

## Policy for Continuous Improvement of Core Curriculum Courses

### Preamble

Core Curriculum outcomes are assessed on a four-year rotation using normed rubrics by ad-hoc groups of subject matter experts. Instructors teaching courses slated for assessment are asked to submit student artifacts. The assessment is based on a 0-4 scale on each rubric dimension along with an NA to indicate that the submitted artifacts are not addressing said dimension. The ad-hoc group then drafts a summative assessment report that documents the results in aggregate form. However, assessment done well must also include a formative component in the spirit of continuous improvements. The purpose of this policy is to define the processes and mechanisms to provide feedback to instructors based on the assessment results of their courses.

Core approved courses must fulfill all of the learning outcomes listed under each given outcome for which a course is approved. The core outcomes assessment process, facilitated by the Core Curriculum Assessment Sub-Committee, evaluates aggregate student-learning of core outcomes. Data collected during that process reveal courses that are at various stages of satisfying the core assessment criterion that the approved course must fulfill all of the learning outcomes. To ensure that all undergraduate Detroit Mercy students are afforded the opportunity to demonstrate their level of learning core curriculum outcomes, a process is needed to identify the level at which a course is meeting the core assessment criterion to be an approved core curriculum course.

### Definitions

Following each assessment cycle, courses are categorized in the following manner:

1. **Core Assessment Criterion Met:** All student learning outcomes for the course had rubric dimension scores ranging from 1 to 4 (no zeros and no NAs -not applicable).
2. **Core Assessment Criterion Partially Met:** All student learning outcomes for the course had rubric dimension scores ranging from 0 to 4 (at least one outcome dimension with a rubric rating of zero, no NAs – not applicable).
3. **Core Assessment Criterion Not Met:** Not all student learning outcomes for the course had rubric dimension scores ranging from 0 to 4 (at least one outcome dimension had a rubric rating of NA – not applicable).

### Process

The process is outlined in Figure 1 and explained in the following passages.

**Immediately following the assessment cycle,** the instructor of the course and the chair/director of the program are notified by the Associate Vice President for Academic Administration of the results based on the definitions listed above.

If outcomes have not been achieved, an electronic worksheet (Appendix A) with core assessment criterion (partially met or not met) will be provided to the instructor of the course as well as the chair/program director or their designee. The worksheet should be completed prior to the next course offering (but no longer than 2 months following receipt of the feedback). Appendix A should provide a forum for action item(s) to remedy any deficiency. The action items should be detailed as to include

summaries of updated lesson plans as well as updated assignments if needed. It is the responsibility of the chair/director of the program to work with the instructor and to approve the action plan. The Center for Excellence in Teaching and Learning can provide support in the process.

**Following the implementation of the action plan** (preferably in the subsequent offering of the course), the instructor of the course, in cooperation with the chair/program director, completes Appendix B (evaluation of the action plan). The learning outcomes are assessed by the instructor using artifacts selected by the faculty member, and using the same rubric used for the initial assessment. In cases where a course receives no NA's and no rubric scores of 0, that course is deemed to have the Core Assessment Criterion Met. Results will be reported (through a shared drive) to the Core Curriculum Assessment Subcommittee within 1 month and reported (by the subcommittee) to the Core Curriculum Committee for review.

Should the action plan fail to remedy the situation, another action plan is required before the next course offering.

## Continuous Improvement Process

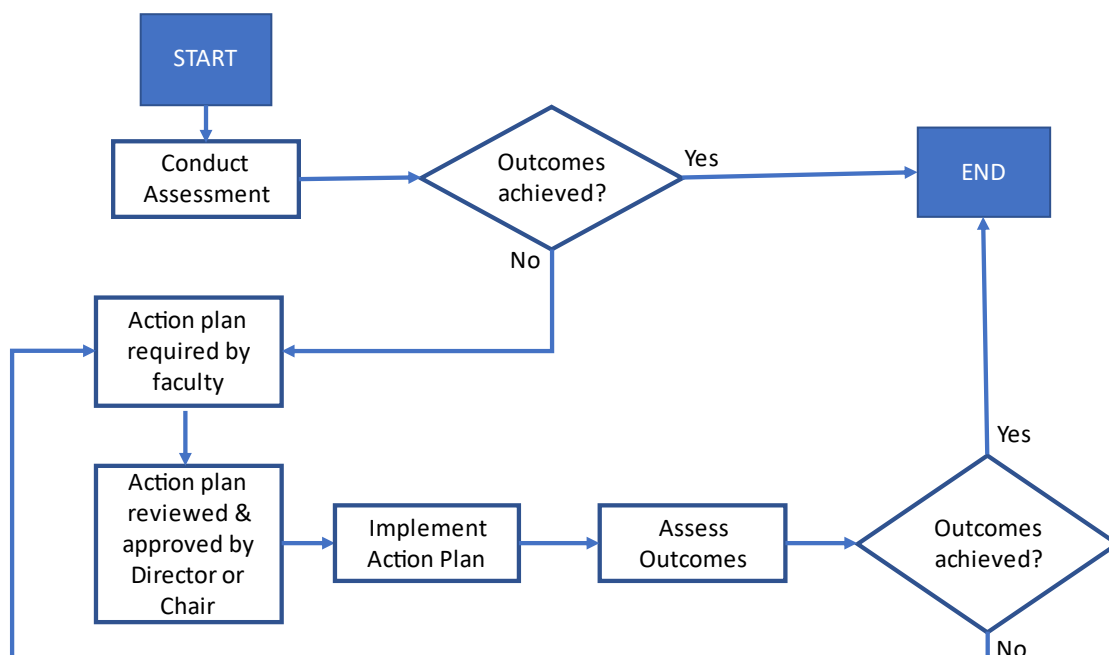


Figure 1 – Flowchart outlining continuous improvement process

**Following the subsequent CC assessment cycle**, courses that have undergone the continuous improvement process are expected to have the Core Assessment Criterion Met. If a course has not met learning outcomes after 2 revisions and re-assessment, (with rubric ratings of 0 an/or NA's) the core curriculum committee may vote to remove that course from the list of approved Core Curriculum courses.

## APPENDIX A

### Core Curriculum Continuous Improvement Action Plan

To be completed by the primary instructor of the course (or designee as assigned by department chair/director)

Course Subject/Number \_\_\_\_\_

Course Name: \_\_\_\_\_

Instructor name: \_\_\_\_\_

Semester taught in which the class was reviewed (eg. Fall 2021): \_\_\_\_\_

Next semester the course may be taught: \_\_\_\_\_

List Core Knowledge Area or Integrating Theme under review (ie. E1)

- A. Please review the assessment results pertinent to your course and provide comments. The Core Curriculum Committee is interested in the instructor's perspective on the following:  
Were the artifacts limited in number and/or scope? Did that affect the assessment? Could this be remedied?
  1. Did the random selection of three student artifacts cause a misrepresentation of actual student performance? e.g. one of the artifacts might have come from a student who did poorly in the course. The instructor is encouraged to provide examples of how a different set of students could have led to a different outcome.
  2. As the rubrics were not available at the time of the course creation, could the assessment be the result of a misalignment between the evaluation of course assignments and the rubrics. If so, what can be done to remedy this?
  
- B. Please provide a table consisting of additions or changes to the course mapped to the specific course outcome that has not been adequately met. Items must be sufficiently detailed to indicate how the learning outcome will be met. Examples include revised lesson plans, new/revised assignments, exams, projects etc.

Chair reviewed/approved: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B

## Core Curriculum Continuous Improvement Action Plan Evaluation

To be completed by the instructor after the course is taught again following the need for an Action Plan

Course Subject/Number \_\_\_\_\_

Course Name: \_\_\_\_\_

Instructor name: \_\_\_\_\_

Semester taught in which the class was initially reviewed (eg. Fall 2020): \_\_\_\_\_

Semester taught after updates implemented based on an Action Plan: \_\_\_\_\_

1. Please attach the table that was created for Appendix A (changes and additions to the course mapped to the course outcomes.
2. Indicate progress on implementation or reasons for lack of implementation.
3. Please provide the results of your assessment of the course following the implementation of the action plan.

Department Chair: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ Course now appears to meet all Learning Outcomes

\_\_\_\_\_ Some deficiencies, another Action Plan is required.

## Policy for Continuous Improvement of Core Curriculum Courses

Origin: Core Curriculum Assessment Subcommittee

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Posted to Shared Governance