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-B2: Statistical and Probabilistic Reasoning

3. Form Completion Date:

   9/29/2022

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 B2 (Statistical and Probabilistic Reasoning) includes the ability of students to: use basic sampling and estimation techniques; perform basis statistical analysis; represent data graphically and symbolically; apply concepts of probability measures; analyze and evaluate common statistical situations; recognize the limits of statistical measures; and communicate statistical results and conclusions. The assessment process began in January 2021 following the completion of the Fall 2020 semester with artifacts requested from eight courses that satisfied KA B2. The courses were: BIO 2900; BUS 3300; MTH 4270; NUR 4226; and STA 2250. Three randomly selected artifacts were submitted from five of the courses resulting in 15 artifacts which were evaluated by the five faculty members who have submitted the artifacts. These faculty members attended two norming and scoring sessions that took place on February 4 and February 11 of 2021. The need for two norming and scoring sessions was due to the nature of the artifacts submitted which ranged from comprehensive reports in some instances to final exams in others. The rubric used contains seven-dimension areas that embodies the learning outcomes of KA B2. A four-point rubric scale was used (4 = capstone, 3 and 2 = milestone and 1 = benchmark). The rubric also included an NA (Not applicable) and a zero for when no evidence was present. A score of 3.0 was determined by the faculty members evaluating the artifacts to be indicative of a sufficient level of achievement.

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 assessment yielded the following rubric dimension scores: B2.1 Sampling and Estimation received a mean score of 3.0; B2.2 Statistical Analyses received a mean score of 2.9; B2.3 Graphical and Symbolic Representation received a mean score of 3.2; B2.4 Application received a mean score of 3.1; B2.5 Evaluate received a mean score of 3.0; B2.6 Limitations received a mean score of 2.9; and B2.7 Communication received a mean score of 3.1. The overall mean score for all seven dimensions was 3.0. The mean scores were tightly centered around 3.0 with the minimum score across all artifacts and dimensions being 2.0. There were no NA scores indicating that all artifacts presented evidence of student achievement albeit to varying degrees. In general, there was tacit agreement that the rubric dimensions provided a workable framework for assessing KA B2. Given that there were two norming and scoring sessions that included lengthy discussions of the artifacts and the resulting assessment being fairly consistent, no follow-up meeting was called.