



## 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

IT5 Personal Spiritual Development

### 3. Form Completion Date:

9/21/2022

### 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 integrating theme area: IT5 Personal Spiritual Development includes articulation of Ignatian and Mercy Charisms, recognize value of human person, reflection, and vocation and mission exploration. In January of 2022 student artifacts were solicited from the seven full-time and adjunct faculty who taught core approved courses for IT5 Personal Spiritual Development in the fall 2021 semester (CAS 2000, 3530, 3000, 3800; ENGR 3000, 3010, 3020; HIS 3090; LEAD 2000; NUR 2100; PYC 2620; and RELS 2000, 3530, 3800, 4320). Faculty members submitted the requested randomly selected artifacts: three from each of their course sections, resulting in 33 total student artifacts. Five faculty attended a norming and scoring session in February of 2022 for inter-rater reliability using the Core Curriculum Student Learning Outcomes Rubric for IT5 Personal Spiritual Development. Faculty were paired up to assess a set of student artifacts and record the rubric scores in the IT5 Personal Spiritual Development 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 four-dimension areas that reflect the core outcomes for IT5 Personal Spiritual Development. 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 3.2 to 4.0, exceeding the upper milestone threshold (3.0). Students were strongest in the outcome "recognize value of human person" (4.0), where they had to recognize the value of the human person, human endeavor, human community and the theological belief in a world that is inherently good. Students demonstrated strength in two additional outcome areas: reflection (3.7) and vocation and mission exploration (3.6), which required students to examine one's experience with regard to the search for transcendence, faith, and spirituality, and to explore one's personal vocation and mission. Students were not as strong in the outcome area "articulation of Ignatian and Mercy Charisms" (3.2), where they had to articulate the Ignatian and Mercy charisms in the context of the Catholic intellectual tradition as a faith that engages the world. During the follow-up session, faculty noted that some artifacts were difficult to score because they were comprised of portfolios rather than a singular assignment, making it difficult to identify the outcomes of the integrating theme within the various components of the portfolios. In the Religious Studies courses the artifacts were much more easily identified, whereas in some of the other courses additional discussion was needed between scoring partners and among the entire team. It was necessary to broaden the definition and expectations for the outcome "examine one's experience with regard to the search for transcendence, faith, and spirituality" because different disciplines understood and engaged with this outcome in different ways. Eventually all team members were satisfied with the average scores for this set of artifacts. There was also much discussion about which artifacts to include in a portfolio submission and if all sections of a course should submit the same set of artifacts. When this practice was not followed, it created some confusion and complications during the scoring and discussion process. Faculty recommendations included continued clarification and streamlining of the artifact selection process, clarification on the usage of NA when scoring artifacts, building stronger connections between learning outcomes and course assignments, integrating outcomes directly into project prompts, continuance of in-depth assignment types, and consistency across course sections.