



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: Philosophical Knowledge (PHL/RELS elective)

3. Form Completion Date: *

4/3/2026



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 Philosophy Department collected artifacts from 8 different courses satisfying KA-D3 in this assessment cycle, with a total of 24 different submissions of artifacts. The courses were from Fall 2025, Summer 2025, and Winter 2025. The courses assessed include the following: Symbolic Logic, Social/Political Philosophy, Ancient Philosophy, Medieval Philosophy, Contemporary Philosophy, Aesthetics, Metaphysics, and Philosophy of Religion. All full time faculty in the Philosophy Department participated in the norming and scoring sessions for these courses. The Lead Facilitator assigned pairs of faculty to score each course. The tool we used was simply the Core Curriculum Student Outcomes Rubric for KA-D1, which uses a 4 point scale to evaluate the artifacts. We expected a score of 3.0 or higher for each dimension area.

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. *

Our overall mean rubric score was 3.5 out of 4. On KA-D3.1, the mean score was 3.7; on KA-D3.2, the mean score was 3.4, and on KA-D3 the mean score was 3.5. So we have met and exceeded our minimum benchmark of 3.0 on each dimension area, and this reinforced for us that our courses are meeting these learning outcomes. One faculty member indicated that she is planning to include a new assignment in a course to better assess outcome KA-D3.2. We had no more than a 1 point difference on all scores that were entered. We are satisfied that the KA-D3 PHL outcomes do exactly what this area of the core should do, which is to provide students with an opportunity to achieve a greater breadth and depth in their philosophical studies. The assessment process provided illumination for all faculty about what all of us are doing in our courses. The discussion also included sharing of methods for reducing cheating and dealing with AI.