

Core Implementation Committee

Draft Statement on Assessment of the Core Curriculum

- The Core Implementation Committee (CIC) endorses the concept of ongoing assessment of the Core Curriculum. The committee recommends the establishment of an assessment process that is faculty-driven. To develop such a process, the committee recommends that the extant University Assessment Committee (UAC) should be directly responsible for assessment of the HMOVV components and should work with the HMOVV Committee to develop an assessment plan. It is expected that the appropriate School/College will have primary responsibility for assessment of Core Curriculum categories under their organizational structure and will report their results to the UAC for feedback and dissemination to the Faculty Senate. The CIC further recommends that specific assessment procedures be set up by May of 2006. It is anticipated that the UAC will commence its assessment activities in September 2006. The UAC should work with the Faculty Senate, the Office of Assessment, the colleges, and the Vice Chancellor for Academic Affairs to establish appropriate procedures.

- The CIC recommends that formal assessment begin in the 2007-2008 Academic Year and proceed according to the attached Core Assessment Calendar. Assessment of the core will be a continuous process although each core category will be the primary focus of UAC assessment activities once in a six-year cycle. An overall assessment (including a review of the course vetting process as well as a review of the process and structure for assessment of the core) of the entire core curriculum will occur in the seventh year. This process will ensure that incremental changes to the Core Curriculum are informed by systematic assessment results.

- The CIC anticipates that assessment of the Core Curriculum will take multiple forms. It is expected that each School/College will select assessment measures that are most appropriate to the learning outcomes in their area(s). The CIC suggests that assessment methods be varied in their approach, but should be conceived as part of a system rather than as isolated measures or events. Further, assessment measures must be diverse and reflective of the values espoused in the Core Curriculum. Great care must be exercised in selecting assessment measures that are sensitive to faculty time and resources. The ultimate measures selected should be as cost-effective as possible and include a balance between external measures (costly in terms of dollars) and internal measures (costly in terms of faculty time and resources).