

**Spring 2016 Core Assessment Report**  
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This report contains data across all seven course sections that were part of the Spring 2016 Core assessment. A separate report will be sent to the faculty and departments participating in the Spring 2016 Core assessment. The separate reports will contain data specific to the courses taught by faculty in a specific department.

**Overall Assessment Method**

This assessment process is a continuation of the Assessment of Core University Learning Objectives (ULO). ULO 6 was chosen for the Spring 2016 Core Assessment, which was: **Demonstrate understanding of contemporary social and ethical issues.**

Approximately ninety Core course sections were taught in Elements 3 (Global Traditions), 4 (Arts/Humanities), and 5 (Social Sciences) during Spring 2016. Twenty courses from this list which were the most likely to address ULO 6 were identified. An email was sent to the chairs of all departments teaching the selected courses. The chairs were asked to recruit faculty to participate in the assessment. The result was the participation of seven course sections taught by four different professors.

The courses from which student artifacts were selected for the Spring 2016 Core Assessment were:

- *Economics (EC) 2040 – Principles of Microeconomics* - two sections
- *EC 2050 – Principles of Macroeconomics* – two sections
- *EC 2900 – Global Economic, Business, and Social Issues* – one section during summer 2016 session
- *History (HST) 1200 – The West and the World Since 1500* – one section
- *Social Work (SW) 2720 – Multicultural Competence in a Diverse World* – one section

As in past Core assessments, an American Association of Colleges and Universities (AACU) value rubrics was used. The Ethical Reasoning Value rubric was used, without any modifications. See Appendix A. The rubric was sent to the instructors and they chose an assignment that best matched the rubric.

The instructors sent all student papers for the selected assignment to Carl Brun at the end of the semester. Some papers were sent electronically. Some were sent as printed copies. All of the papers were sent to Taskstream, the company used for the Core Assessment since Fall 2015. Taskstream staff redacted from the papers the names of the student and instructor and the section of the course.

A total of 225 artifacts were collected and all of these papers became part of the assessment. The number of papers received by course is listed below:

- *EC 2040* – 81

- *EC 2050* - 80
- *EC 2900* - 12
- *HST 1200* - 27
- *SW 2720* - 25

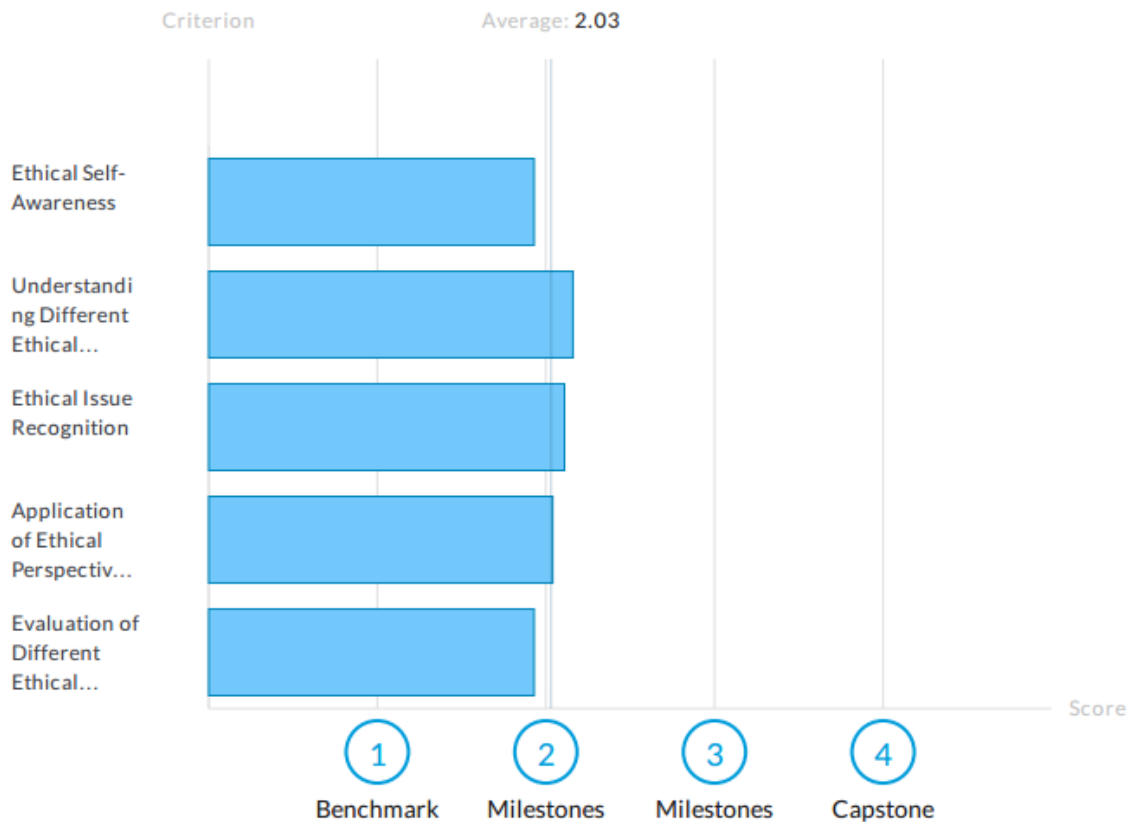
The papers were scored by seven faculty who were not teaching any of the sections. All of the reviewers had scored papers for past Core assessments. All reviewers participated in a calibration review of one paper from each of the above classes. The scores for the calibration papers were consistent across reviewers. Sixty of the final sample were evaluated by two reviewers to assess for reliability among reviewers. The scores of the sixty papers were consistent among two reviewers.

### Results

Across all 225 artifacts, the average score on the “Ethical Reasoning” rubric was 2.03. This was on a 4 point scale with 1 showing the least level of ethical reasoning and 4 showing the most. This was lower than hoped for, but in line with past Core assessments. The categories receiving scores higher than the average were “Understanding Different Ethical Perspectives/Concepts”. “Ethical Issue Recognition”, and “Application of Ethical Perspectives/Concepts”. Many of the assignments did not require students to address some of the components of the rubric, even though the rubric addressed one of the seven University Learning Outcomes.

The overall scores and averages on each scale item are displayed in Tables 1 and 2.

**Table 1 – Overall scores on each scale item**



**Table 2 – Average score on each scale item**

**Outcome Performance Report: Ethical Reasoning**

Average by Criterion chart details

**Ethical Self-Awareness**

Average Score: 1.93

Number of Students: 225

**Understanding Different Ethical Perspectives/Concepts**

Average Score: 2.16

Number of Students: 225

**Ethical Issue Recognition**

Average Score: 2.11

Number of Students: 225

**Application of Ethical Perspectives/Concepts**

Average Score: 2.04

Number of Students: 225

**Evaluation of Different Ethical Perspectives/Concepts**

Average Score: 1.93

Number of Students: 225

**Discussion and Next Steps**

The student artifacts across all courses reviewed for the Spring 2016 Core assessment averaged close to “2”, on a 4 point scale, across all five items measuring multicultural competence. This is lower than expected but similar to previous Core assessments when scores were in the mid-range on other AAC&U rubrics measuring different University Learning Objectives.

The artifacts in general lacked depth of the students reflecting on their own background as it impacted their ethical reasoning. The artifacts also lacked in-depth application of theory to explain the basis for ethical decision making. The students, in general, only discussed one theory when approaching an ethical issue, rather than differentiating between at least two different theories

addressing the same issue. This lack of depth could be attributed to all of the courses being taken in students' first or second years at the university.

The results of specific courses will be sent to the faculty who taught those courses. The faculty will have the opportunity to adjust assignments to better match the rubric or to utilize an alternative rubric that better measures addressing ethical and social issues in their course. Faculty should report to the Core Assessment Coordinator, Carl Brun, at [carl.brun@wright.edu](mailto:carl.brun@wright.edu), the changes they will make to their assignments for Fall 2016 based on this assessment. An assessment of ethical reasoning will be repeated in Spring 2018.

## Appendix A

Insert the Rubric