



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 *

IT3-Cultural Diversity

3. Form Completion Date: *

4/11/2025



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.

Assessment team members (Winter 2025)

Ashlee Barnes (Nursing), Yosmel Castaneda Garcia (Spanish), Janet Joiner (Social Work), Sean Novak (Sociology), Patrice Wade-Olson (Nursing), Nassif Rayess (Engineering), Gabriela Sakmar (Spanish), Mike Verduco (Center for Excellence in Teaching & Learning), Lara Wasner (Language and Cultural Training), Justin Williams (History/African American Studies), Robin Wilson (French).

Artifacts from IT3 courses collected by the Academic Administration office were evaluated and scored by pairs of assessment team members.

5. Results, Planned Actions, and/or Actions Taken

Key findings

A review of the scoring spreadsheet showed relative uniformity for assessment categories 1,2, and 4. However, our scores showed category 3, Cultural Assumptions and Biases was the only set of scores to fall below an average of 2.0, making it a clear area of weakness. The reason(s) for this seemed fairly straightforward to the committee. This criterion asks for students to “Recognize the intellectual and/or spiritual limitations of their own cultural assumptions and biases by attaining new perspectives and demonstrate an understanding of diverse ways of knowing,” essentially calling for a level of personal reflection that was most often not explicitly called for in the instructions of the assignments submitted for evaluation by IT3 instructors.

Improvement Strategy

Fortunately, the committee can recommend relatively easy and non-intrusive remedies for instructors to universally improve student performances in IT3’s third criteria for assessment. We believe the assessment category’s language is specific enough to warrant being added to the prompts of existing assignments (a concluding paragraph of essays, for example) or being broken off into a separate assignment that can be submitted as part of a portfolio. As a matter of best practices, we’d also suggest prioritizing this in the minds of faculty and students by suggesting language from the Cultural Assumptions and Biases criteria be added or incorporated into the learning outcomes listed on an instructor’s syllabus. Not only would these simple suggestions instantly improve performance in the IT3’s third assessment category, but they will also give instructors an important, and in the current political-social context, potentially gratifying sense of how their teaching has expanded our student’s understanding of the issues surrounding cultural diversity.

Feedback on the Assessment Process

The committee’s consensus indicated it was helpful to participate in this process. This was especially true for faculty members new to University of Detroit Mercy, who had little previous exposure to the specific language of our core outcomes. Additionally, faculty members of all experience levels found value in reviewing the strengths and weaknesses of assignment types from colleagues across academic disciplines, with many looking to adopt methods they saw as especially effective at meeting IT3’s core learning outcomes. Committee member Gabriela Sakmar expanded on these themes in her feedback:

"I found exploring other courses’ cultural assignments highly beneficial and inspiring. I thoroughly enjoyed reading them all. It was enriching to see how the students were positively impacted by the entire process of completing the assignments, as well as while writing and submitting their reflections. It was evident that their perspectives either changed or became more solidified. I also felt enriched by their investigations and conclusions; I learned a great deal and even felt inspired to share their experiences. Also, I discovered various tools and styles for assignments that I found very helpful, particularly the video platform used for discussions. I would like to incorporate this approach into my Spanish teaching. One area for improvement, in my opinion, is the intercultural aspect of the assignments. It was sometimes challenging to appreciate interculturality because some assignments focused on only one culture or cultural aspect..."

As for suggestions to improve the process, members of the committee indicated having access to a video of the assessment training would be a welcome addition.