

## Core Curriculum Outcomes Assessment Summary Form

This form is to be completed by a representative from the Core Curriculum Assessment Sub-Committee. The information provided in this form will be 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. A PDF version of this completed form will be posted to the Academic Affairs Assessment website.

### 1. CORE OUTCOMES INFORMATION

Core Curriculum Area

- ☒ Knowledge Area
- ☐ Integrating Theme

### 2. Enter the Knowledge Area or Integrating Theme of the Outcomes Assessed:

For example, KA-A1. Oral Communication or Integrating Theme 1 - Reading, Writing, & Research Across The University

KA-D1 Philosophical Knowledge

### 3. Form Completion Date:

5/31/2022

### 4. Assessment Overview

Briefly share how the outcome identified above was assessed. Include semester and year, how student artifacts were collected, who performed the assessment, and what assessment tool was used.

The core curriculum knowledge area: D1 Philosophical Knowledge includes basic elements, inquiry foundation, central issues, diverse viewpoints, and rational positions. In January of 2022 student artifacts were solicited from the full-time and adjunct faculty who taught the core approved course Introduction to Philosophy (PHIL1000) in the fall 2021 semester. All six faculty members submitted the requested randomly selected artifacts: three from each of their course sections, resulting in 24 total student artifacts. Faculty attended a norming and scoring session in February of 2022 for inter-rater reliability using the Core Curriculum Student Learning Outcomes Rubric for D1 Philosophical Knowledge. Faculty were paired up to assess a set of student artifacts and record the rubric scores in the D1 Philosophical Knowledge Excel Scoring Sheet. Faculty attended a follow-up meeting to review all of the recorded rubric dimension scores and identify student strengths and weaknesses. The rubric contains five-dimension areas that reflect the core outcomes for D1. A four-point rubric scale was used (4=capstone, 3 and 2 = milestone, 1=benchmark) that also included NA for not applicable and a zero for when no evidence was present. A score of 3.0 was expected for each dimension area, indicating students' progression to the threshold of the upper milestone level.

## 5. Results, Planned Actions, and/or Actions Taken

Briefly summarize the assessment results and how they are being used. Include a summary of faculty discourse captured during the norming session, the rubric score and scale, an interpretation of the score, and plans to enhance student learning.

The set of randomly selected student artifacts yielded mean rubric dimension scores ranging from 3.5 to 3.8, exceeding the upper milestone threshold (3.0). The strongest area for students was "diverse viewpoints" (3.8), where students were able to recognize the rich diversity of philosophical viewpoints. The other four areas of strength were: central issues (3.7), rationalize positions (3.6), inquiry foundation (3.6), and basic elements (3.5). Students were able to identify and discuss central issues of philosophy; provide rational support for their beliefs and evaluate positions of others; recognize the role of philosophy as a foundation for other modes of inquiry; and define the basic elements of the logical analysis of arguments, respectively. The assessment process, including the norming session, gave faculty an opportunity to consider whether the learning outcomes articulated in D1, are in fact, the ones we should be striving to meet. In particular, when faculty met to reflect on the scores, there was considerable discussion of whether D1.3 actually captures the highest aspiration for our students. The wording of the Capstone D1.3 achievement is "Elegantly identifies and discusses central issues of philosophy, that is, questions concerning truth and knowledge, reality, moral values, and social justice." However, based on our discussion, the feeling is that clarity should characterize the capstone level rather than elegance. This is something that the Dept. of Philosophy will continue discussing. Faculty noted that the most important impact of the D1 assessment was simply an attitude shift in favor of taking time to review and reflect on whether students are achieving the D1 learning outcomes. That alone was very significant. Historically, faculty constructed courses around content and tradition without much consideration of specific learning outcomes. Moving forward faculty plan to marry assignments to learning outcomes in a more intentional way. Students are currently meeting the D1 learning outcomes, but as we move forward and modify assignments, the basis for the modifications must be rooted in the learning outcomes. Perhaps some of our 3's can be raised to 4's.