Core Course Assessment Plan, 2021-22
Element 5: Social Sciences

Please complete all sections; do not delete section information. Submit to Pilot when complete.

SECTION 1: GENERAL INFORMATION

Course Dept. Prefix: __EC_____   Course #: _2100_____

Semester when assessment will occur: ☐ Fall 2021   X Spring 2022   ☐ Summer 2022

Course Title: Economics of state and society

Section Types and number of sections offered in 2021-22. Complete all that apply.
  __X___ Dayton face-to-face   _____ Lake face-to-face
  _____ Dayton online   _____ Lake online
  _____ Dayton Honors   _____ Lake Honors
Note: If section at Lake Campus must include assessment of Lake Campus section(s) and faculty from Lake Campus as evaluators.
Attributes: ____   Integrative Writing in Core
                    ____   Multicultural Competency in Core
                    ____   Service Learning in Core

Dept. Core Assessment Lead: Kevin Willardsen   kevin.willardsen@wright.edu
                               Name   email

List at least two assessors; this may include course instructor only if there are multiple sections and multiple instructors of the course. Note - The instructor may not assess his/her students' papers.
  • Kevin Willardsen _____
  • _____
  • _____
  • _____

SECTION 2: ASSESSMENT PLAN

It is preferable to have the assessment plan for all sections of a course. If not feasible, please complete an assessment plan for separate sections.

Course Outcomes. _____ Check here if Outcomes have been modified.

The course must address all 5 outcomes but must assess a minimum of 1 outcome. Highlight in yellow the outcome(s) you will assess. If you have modified the outcomes, please insert here in place of standard outcomes.

1. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.
2. Explain and critique the methods of inquiry of social science disciplines.
3. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.
4. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society.

<u>Assignments. Select **one** of the options below for assessment of one or more outcomes</u>

The goal of assessment is to determine the degree to which students are able to demonstrate the knowledge, skills, or competencies stated in each of the Core Learning Outcomes. Moreover, the assessment is intended to provide **your department** information regarding patterns of student performance relative to the learning outcomes so **you** may identify opportunities for actions to improve student attainment of the Core Learning Outcomes. With that goal in mind, please identify below the student work products you plan to examine to allow you to best determine the degree to which students are achieving the learning outcomes and to assist you with learning improvement efforts.

☐ Written assignment(s) that addresses/address outcome(s). Include outcome #, title and description for each assignment.

Outcome #: _____ Title:

Description of assignment:

X Essay question(s). Provide the question(s) and outcome(s) below.

Written test or exam essay question for outcome(s) 1, 2, 3. Provide the question(s) below.

Please note: Students will be asked to answer one of the following questions.

1. Consider "American-style healthcare is literally killing Greeks." (1, 2, 3)
  A. Shortly before the publication of this article, Greece had a major economic crisis, which in many respects is still ongoing. The author quotes an unnamed doctor saying about very sick but treatable patients, "If we could just get them for a few days in the hospital we could save them, but…" Presumably most doctors, and indeed most Greeks overall, feel equally frustrated about Greece's health-care circumstances. Given that most if not all people there see health-care provision as extremely valuable, and Greece is a fairly wealthy country, why don't people just build more clinics and hospitals, and why aren't the machinery and personnel needed to run them provided? (I do not ask this question to taunt, but to elicit reflection on why health-care services that everyone seems to think are desirable in the abstract nonetheless are not necessarily forthcoming.)
  B. How if at all does the article provide reasons for his characterization that it is "American-style" healthcare that is to blame for Greece's health problems? Is that a helpful term in understanding those problems?

2. Consider "Desperate for slumber in Delhi, homeless encounter a sleep mafia." (1, 2, 3)
  A. What scarce resources are needed to provide the services described in the article? What do you think their opportunity costs might be?
  B. What of value is being provided to those who buy the services, relative to the available alternatives?
  C. A researcher quoted in the article says, referring to the "sleep mafia," that "they are exploiting [their customers]. There is a slew of public policies that are supposed to bypass this kind of exploitation." Define "exploitation" in such a way that means the government is justified in trying to prevent exploitation by this definition. By this definition explain, given the available alternatives, whether what people like Mr. Khan are doing qualifies as "exploitation."

3. Consider "Iraqi families sell organs to overcome poverty." (1, 2, 3)
  A. A person who has been convicted for being a kidney trafficker is quoted as saying "I used to look at it as a humanitarian cause, but after a few months in this trade I started questioning the morality – mostly because of the miserable conditions of the organ sellers. It broke my heart seeing young people doing this for money." Does

removing from such poor people the option to legally sell one of their kidneys leave them better off? Does it make people who need kidney transplants better off?
B. The article indicates that the law in Iraq prohibits selling of kidneys, instead only allowing donations by relatives. All laws impose costs on some people of course. What is the cost of this law, and what groups of people bear it?

☐ Pilot asynchronous written discussion that addresses outcome(s). Provide the outcome # and question(s).

1. Outcome #: _____ Discussion Question: _____
2. Outcome #: _____ Discussion Question: _____
3. Outcome #: _____ Discussion Question: _____

☐ Multiple Choice or T/F Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers. A rubric is not used for Marker questions. "All the above" should not be used as the correct answer more than once. **Courses that are IW or SRV/SRVI must use written assignments for those attributes**. Complete the benchmark: We expect _____% of students to answer ____% of the question(s) correctly.

1. Outcome #: _____
   a) Question: _____
   b) Question: _____
   c) Question: _____
   d) Question: _____
2. Outcome #: _____
   a) Question: _____
   b) Question: _____
   c) Question: _____
   d) Question: _____
3. Outcome #: _____
   a) Question: _____
   b) Question: _____
   c) Question: _____
   d) Question: _____

Collecting and submitting the student assignment(s)

____ Will upload assignment(s) to Pilot   _____ Will give access to assignment(s) on Pilot

____ Paper Copies: Student workers will copy the assignment before any grading begins and scan a separate .pdf of every student's assignment. The student worker will then create a zip file of the ungraded student work to be sent to Tammy Kahrig for entry into the Aqua system. Once the student work has been entered into Aqua, faculty listed as "Assessors" will be contacted to review a random sample of the work according to the rubric and results will be compiled and returned to your department.

Other: _____

SECTION : RUBRIC SELECTION (A, B, C, & D)

Select the items you feel best match your assignment(s) in the rubric(s) on the next pages. Please highlight in yellow. **If this course has an IW attribute, please also complete section B. If the course has an MC attribute, please complete Section C. If the course has an SRV/SRVI attribute, please complete section D**

A. Element 5 Rubric. **Select the item(s) you will use in your rubric by highlighting in yellow the item(s). You may select one or more of them.** As there is overlap, **choose the items that best fit the assignment you select for assessment.** The items below are taken from the Association of American Colleges and Universities (AACU) Value Rubrics for Undergraduate Education.

If you have an MC, IW, and/or an SRV/SRVI attribute, please also see pages 6, 7, and 8.

IF YOU ARE USING MARKER QUESTIONS FOR THE OUTCOME, DO NOT USE THIS RUBRIC.

Benchmark: _____% achieve a _____level of performance rating on the rubric.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.

B. Integrated Writing Rubric (if applicable) If this is an IW course, you will use the items on this page. You may select one or more of them. Please highlight in yellow.

Benchmark for Rubric _____

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

C. Multicultural Competence Rubric (if applicable) If this is an MC course, you will use the items on this page. You may select one or more of them.

Benchmark for Rubric _____

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Cultural self- awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Curiosity	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Openness	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

D. Service Learning Rubric (if applicable) **If this is a SRV/SRVI course, you will use this section. You may select one or more of them.**

Benchmark for Rubric _____

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Demonstrate understanding of how course content relates to a community problem.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Demonstrate ability to apply course learning content in a community project.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Demonstrate skills required to engage in an informed and respectful way with members of a community.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Submit the entire form to the Pilot Assessment Plan Drop Box located in the Course: Element 5 Core Course Assessment 2021-2022 – located in Continuous Year.

SECTION 4: ASSESSMENT REPORT DUE October 1, 2022

A separate report needs to be submitted for each assessment plan approved by the Undergraduate Core Oversight Committee (UCOC).

Please upload this entire document to the Pilot course called Element 5 Core Course Assessment 2020-21 (continuous year) by <u>Friday, October 1, 2022</u>. The Final Report Dropbox link can be accessed via Content > Dropbox (Plans, Reports) > Final Report Dropbox.

Date Report Submitted:

Element: Core Element 5 – Social Science
Academic Year: 2021-2022
Course and Sections Assessed:

Describe the final assessment plan that was implemented and explain any changes made to the approved plan.

I. **Core Learning Outcomes Assessed (list):**

II. **Procedures Used for Assessment**
     For each of the learning outcomes:
     1. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.
     2. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.
     3. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society.

     Assessment took place in form of written essay questions on exams which students were responsible for answering during an in-class exam (final).

4. **Summary of Assessment Results:**
     The results are reported for all students answering the questions in Spring 2022. Clearly to the extend that students abilities are measured by these essay questions the responses indicate that students are capable of formulating written responses to the essay questions. Graders indicated that student understanding of the difficult ethical concepts was superb but that work can be done to improve student analysis of the problems.

	Student Perspective	Understanding Difficulty	Analysis
Student			
%Above 2	87.5	100	75

Benchmark Met X Yes or ☐ No

5. **ACTIONS TAKEN/PLANNED TO IMPROVE STUDENT LEARNING IN THE CORE**
     This course only offered by one professor who offers it every other year. Results were shared with that professor along with information regarding best practice for encouraging student responses.

6. Assessment Administration Feedback
None.

The next section is for the University Core Oversight Committee (UCOC) Review only.

UCOC Review

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions			
Rubric for LOs			
Rubric for MC Attribute			
Rubric for IW Attribute			
Rubric for SRV/SRVI Attribute			
Assigned Departmental Reviewers			

Committee Review Completed ☐

Committee Chair Signature _____ Date _____

Second Review (if revision requested)

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions			
Rubric for LOs			
Rubric for MC Attribute			
Rubric for IW Attribute			
Rubric for SRV/SRVI Attribute			
Assigned Departmental Reviewers			

Committee Review Completed ☐

Committee Chair Signature _____ Date _____