UNIVERSITY OF DETROIT MERCY

Build A Boundless Future

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-D3 Philosophy Electives

3. Form Completion Date:

   7/16/2022

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: D3 Philosophy Electives includes philosophy, philosophers, and historical periods; philosophical viewpoints; and principles of the philosophical method. In January of 2022 student artifacts were solicited from the full-time faculty who taught core approved courses for D3 Philosophy Electives in the fall 2021 semester (PHL 2020, 2500, 4070 and POL 3800. All four faculty members submitted the requested randomly selected artifacts: three from each of their course sections, resulting in 12 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 D3 Philosophy Electives. Faculty were paired up to assess a set of student artifacts and record the rubric scores in the D3 Philosophy Electives 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 three-dimension areas that reflect the core outcomes for D3 Philosophy Electives. 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 a mean rubric dimension score of 3.8 for each of the outcome areas (philosophy, philosophers, and historical periods; philosophical viewpoints; and principles of the philosophical method.), exceeding the upper milestone threshold (3.0). Students were able to identify and discuss specific areas, issues, or questions in philosophy, particular philosophers, or historical periods in philosophy; recognize, compare, and contrast the rich diversity of philosophical viewpoints on a given topic or question or within a particular historical period; and evaluate this diversity of viewpoints using the principles of the philosophical method, grounded in the basics of sound argumentation. Faculty were pleased with the results, but would like to modify some of the adverbs used in the rubric (e.g. elegantly evaluates and elegantly identifies) to more accurately reflect the desired performance level. Faculty described the assessment process as a useful exercise. The experience has made the Department of Philosophy more cognizant of teaching to learning outcomes. One challenge that arose when assessing artifacts was with scorers who reviewed artifacts in areas of philosophy that were outside of their area of expertise. For instance, the Epistemology course (PHL 4070) examines some fairly esoteric issues in contemporary epistemology. Scorers remarked that they did not always feel confident in assessing those artifacts. In general, faculty came away with a commitment to be more intentional in crafting assignments that are linked to the learning outcomes.