



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 *

IT2

3. Form Completion Date: *

4/30/2024



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. *

Artifacts were collected by faculty who had taught IT2 (Critical Thinking) core approved courses in fall or winter of 2023. Each faculty collected and submitted 3 artifacts. A norming a scoring session took place in February to insure a shared understanding of the IT2 learning outcomes and consistent scoring. Faculty were paired to score the artifacts. The results of the scoring were discussed in April.

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 norming and scoring session was fairly straight-forward. The IT2 rubric and learning outcomes were reviewed and a few sample artifacts were scored. The reflection session revealed some strengths and areas in need of improvement. In general, while portfolios are always useful whenever it may be challenging to capture all learning outcomes in a single artifact, there was some discussion about whether a capstone, or something similar, might be the best kind of artifact for IT2. There was some suggestion that it might be helpful to have paradigm examples on the assessment website of what "good" and "bad" artifacts might look like.

Students demonstrated strength in learning outcomes IT2.1 through IT2.3 (Standards of Evidence, Discipline Specificities & Sound Argumentation respectively). However, the scores for the IT2.4 and 5 learning outcomes (Analysis of Claims and Results, Conclusions & Implications) were comparatively low. It was speculated that this may reflect different expectations on the part of IT2 faculty. It may be that there is a need to underscore for students the importance of demonstrating the steps in their analysis of claims and arguments, i.e., a need to show the process by which they come to conclusions. This could be achieved by integrating more open-ended questions into assignments.

In any case, there was agreement that there is a greater need among IT2 instructors to be more intentional in the way they craft assignment so that the very goal of the assignments is to demonstrate mastery of the IT2 learning outcomes