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 *

   > IT6: Spirituality & Social Justice

3. Form Completion Date: *

   > 3/29/2023

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 Integrating Theme area: IT6 Spirituality & Social Justice includes goals, values, and conceptions of social justice; economic, political, and social injustice dynamics; and social justice remedies. In January of 2023 student artifacts were solicited from the 21 full-time and adjunct faculty who taught core approved courses for IT6 Spirituality & Social Justice in Winter 2022 and Fall 2022 ARCH 1290; BUS 3190; CAS 200, 300, 3530; CHEM 4740; ENGR 1000; ENL 2750; HIST 3090; LEAD 200; NUR 4755; PYC 2620; RELS 2000, 3480, 3530, 4320; and WGS 2000). Faculty members submitted the requested randomly selected artifacts: three from each of their course sections, resulting in 57 total student artifacts. Six faculty attended a norming and scoring session in February of 2023

for inter-rater reliability using the Core Curriculum Student Learning Outcomes Rubric for IT6 Spirituality & Social Justice. Faculty were paired up to assess a set of student artifacts and record the rubric scores in the IT6 Spirituality & Social Justice 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 IT6 Spirituality & Social Justice. 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 2.8 to 3.1, transitioning from lower milestone to the upper milestone threshold (3.0). Students were strongest in "economic, political, and social injustice dynamics" (3.1) and "social justice remedies" (3.1) where they had to cultivate an understanding of the dynamics of economic, political, and social injustice and investigate remedies to social injustice, respectively. Students were not as strong in outcome area "goals, values, and conceptions of social justice" (2.8), where they had to appraise and evaluate the goals, values, and conceptions of social justice.

Faculty considered it better to assess students' work in the form of a portfolios rather than one assignment that addressed all three outcomes. Portfolios show how class assignments build off of each other to scaffold learning and understanding of all three IT6 outcomes. This choice was especially true for two semester courses. An example was given from Architecture where students focus on outcome one in the first semester of their course and on outcomes two and three in the second semester of the course.

Faculty Observed several areas of strengths:

- Great activities that had students apply theories they learned to real world situations
- Great activities that had students observe and learn from local organizations' theories of social justice, analysis of social ills, and solutions.
- Challenged students to think across history; for how voices from the past can be a resource for problem solving in the 21st century
- Courses that submitted portfolios demonstrated the cumulative process of moving students through understanding of 6.1 to 6.2 and then 6.3. Showed a great process of building understanding and ability over the course of the semester.
- Courses show consistent work to enact Jesuit and Mercy values of creating a more just and equitable world.
- Making IT6 a set and separate part of the curriculum allows courses like these to get students to dive deeper into theories, ideas, nuances, and debates on social justice. They can also think about implementation in real world systems and structures.

Areas in Need of Strengthening

- There was less assessment or less explicit explanation of IT6.1 - Appraise and evaluate the goals, values, and conceptions of social justice, but a stronger display of mastery of IT6.2 - Cultivate an understanding of the dynamics of economic, political, and social injustice and IT6.3 - Investigate remedies to social injustice. This imbalance reflects an interest in practical application of solutions to social justice and less commitment to critical work on the theories of social justice.
- Faculty posed the question of what function does "spirituality" have for IT6 in this current rubric? Suggestions were made to move it from the title to being a part of IT6.1 – to say students are learning from spiritual and non-spiritual traditions, philosophies, etc. of social justice.
- Some courses have too broad of an objective on social justice, making the teaching of the subject as part of the course tenuous. There needs to be a specific and rigorous link to social justice for students to both critically understand a theory of social justice, understand the social context of injustice, and then understand/apply a solution. Moreover, students need to understand a larger conceptual framework of justice, not simply ways to alleviate injustice.

Strategies for Improvement

- Need instructors to be more intentional about IT6.1 – show them what theories of social justice ground the course, whether from canonical texts or other speakers/traditions.
- Integrate Spirituality into 6.1 – not to require courses to talk about any explicit faith tradition, but to acknowledge it as one of many sources of ideas/practices of social justice.
- Ensure Faculty Development Days have a variety of voices talking about social justice as part of the curriculum as a whole.
- Ensure we have a good mix of IT6 courses that probe the philosophical and theological discussions and debates about the meaning of social justice as well as community-based learning where students have real world experience of learning from others about social justice from their perspective and trying to enact the solutions studied in the real world.
- Support students attending off-campus events on IT6 themes, such as student conferences
- Overall faculty felt the goals of IT6 need to be lived through everything we do on campus; cannot be limited to IT6 courses for us to live up to our Jesuit/Mercy traditions