Core Assessment Element 3 Report Template

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

This report must be uploaded to the Pilot course called Element 3 Core Course Assessment 2017-18 (continuous year) by Friday, April 19, 2019. The Final Report Dropbox link can be accessed via Content > Dropbox (Plans, Reports) > Final Report Dropbox.

Date Report Submitted: 4/9/2019

Element: Core Element 3 – Global Traditions

Academic Year: 2017-2018

Course and Sections Assessed:

2100_02_Sp2018

Assessment Plan:

The assessment plan approved by the UCOC is filed on the pilot page under Content > Plans > (corresponding course folder)

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

Four instructors (Holbert, Mosier, Poland, &Winston) taught sections of this course. The only instructor to administer the assessment was Dr. Holbert who taught ED 2100_02_Sp2018. Deviations from the assessment process directives were observed:

- Requested revisions to Assessment Plan were sent to the Core Assessment Committee. Feedback and confirmation of whether the revised rubric was acceptable was never provided to the instructors, so an Approved Assessment Plan was unavailable. Additionally, the approved plan was not accessible using the instructions above. Only Element 2 Pilot page is viewable. Instead, the final draft sent to the committee served as the guiding framework.
- Dept. Core Assessment Lead left the university during this process; three of the four instructors did not administer the assessment in their course sections.
- AquaWatermark directions were provided but the folders within Watermark that were to house the data had not been created so data were never uploaded to Watermark.
- Absent data to exchange, or access to Watermark, Section 2 data were self-scored by the faculty member whose student work was assessed.
- Though the process was designed to be collaborative and to represent data from multiple sections of each course, this report is based in its entirety on Section 2 data analyzed and reported solely by the Instructor of Section 2.

Core Course Assessment Plan

Section 1: General Information

Course Dept.:   **TED**   Course #: **ED 2100**

Term when assessment will occur: **X** Spring ☐ Fall   Year: **2018**

Course Title: **Introduction To Education in a Democracy**

Section Types and #:

X Dayton face-to-face   ☐ Lake face-to-face
☐ Dayton online   ☐ Lake online
☐ Dayton Honors   ☐ Lake Honors

Attributes: **X**   Integrative Writing in Core
                   X   Multicultural Competency in Core
                   X   Service Learning in Core

Dept. Core Assessment Lead: **Jeremy Mills (TED Curriculum Committee Chair)**
jeremy.mills@wright.edu

List of faculty who will assess the students' work:
- **Romena Holbert**
- **Kristofer Poland**
- **Megan Winston**

Section 2: Assessment Plan

<u>Course Outcomes</u> (See 1, 2, and 3 on Instruction sheet)

1. **Critically describes some of the political and economic systems around the world.**

2. **Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally.**

3. **Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues.**

Assignments (Select the appropriate assessments for all three outcomes – see 4 on the instruction sheet)

X Written assignment that addresses outcome(s) **1, 2, & 3.** **Title: "Contextual Analysis and Engagement Letter".**

☐ Written test or exam essay question for outcome(s) _____. Provide the question(s) below.

1. _____
   _____

2. _____
   _____

3. _____
   _____

☐ Multiple Choice Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers.

1. Outcome Number _____ Questions _____ _____ _____ _____

2. Outcome Number _____ Questions _____ _____ _____ _____

3. Outcome Number _____ Questions _____ _____ _____ _____

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

1. Outcome Number _____ Discussion Question
   _____
   _____
   _____

2. Outcome Number _____ Discussion Question
   _____
   _____
   _____

3. Outcome Number _____ Discussion Question
   _____

_____
_____

<u>Collecting and submitting the assignment(s)</u> (See 5 on the instruction sheet)

<u>Assignment will be collected and submitted using Pilot</u>

<u>Rubric Selection</u>. Select the items you feel best match your assignment(s) in the rubric(s) on the next few pages.

<u>**Element 3 Rubric**</u>

Select the item(s) you will use in your rubric by highlighting the item(s). You may select one or more of them.

If you have an MC, IW, and/or an SRV/SRVI attribute, please also see pages 4 and 5.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Global Traditions Criterion: Critically Describe Systems, Traditions, or Innovations Around the World	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	• Addresses two education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for two • Generally describes each • Description articulates general understandings of domestic and global society	• Addresses an education system, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for one • Partially describes each • Description articulates partial understandings of domestic and global society	• Does not explicitly address education systems, traditions or innovations. • Generally identifies domestic or global context of system, tradition, or innovation • Cursorily describes each; or some descriptions are missing • Description articulates cursory or incomplete understandings of domestic and global society
Global Traditions Criterion: Promotion of Effective Engagement Both Locally and Globally: Awareness of Diversity of People or Traditions	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	• Addresses people or traditions • Generally addresses both local and global contexts of people or traditions • Generally describes ways to promote effective engagement locally • Generally describes ways to promote effective engagement globally	• Alludes to people or traditions • Alludes to addresses local and/or global contexts of people or traditions • Partially describes ways to promote effective engagement locally • Partially describes ways to promote effective engagement globally	• Does not specifically address people or traditions • Cursorily addresses local or global contexts of people or traditions • Cursorily describes one way to promote effective engagement locally • Cursorily describes one way to promote effective engagement globally
Global Traditions Criterion: Evaluation of Contemporary Issues Using Specific Knowledge	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, **or** technological knowledge to evaluate the contemporary issue	• Contemporary issue is evaluated thoroughly, but is evaluated from a single perspective • Political, social, economic, historical, cultural, spiritual, **or** technological knowledge to evaluate the contemporary issue	• Contemporary issue is identified and a general opinion is provided • Political, social, economic, historical, cultural, spiritual, **or** technological knowledge is presented but is not clearly tied to the evaluation of the contemporary issue	• Contemporary issue is alluded to but is not clearly explicated • Political, social, economic, historical, cultural, spiritual, **or** technological knowledge use is limited in the evaluation of the contemporary issue

If this is an MC course, you will use the items on this page. You may select one or more of them.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Multicultural Competence Criterion: Openness	•Audience selected is appropriate to the argument advanced; rationale is clearly articulated •Language use is appropriate to the intended audience •All elements of the requirements are included in the writing produced •Develops and articulates a plan for interactions with culturally different others. •Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	•Audience selected is appropriate to the argument advanced, rationale is generally sound •Language use is appropriate to the intended audience •Most elements of the requirements are included in the writing produced •Develops and articulates a general plan for interactions with culturally different others. •Evidences frequent suspension of judgment in valuing her/his interactions with culturally different others.	•Audience selected is likely appropriate to the argument advanced; rationale is alluded to but not directly stated •Language use is generally appropriate to the intended audience but may include terms or constructs which would be unclear to the intended audience •Several elements of the requirements are included in the writing produced •Develops and articulates a cursory plan for interactions with culturally different others. •Evidences some suspension of judgment in valuing her/his interactions with culturally different others.	•Audience selection is not explicitly articulated or is minimally appropriate to the argument advanced •Language use is minimally appropriate to the intended audience •Limited evidence of the elements of the requirements are included in the writing produced •Develops and articulates an incomplete/limited plan for interactions with culturally different others. •Evidences minimal suspension of judgment in valuing her/his interactions with culturally different others.

If this is an IW course, you will use the items on this page. You may select one or more of them.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Integrated Writing Criterion: Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	•Audience selected is appropriate to the argument advanced; rationale is clearly articulated •Language use is appropriate to the intended audience •All elements of the requirements are included in the writing produced	•Audience selected is appropriate to the argument advanced, rationale is generally sound •Language use is appropriate to the intended audience •Most elements of the requirements are included in the writing produced	•Audience selected is likely appropriate to the argument advanced; rationale is alluded to but not directly stated •Language use is generally appropriate to the intended audience but may include terms or constructs which would be unclear to the	•Audience selection is not explicitly articulated or is minimally appropriate to the argument advanced •Language use is minimally appropriate to the intended audience •Limited evidence of the elements of the requirements are included in the writing produced

			intended audience • Several elements of the requirements are included in the writing produced	

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions	**Yes**	**Assignment needs to address global connection which is stated within the objectives.**	If you desire, you can adapt the Learning Outcomes to be more specific to your course.
Rubric for LOs	**Yes**		Three rubrics were created from the LOs: The writing assignment is used to assess learning for all three LOs. The writing assignment is titled: Contextual Analysis and Engagement Letter. It is assumed this writing assignment relates to SRV experience of tutoring students in a high poverty school and ethnically diverse school. The author or authors do an excellent job of indicating how they will assess using the tool.
Rubric for MC Attribute	**Yes**		One rubric was identified: Openness The author or authors do an excellent job of indicating how they will assess using the tool.
Rubric for IW Attribute	**Yes**		One rubric used: Consideration of audience, purpose, and circumstances. Would it be helpful to add two additional rubrics, Sources and Evidence and Control of Syntax and Mechanics, to match the depth of the assignment?
Rubric for SRV/SRVI	**Yes**		Tailor the assessment to SRV versus

Attribute			MC and IW. How is SRV being measured differently than MC and IW?
Assigned Departmental Reviewers	**Yes**		

If this is a SRV/SRVI course, you will use this section. You may select one or more of them.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Service Learning Criterion: Demonstrate understanding of how course content relates to a community problem.	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced	• Audience selected is appropriate to the argument advanced, rationale is generally sound • Language use is appropriate to the intended audience • Most elements of the requirements are included in the writing produced	• Audience selected is likely appropriate to the argument advanced; rationale is alluded to but not directly stated • Language use is generally appropriate to the intended audience but may include terms or constructs which would be unclear to the intended audience • Several elements of the requirements are included in the writing produced	• Audience selection is not explicitly articulated or is minimally appropriate to the argument advanced • Language use is minimally appropriate to the intended audience • Limited evidence of the elements of the requirements are included in the writing produced

Submit the entire form to Pilot – Core Course Assessment Plan 2017-18. The next section is for UCRC Review only.

_____

Section 3: UCRC Committee Review ONLY

Committee Review Completed: First review is completed. Second review is needed on above revision.

Committee Chair Signature ~Marie Hertzler~ Date 12/15/2017

The Assignment

Contextual Analysis and Engagement Letter

Read the assigned article and respond in the form of a letter to an appropriate intended audience of your choice. At the beginning of the letter, introduce the issue, and tell the audience why they should know about this issue. The body of your letter should be focused, flow logically, and include the following elements:

Systems Identification:

Identify, describe the global context of (<mark>at least one of these MUST be a context beyond the United States</mark>), and thoroughly describe three or more education systems, traditions or innovations. Share significant understandings of the context which clarifies the foundation of the system, tradition, or innovation as it relates to people or traditions.

Issue Identification:
Identify the central contemporary issue provided in the assigned reading and evaluate the issue in a way that provides contrasting viewpoints, using political, social, economic, historical, cultural, spiritual, **or** technological knowledge.

Engagement Practices:

Describe how you would promote engagement around the issue locally and globally. Be sure that your plan includes specific insights regarding multiple effective ways to interact with culturally different others and evidences suspension of judgment in valuing interactions with culturally different others.

Assessment Data Collection:

Describe the data that were collected. Explain any variations to the data collection from the approved assessment plan.

Student submissions were collected through Pilot Dropbox in response to the following assignment included in the plan.

Assessment Results:

Present the results from the Watermark Aqua review of student artifacts provided to you by Carl Brun, Academic Affairs; and/or

Present the results from a review of marker questions. The analysis of marker questions must be completed by the department faculty.

Results from the Watermark Aqua Review of student articfacts were unavailable. Self scoring results are as follows. The first column was removed to redact student names:

	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each •• Description articulates general understandings of domestic and global society (3)	4	• Addresses people or traditions • Generally addresses both local and global contexts of people or traditions • Generally describes ways to promote effective engagement locally • Generally describes ways to promote effective engagement globally	3	• Contemporary issue is evaluated thoroughly, but is evaluated from a single perspective • Political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue *Single Perpective - Advocating for punishment other than suspension*	3	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	4	14	17	82.35%
not submitted		0		0		0		0	0	16	0.00%
	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates general understandings of domestic and global society (3) *Great explanation of the characteristics of the systems provided, but does not discuss how these might fit in with the societal values etc that undergird them*	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally *Provides relevant instructional techniques for engagement*	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	4	16	16	100.00%

	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%
	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each	3	• Addresses people or traditions (4) • Addresses both local and global contexts of people or traditions (4)• Cursorily describes one way to promote effective engagement locally (1)	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	3	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • • Most elements of the requirements are included in the writing produced (3) • Develops and articulates an incomplete/limited plan for interactions with culturally different others (1) • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	14	16	87.50%

	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%
	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • • Cursorily describes one way to promote effective engagement locally (1) • Thoroughly describes ways to promote effective engagement globally ***Does not address local engagement.***	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience •• Most elements of the requirements are included in the writing produced (3) • Develops and articulates a general plan for interactions with culturally different others.(3) • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%

		• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions (4) • Addresses both local and global contexts of people or traditions (4)Engagement around the issue is not addressed at either local or global levels (0)(0)	2	• Contemporary issue is evaluated thoroughly, but is evaluated from a single perspective • Political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	3	• Audience selected is appropriate to the argument advanced, rationale is generally sound • Language use is appropriate to the intended audience • Most elements of the requirements are included in the writing produced • Develops and articulates a general plan for interactions with culturally different others. • Evidences frequent suspension of judgment in valuing her/his interactions with culturally different others.	3	12	16	75.00%
not submitted	0		0		0		0		0	16	0.00%
not submitted	0		0		0		0		0	16	0.00%
		• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally *Though the strategies you suggest could be employed both locally and globally, this is never directly stated in your writing.*	3	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced, rationale is generally sound • Language use is appropriate to the intended audience • Most elements of the requirements are included in the writing produced • Develops and articulates a general plan for interactions with culturally different others. • Evidences frequent suspension of judgment in valuing her/his interactions with culturally different others. *I would suggest greater attention to editing - for example looking for punctuation as well as casual use of terms (texting language, eg "tho")*	3	14	16	87.50%

	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%
	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%

	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%
	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%

	4	• Addresses three or more education systems, traditions or innovations. • Identifies domestic or global context of system, tradition, or innovation for all three • Effectively describes each • Description articulates significant understandings of domestic and global society	4	• Addresses people or traditions • Addresses both local and global contexts of people or traditions • Thoroughly describes ways to promote effective engagement locally • Thoroughly describes ways to promote effective engagement globally	4	• Contemporary issue is evaluated in a way that provides contrasting viewpoints • Effectively and thoroughly uses political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate the contemporary issue	4	• Audience selected is appropriate to the argument advanced; rationale is clearly articulated • Language use is appropriate to the intended audience • All elements of the requirements are included in the writing produced • Develops and articulates a plan for interactions with culturally different others. • Evidences consistent suspension of judgment in valuing her/his interactions with culturally different others.	16	16	100.00%
not submitted	0		0		0		0		0	16	0.00%
	4		3	global less specifically addressed	4		4		15	16	93.75%
Outline - no final draft									0	16	0.00%
	4		4		4		0		12	16	75.00%
not submitted	0		0		0		0		0	16	0.00%
Outline - no final draft									0	16	0.00%
Outline - no final draft									0	16	0.00%
Outline - no final draft									0	16	0.00%
not submitted	0		0		0		0		0	16	0.00%
	4		4		4		4		16	16	100.00%
not submitted	0		0		0		0		0	16	0.00%
not submitted	0		0		0		0		0	16	0.00%

Several students needed supports in creating an outline that would help them to be able to craft a well-developed response and had an outline, but no final draft by the due date for the global traditions core Dropbox which was set to close to facilitate access by the scoring team. These students found the directions confusing but wanted to deliver quality work. Several others found the directions to be confusing and elected to not complete the assignment as they perceived it to have low impact on their overall grade. Results showed that with improved directions, and more greater motivators, students were able to complete the task effectively.

Assessment Feedback:

Describe how the results were shared with the instructors of the courses assessed and the department chair.
The instructor of the course analyzed the data. Data was sent to department chair.

Describe any changes taken to the course and assessment plan based on the assessment of the courses.
- Instructor revised the assignment wording to clarify how student submissions might best align with the intended product.
- In-course scaffolds were provided to students to support them in understanding how the parts of the assessment fit together and that they are to engage in expository rather than persuasive writing to be able to satisfy particular rubric requirements.

Describe how and when the assessment results will be shared with the department curriculum committee.
Email.

Assessment Administration Feedback

The assessment of the courses was part of the Core assessment cycle. The assessment plan was reviewed and approved by the UCOC. The UCOC provided a presentation on tools available to assist with the assessment, including Watermark Aqua.

Describe any changes you recommend about the oversight of the assessment process by the UCOC and the Academic Affairs office.

As noted above, some elements of the resources delineated above were not available. Changes recommended regarding the oversight of the assessment process by the UCOC and Academic Affairs office include:

- Greater focus on collecting data that can be effectively compared (marker items, vs essays etc.)
- Timelines and instructions clearly delineated from the outset of assessment * Since so many of our core sections are taught by adjuncts, we might get more participation if we can communicate earlier. If we could let them know about the when they will be called upon to do the extra work of developing and revising rubrics, developing the and implementing the assessment, exchanging student work with colleagues, and reporting on findings, they may be able to work these unpaid tasks into their existing schedules more effectively.
- Accountability for participation by course instructors
- Availability of resources (approved reports, Watermark Access, Pilot folder with approved report)*

*These changes have been demonstrated, but were needed at the time this report was requested. Element 3 was the first of the Global Core Traditions to be assessed. The plan for assessment appeared to be simultaneously developed and implemented. The approach to assessment has been refined and it is likely that data can be collected in a timely and equitable manner. In future iterations, it may be beneficial to consider how the development of assessment measures might be refined to best support validity and reliability in the resultant data sets.