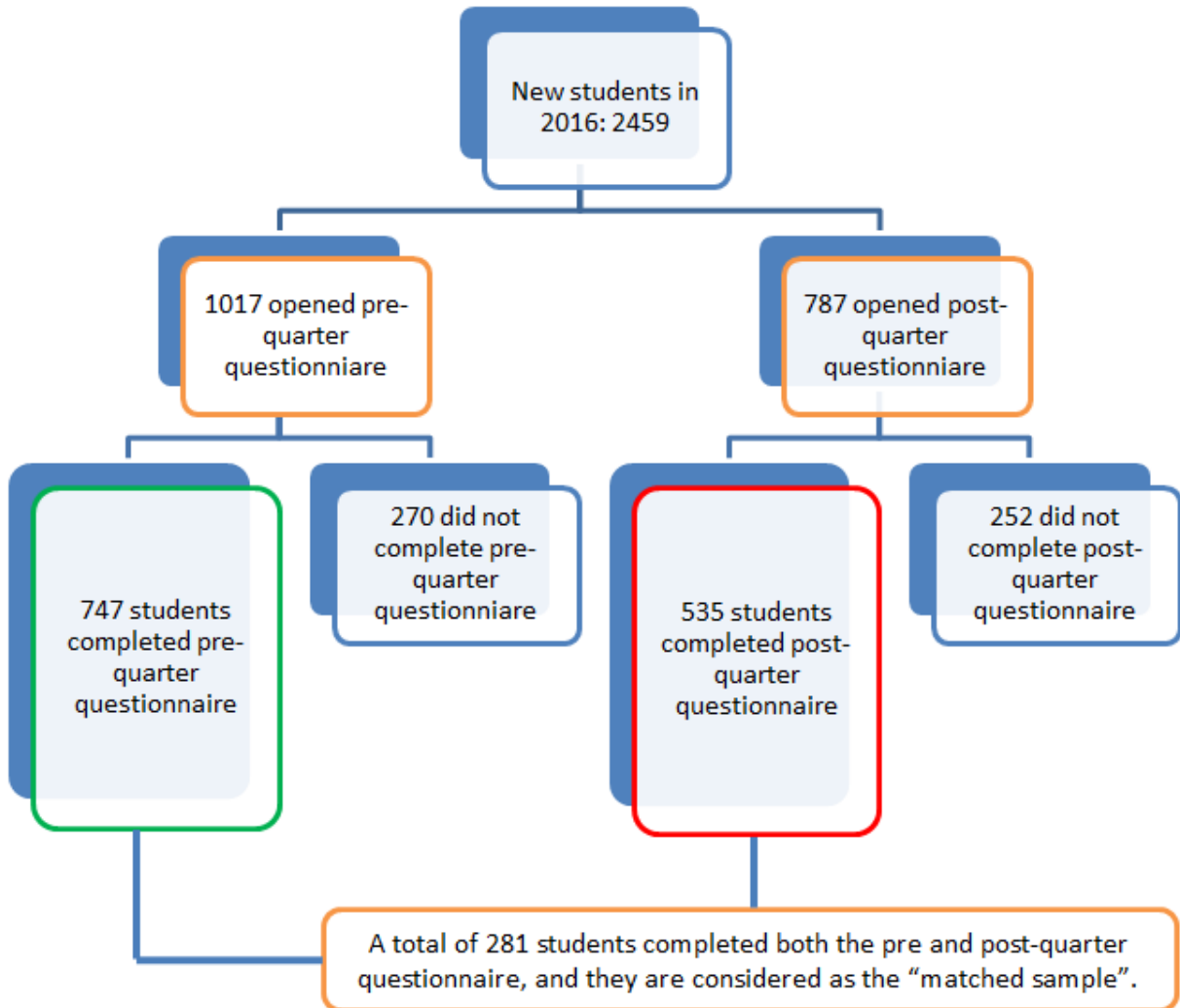
- Someone's social identities and exists at an individual level only.
- Someone's personal accomplishments and exists at an individual and institutional level.
- Someone's social identities and exists at an individual and institutional level.
- Someone's personal accomplishments and exists at an individual level only.
- I'm not sure.

22. From the statements below select the statement that is **true** regarding the definition of oppression. Oppression refers to benefits, rights, and access denied based on:

- Someone's social identities and exists at an individual level only.
- Someone's personality traits or characteristics and exists at an individual and institutional level.
- Someone's social identities and exists at an individual and institutional level.
- Someone's personality traits or characteristics and exists at an individual level only.
- I'm not sure.

END OF SURVEY MESSAGE: Thank you for taking the time to complete the test. We will use your responses to inform changes to the Common Hour portion of the Chicago Quarter program and other programs and initiatives for new students in the future. Best of luck in your first quarter at DePaul!

Appendix B

Sample Overview

New students in 2016: 2459

1017 opened pre-quarter questionniare

787 opened post-quarter questionniare

747 students completed pre-quarter questionnaire

270 did not complete pre-quarter questionniare

535 students completed post-quarter questionnaire

252 did not complete post-quarter questionnaire

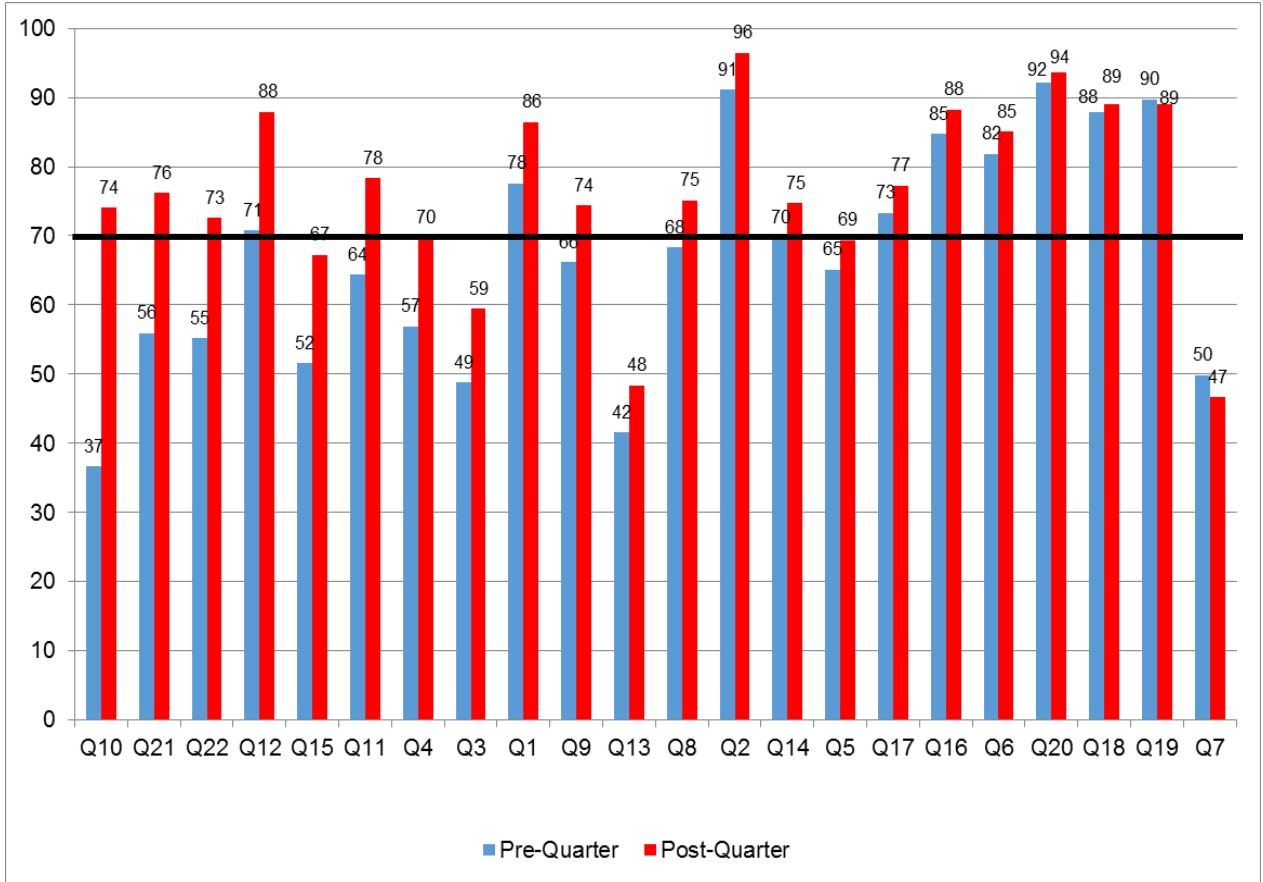A total of 281 students completed both the pre and post-quarter questionnaire, and they are considered as the "matched sample".

Appendix C

Overview of Accuracy Rates

The graph below represents the change in accuracy rate of each question between the pre-quarter and post-quarter survey (ordered from highest rate of change to lowest range of change).

Appendix D

Table 2. Overview of Performance of Matched Sample

The table below captures the following:

1) Questions with an accuracy rate above the 70% threshold in the pre-quarter test (the blue shade area of the table). For topics associated with these questions, the data demonstrates that students came to DePaul with sufficient relevant knowledge.

2) Questions with an accuracy rate below the threshold in the pre-test but above the threshold in the post-test (the orange shade area of the table). These are areas where the data demonstrates gains in student knowledge after Common Hour.

3) Questions with an accuracy rate below the threshold in both the pre and post-test (the purple shade area of the table). These are the areas where the data demonstrates student knowledge was insufficient both before and after Common Hour.

Lesson	Question Topic	Question Number	Met Threshold in Pre-Quarter	Met Threshold in Post-Quarter	Increase in Accuracy Rate from Pre to Post
Sense of Belonging	Defining Characteristics of DePaul	#1	YES	YES	9%
Sense of Belonging	Vincentian Question	#2	YES	YES	5%
Tech & Registration	Where to find to-dos in Campus Connect	#12	YES	YES	17%
Tech & Registration	Where to find advisor info in Campus Connect	#14	YES	YES	5%
Financial Fitness	Creating a Budget	#16	YES	YES	4%
Financial Fitness	Taking Out Student Loans	#17	YES	YES	4%
Involvement & Leadership	Benefits of involvement	#6	YES	YES	3%
Health & Wellness	Harm Reduction	#18	YES	YES	1%
Health & Wellness	Definition of Consent	#20	YES	YES	1%
Health & Wellness	Bystander Intervention	#19	YES	YES	-1%
Tech & Registration	Course Cart Date	#10	NO	YES	37%
Tech & Registration	Planning for Next Quarter	#11	NO	YES	14%

Diversity & Social Justice	Definition of Privilege	#21	NO	YES	20%
Diversity & Social Justice	Definition of Oppression	#22	NO	YES	17%
Academic Success	Academic Support Resources	#4	NO	YES	13%
Academic Success	Strategies for Exploring Major & Career	#9	NO	YES	8%
Academic Success	Strategies for Academic Success	#8	NO	YES	7%
Sense of Belonging	Scarred Coin	#3	NO	NO	11%
Tech & Registration	Where to Find Enrollment Dates	#15	NO	NO	16%
Tech & Registration	Where to find DPR, Transcript, Major	#13	NO	NO	7%
Ed. & Career Planning	Office of Academic Advising Support	#5	NO	NO	4%
Involvement & Leadership	Socially Responsible Leadership	#7	NO	NO	-3%

Appendix E

Table 3. Overview of Statistical Significance

Lesson	Question Topic	Met Threshold in Pre-Quarter	Met Threshold in Post-Quarter	Statistically Significant Change	Increase/ Decrease of Accuracy Rate from Pre to Post
Tech & Registration	Course Cart Date	NO	YES	YES	37%
Diversity & Social Justice	Privilege	NO	YES	YES	20%
Diversity & Social Justice	Oppression	NO	YES	YES	17%
Tech & Registration	Screenshot: Holds & To Dos	YES	YES	YES	17%
Tech & Registration	Screenshot: Enrollment Dates	NO	NO	YES	16%
Tech & Registration	Planning for Next Quarter	NO	YES	YES	14%
Academic Success	Academic Support Resources	NO	YES	YES	13%
Sense of Belonging	Scarred Coin	NO	NO	YES	11%
Sense of Belonging	Defining Characteristics of DePaul	YES	YES	YES	9%
Ed. & Career Planning	Strategies for Exploring Major & Career	NO	YES	YES	8%
Academic Success	Strategies for Academic Success	NO	YES	YES	7%
Sense of Belonging	Vincentian Question	YES	YES	YES	5%

Tech & Registration	Screenshot: DPR, Transript, Major Change	NO	NO	NO	7%
Tech & Registration	Screenshot: Academic Advisor Information	YES	YES	NO	5%
Ed. & Career Planning & Registration & Tech	Office of Academic Advising Support	NO	NO	NO	4%
Financial Fitness	Creating a Budget	YES	YES	NO	4%
Financial Fitness	Taking Out Student Loans	YES	YES	NO	4%
Involvement & Leadership	Organization Involvement	YES	YES	NO	3%
Health & Wellness	Harm Reduction	YES	YES	NO	1%
Health & Wellness	Consent	YES	YES	NO	1%
Health & Wellness	Bystander Intervention	YES	YES	NO	-1%
Involvement & Leadership	Socially Responsible Leadership	NO	NO	NO	-3%

Appendix F.

Table 4. Knowledge Demonstrated Before & After Common Hour

Knowledge Demonstrated Before Common Hour	
Lesson	**Topic**
DePaul Mission	Characteristics of DePaul
	The Vincentian question
Leadership & Involvement	Benefits of Involvement
Campus Connect & Course Registration	Where to find to-dos & advisor info
Financial Fitness	Key factors to consider when preparing a budget and borrowing
Health & Wellness	Definition of consent
	Harm reduction strategies
Knowledge Demonstrated After Common Hour	
Lesson	**Topic**
Diversity and Social Justice	Definition of privilege and oppression
Campus Connect & Course Registration	Course Cart opening time
	How to plan for next quarter's classes
Academic Success	Strategies to explore major and career
	Strategies for academic success
	Resources for academic support

Appendix G

Table 5. Action Plan & Timeline

Date	Step in Curriculum Review & Assessment Project Process	Relevant Notes
August 15 – September 6	All freshmen receive email with pre-quarter test	
September 9	Pre-Quarter Test Closes	
September 29	Common Hour Partner Meeting	• Introduce Curriculum Review & Revision Process • Review Fink & Hansen's Models
October 4 – 31	Analyze Pre-Quarter Data	Completed by Graduate Intern
October 7	CQM & Staff Professional Advisory Meeting	Share curriculum review and assessment project updates
October 13	Common Hour Partner Meeting	• FY Student Success & Retention Risk Factors • Identity Consciousness in Curriculum Development • Begin Brainstorm "What do FY students need to be successful at DePaul?"
October 31	Discover Chicago students receive email with post-quarter test	
November 3	Common Hour Partner Meeting	• Continue Brainstorm "What do FY students need to be successful at DePaul?" • Review draft of Big Ideas & Enduring Understandings
November 11	CQM & Staff Professional Advisory Meeting	Share curriculum review and assessment project updates

November 17	Explore Chicago students receive email with post-quarter test	
November 18	Common Hour Partner Meeting	• Presentation of Pre-Quarter Data by Graduate Intern
December 2	Post Quarter Test Closes	
December 5 – December 15	Analyze post-quarter data and matched sample data	Completed by Graduate Intern
December 15	Common Hour Partner Meeting	Review drafts of Big Ideas, Enduring Understandings, & Learning Outcomes
January 6	CQM & Staff Professional Advisory Meeting	Share curriculum review and assessment project updates
January 17	Common Hour Partner Meeting	2016 Assessment Project Results & Curriculum Map Review (Data presentation by Graduate Intern)
January 23 – February 3	Small Group Meetings (By Lesson or Unit)	Discuss relevant data, revise outcomes and discuss curriculum changes
February 2	CQM & Staff Professional Advisory Meeting	Share curriculum review and assessment project updates
February 6 – March 2	NSFE drafts and finalizes 2017 lessons	NSFE consults with relevant departments as needed.
March 2	All drafts of 2017 lessons complete	
March 3	CQM & Staff Professional Advisory Meeting	Share curriculum review and assessment project updates
March 6 – March 17		

	Share lesson drafts with campus partners and revise as needed	
April 5	Share final 2017 Common Hour curriculum with partners	
April 14	2017 Curriculum Complete	All lessons, lesson materials, and lesson resources available to CQ Teaching Teams
April 17	CQM & Staff Professional Advisory Meeting	Share 2017 Common Hour Curriculum
April 21	New Chicago Quarter Mentor & Staff Professional Training	Overview of Curriculum Revision Process, Assessment Project, and Training on the 2017 Common Hour Curriculum
April 24-28	Returning Chicago Quarter Mentor & Staff Professional Training	Overview of Curriculum Revision Process, Assessment Project, and Training on the 2017 Common Hour Curriculum
May 19	Annual Chicago Quarter Best Practices Conference	Faculty Session: Overview of Curriculum Revision Process, Assessment Project, and Training on the 2017 Common Hour Curriculum