

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 *

E1 Historical Experience

3. Form Completion Date: *

4/7/2023



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. *

On 2/27/23 members of the History Department met (via Zoom), to (re)orient ourselves on the basics and standards of the norming process, and to divide up the labor regarding scoring the submitted E1 Artifacts. Participating were Professor Roy E. Finkenbine (dept co-chair) Associate Professor Diane Robinson-Dunn and adjunct instructor Kenneth Shepherd on one "team;" myself and Lecturer Dan Kroupa on the second. The core courses under review included HIS 1500, HIS 2100, HIS 2200, HIS 2500, HIS2510, HIS 2640, HIS 2900 and HIS 3480.

Together we represent a diversity of specialties and experiences relevant to the E1 Core requirement. Over the first 3 weeks of March the two teams separately examined the Artifacts (all essays) and completed the score sheets.

We met again the last week of March to process the results, to identify patterns in the scores with an eye toward improving syllabi, essay assignments and other elements connected to teaching these core-approved courses. We agreed it has been a useful exercise, and the conversations generated have served to raise awareness and prompt a more focused approach in what we are asking of our students.

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. *

We were gratified by the overall consistency of the scores, evidence that we, as a group, are thinking along the same lines and applying similar standards. Most of the scores were easily in the 3.0 range or above, which is our target. The exceptions were some 2.0 s for the E1.3 “Interinfluence of History and Documentation & Culture and Social Perspectives” and E1.4 “History and Contemporary Perspectives” rubric categories. These involve “higher-level” skills of synthesis and application. We will continue to talk about ways to get our students to “make connections” to larger themes, and to use primary historical research to understand (contested) issues of (urgent) contemporary importance. These are, we believe, the tools E.1 is meant to foster.