



Core Curriculum Assessment Plan

Developed by the Core Curriculum Assessment Sub-Committee

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2 EXECUTIVE SUMMARY

The Core Curriculum Assessment Sub-Committee facilitates an assessment process for determining the extent to which undergraduate students are learning core curriculum outcomes. Data collected are used by University of Detroit Mercy to inform stakeholder groups about Detroit Mercy's commitment to the intellectual, spiritual, moral and social development of all undergraduate students as they navigate through the Core Curriculum. The Core Curriculum Assessment Sub-committee (CCASC) has developed a process to assess student learning of core curricular outcomes. The committee piloted the process during the 2019-2020 academic year and after approval plans to fully implement the process beginning in the 2020-2021 academic year.

3 OBJECTIVES

The Core Curriculum Assessment Sub-Committee has three primary objectives:

1. To assess the extent to which Detroit Mercy undergraduate students are learning the outcomes defined for each core curricular knowledge area and integrated theme.
2. To facilitate opportunities for faculty to analyze core assessment results and identify strategies to enhance student learning in targeted core curricular areas.
3. To verify that core-approved courses are providing students with core curricular learning experiences, thus substantiating the continued inclusion as a core-approved course.

4 THE NEW COMMON CORE

The New Common Core (“Core”) has 6 primary Knowledge Areas with sub-areas within each category and 6 Integrating Themes that need to be assessed. They are as follows:

4.1 KNOWLEDGE AREAS:

1. Knowledge Area A – Communication Skills
 - a. KA-A1 – Oral Communication
 - b. KA-A2 – Written Communication
2. Knowledge Area B – Mathematics / Statistical Knowledge
 - a. KA-B1 – Quantitative and Symbolic Reasoning
 - b. KA-B2 – Statistical and Probabilistic Reasoning
3. Knowledge Area C – Scientific Knowledge
 - a. KA-C1 – Physical Sciences
 - b. KA-C2 – Social Sciences
4. Knowledge Area D – Religious and Philosophical Knowledge
 - a. KA-D1 – Philosophical Knowledge
 - b. KA-D2 – Religious Knowledge
 - c. KA-D3 – Philosophy / Religious Studies Depth Requirement
5. Knowledge Area E – Essential Humanities
 - a. KA-E1 – Historical Experiences
 - b. KA-E2 – Literary Experiences
 - c. KA-E3 – Aesthetic Experiences
6. Knowledge Area F – Ethics and Social Responsibility
 - a. KA-F1 – Ethics

4.2 INTEGRATING THEMES:

1. Integrating Theme 1 – Reading, Writing, and Research Across the Curriculum
2. Integrating Theme 2 – Critical Thinking
3. Integrating Theme 3 – Cultural Diversity
4. Integrating Theme 4 – Human Difference
5. Integrating Theme 5 – Personal Spiritual Development
6. Integrating Theme 6 – Spirituality and Social Justice

5 ASSESSMENT PROCESS

5.1 ASSESSMENT CYCLE

Using a four-year assessment cycle, the Core Curriculum Assessment Sub-Committee will facilitate a process to assess a combination of knowledge areas and integrated themes annually.

- Year 1 [2019-2020] – KA A1 (Oral Communication) & A2 (Written Communication), IT 1 (Reading, Research and Writing) & 2 (Critical Thinking)¹
- Year 2 [2020-2021] – KA B (Mathematics and Statistical Knowledge) & C (Scientific Knowledge), IT 3 (Cultural Diversity)
- Year 3 [2021-2022] – KA D (Religious and Philosophical Knowledge), IT 4 (Human Difference) & 5 (Personal Spiritual Development)
- Year 4 [2022-2023] – KA E (Essential Humanities) & F (Ethics and Social Responsibility), & IT 6 (Spirituality and Social Justice)
- Year 5 [2023-2024] – IT 1 (Reading, Research and Writing) & 2 (Critical Thinking), KA A1 (Oral Communication) & KA A2 (Written Communication),

5.2 DATA COLLECTION

1. Faculty and affiliated Deans will be contacted by the Office of Academic Affairs and the Chair of the Core Curriculum Assessment Sub-Committee (CCASC), informing them of the process and providing them with instructions and a timeline.
2. Faculty teaching courses in the knowledge areas or integrated themes will be asked to submit a random sample of student artifacts to the CCASC. CCASC members will assist with the collection of artifacts.

5.3 DATA ASSESSMENT

1. Members of the CCASC will facilitate norming and scoring sessions for faculty affiliated with the core knowledge area or integrating theme scheduled for assessment.
2. Faculty will assess student learning using a random sample of collected artifacts and the common CCASC-approved rubric.

¹ Due to adjustments made during the COVID19 pandemic, IT1 and IT2 were not assessed in year 1. These integrating themes will be assessed in year 5, along with the repeat assessments of KA A1 and KA A2.

3. CCASC members will facilitate post-assessment sessions for core-affiliated faculty to analyze core assessment results and identify strategies to enhance student learning in targeted core curricular areas. CCASC members will draft summary reports capturing the process used, the rubric dimension scores, strengths and weaknesses, suggestions for improvement, and recommendations for how to enhance student learning.

5.4 FINDINGS REPORTING

1. The summary report drafted in 5.3 will be reviewed by CCASC member(s) before the electronic Core Curriculum Outcomes Assessment Form is submitted by a CCASC member. Submission of the form triggers an email copy to the person completing the form and a notification to Academic Affairs. Academic Affairs will post a PDF of the form on the [Assessment Website](#).
2. CCASC members who facilitated norming, scoring, and post-assessment sessions will email affiliated faculty to thank them for participating in core outcomes assessment, notify them of the posted summary report, and encourage them to implement recommendations noted in the report. The CCASC Chair will provide an update to the Core Curriculum Committee as well as the University Assessment Team.
3. The CCASC will note courses for which student artifacts were not submitted or not aligned with the core outcomes. Those notes will be reported to the Core Curriculum Committee to follow up with faculty and chairs for purpose of addressing deficiencies. (Note: The Core Curriculum Committee *does* have the right to remove attribute approval for any course that does not provide evidence of undergraduate students attaining core curriculum outcomes.)