



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 ei2pd

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

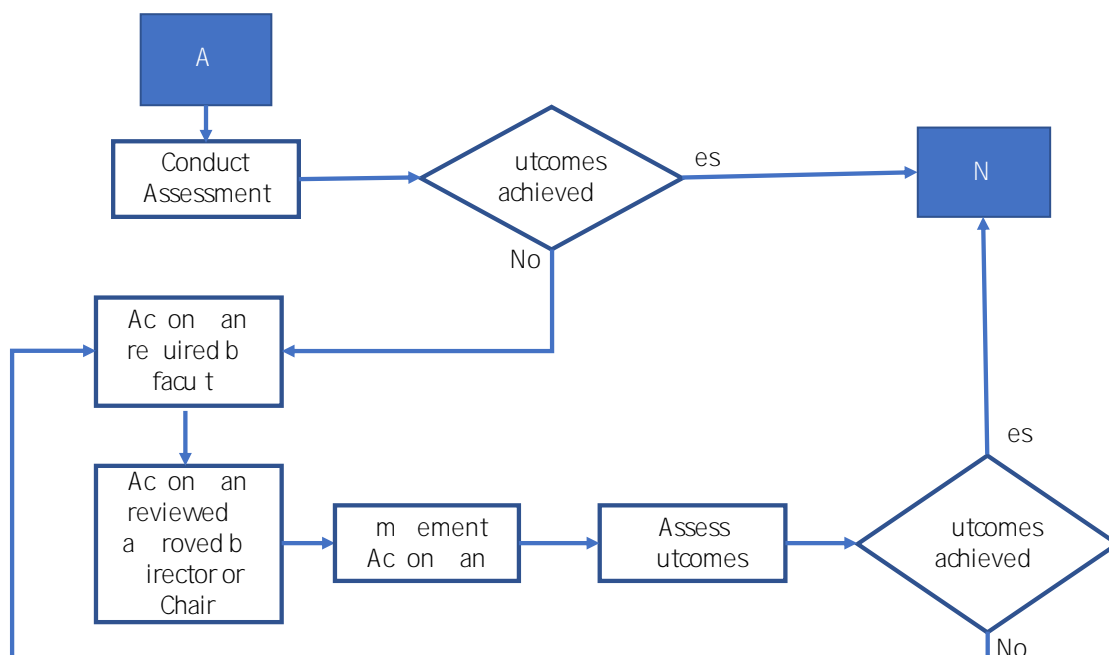


Figure 1 – Flowchart outlining continuous improvement process

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 and/or NA's) the core curriculum committee may vote to remove that course from the list of approved Core Curriculum courses.

APPENDIX B

