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: ED   Course #: 2600

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

Course Title: Introduction to Education

Section Types and number of sections offered in 2021-22. Complete all that apply.
x_____ Dayton face-to-face   ___x__ Lake face-to-face
x_____ Dayton online   ____x_ 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: x____   Integrative Writing in Core
                  x____   Multicultural Competency in Core
                  ____   Service Learning in Core

Dept. Core Assessment Lead*:   Romena Holbert_____
        Romena.holbert@wright.edu_____
                                Name   email

*List at least two assessors; this may include course instructor only if there are multiple sections <u>and</u> multiple instructors of the course. Note - The instructor may not assess his/her students' papers.
- Dave Herick_____
- Sue Gruber_____
- Colleen Saxen_____
- Laura Koenig_____

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.

<u>Course Outcomes.</u> _____ 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. <mark>Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.</mark>
2. Explain and critique the methods of inquiry of social science disciplines.
3. <mark>Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.</mark>
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 #: 3 Title: <mark>Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.</mark>

Description of assignment: The assignment is a scenario that students read that involves understanding of factors that contribute to decision-making and ethical application of decision-making. The students are to complete multiple choice questions then complete a brief writing exercise. Regarding the questions below, the assignment includes both Multiple choice items and a brief essay.

<mark>☐ Essay question(s). Provide the question(s) and outcome(s) below.</mark>

⋮⋮⋮

The parent of a student in your class has contacted you to ask about your teaching beliefs. You know that they are not from the same culture as your own and that they may not be familiar with the teaching practices used in the area. In the space below, write a brief and empathetic note to the parent that names and describes the philosophies of education your beliefs are most aligned with and tells why. (First 3 or so sentences). Then, (in around 3 sentences), explain why it may be advantageous for learners who have been historically underserved by school systems to be taught by teachers who demonstrate a mix of the educational philosophies in their teaching.

Long answer text

☑ Answer key   (8 points)   Required ● ⋮

1. Outcome #: 3 Essay Question: See above
2. Outcome #: _____ Essay Question: _____
3. Outcome #: _____ Essay Question: _____

☐ 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 75% of students to answer each of the question(s) correctly.

1. Outcome #: 1. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.
a) Question: See questions below

b) Question: _____
c) Question: _____
d) Question: _____

Watch the video below and respond to the questions that follow.

Which emphasis does the approach to teaching and learning displayed in the video most reflect?

○ A teacher-centered approach

○ A student-centered approach

Which two philosophies would most likely contribute to the learning approaches demonstrated in the video?

☐ Essentialism

☐ Perennialism

☐ Progressivism

☐ Social Reconstructionism

☐ Existentialism

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   ___x__ Will give access to assignment(s) on Pilot

The following link can be used to access student submissions for each class
https://docs.google.com/forms/d/1ntVrhm8jGYXFtiO58qETTuYvhHiKAq7UNP14vFVla_s/edit#question=1474079
33&field=1294686343 . This link can also be placed on Pilot if needed. Additional instructors using this
assignment may choose to create independent links for their classes. They will provide their own links.

_____ 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.

***The highlighted rubric criteria are appropriate for assessing outcome #1 but will not be used because we have
included marker items.**

Benchmark: 75% of students achieve a 3 or above 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. L imits 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.
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.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
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.
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 75% at or above level 3 criterion.

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 75% at or above level 3 criterion.

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.**

Not Applicable

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.

Access to this folder was not available - instead this document was submitted to Greg Webb by email.

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: 2/3/2023

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):**

Outcome #: 1. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.

Outcome #: 3 Title: Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.

Additionally, because the course is an integrated writing course, the following IW attribute was assessed: **Benchmark for Rubric 75% at or above level 3 criterion.**

Finally, because the course is a multicultural competence course, the following attribute was assessed:

<u>C. Multicultural Competence Rubric (if applicable)</u> 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 75% at or above level 3 criterion.

II.   **Procedures Used for Assessment**
For **each** learning outcome addressed by this report, state where and when data were collected (in a course, exam, or performance) and how they were evaluated (e.g. rubric, rating scale, key questions from exams, etc.). Specify the course or courses where students demonstrated the outcomes (if applicable) and the assignment(s) that you used for assessment purposes (e.g., capstone project, final examination, research paper, student presentation, performance, portfolio, etc.).

For the learning outcomes assessed in this report, students received a set of multiple choice and essay questions in class, ED 2600, Introduction to Education. The report includes student data collected from Spring 2022 (Dayton and Lake campus).

Data were collected through a course activity and were evaluated using the rubrics provided in the previous section. The assignment used for assessment purposes was an in class activity. This assignment is provided in the assessment plan above and is available at https://forms.gle/z6Eu8Poq9Xfu8Re18

Rubrics

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 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.
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.
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).
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.

III.   Summary of Assessment Results:
What did you find from your assessments? (Present and analyze the results from the Aqua system analysis by Vice Provost Tammy Kahrig and/or your departmental review of marker questions.) What did your data reveal

about how well students are achieving the Core Learning Outcomes that you listed above? After analyzing your data, present a summary of the data, clearly indicating what any numbers represent (e.g. percentages? means? medians?). Please number each corresponding assessment, summary, and analysis.

> Benchmark Met __ Yes or ☐ No
> If not met, please identify conditions (if any) that may have impacted these findings.

Assessments revealed that most students were able to demonstrate a strong grasp of the outcomes assessed. Specifically, with regard to:

1) Outcome 1: Critically applying knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns:

● 99% of the 89 responding students answered the first marker question correctly. This exceeds the benchmark of 75%.
● 75% of the 89 responding students were able to apply theories to identify at least one prominent theory connected to the scenario. Breaking this down by campus, 80.48% of the 41 responding students in Dayton's campus were able to apply theories to identify at least one prominent theory connected to the scenario and 70% of Lake campus students were able to apply theories to identify at least one prominent theory connected to the scenario.
● 40% of the 89 responding students were able to identify a second theory that also related to the scenario provided. Broken down by campus, 58.5% of the 41 responding Dayton students were able to identify a second theory that also related to the scenario provided, whereas 25% of Lake camps student respondents were able to identify a second theory that also related to the scenario provided. These numbers fall short of the benchmark of 75% successful responses.

2) Outcome 3: Demonstrating an understanding of the ethical issues involved in the acquisition or application of social science knowledge.

Data and analysis associated with this outcome is available at ED 2600_90_91_Holbert_Core Data.xlsx
Data and analysis associated with this outcome is available at ED 2600_ Applying Understandings of Educational Philosophies 2.xlsx

The first rubric assessed students' analysis of knowledge. A level 4 performance required that students demonstrate the ability to Connect and extend 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.

The average of the 41 Dayton students' scores was 3.975. This exceeds the benchmark of an average score of 3.
The average of the 48 Lake students' scores was 3.7. This exceeds the benchmark of an average score of 3.

The second rubric assessed students' development of conclusions and related outcomes. A level 4 performance required that students demonstrate the ability to generate conclusions and related outcomes/implications that are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

The average of the 41 Dayton students scores was 4. This exceeds the benchmark of an average score of 3.
The average of the 48 Lake students' scores was 3.6. This exceeds the benchmark of an average score of 3.

3) The Integrated Writing Outcome focused on **considerations of audience, purpose, and the circumstances surrounding the writing task(s).**

A level 4 performance required students to demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Students who did not receive full credit in this area tended to omit a salutation and closing or to format their writing in a form that did not match the task of writing a response to a note from a parent or guardian.

The average of the 41 Dayton students scores was 3.9. This exceeds the benchmark of an average score of 3
The average of the 48 Lake students' scores was 3.5. This exceeds the benchmark of an average score of 3.

4) The Multicultural Competence Outcome, which focused on **Verbal and nonverbal communication**:
A level 4 performance required students to articulate 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. Most students who lost points in this section advanced a singular perspective that did not demonstrate openness to other perspectives or employed a harsh tone.

The average of the 41 Dayton students scores was 3.9. This exceeds the benchmark of an average score of 3. The average of the 48 Lake students' scores was 3.2. This exceeds the benchmark of an average score of 3. This mark was the lowest and just slightly above the benchmark, so this is an area to notice in future teaching and assessments.

IV. **ACTIONS TAKEN/PLANNED TO IMPROVE STUDENT LEARNING IN THE CORE**
Describe how you shared the results with instructors of the courses, the department curriculum committee and chair, Lake campus, and other stakeholders. Explain briefly how department faculty will make improvements based upon the assessment findings (e.g. plans to gather more information; recommending changes to the learning outcomes or assessment procedures; changes in course content, instructional approaches, technology, order of course offerings, materials, resources, assignments, policies, funding, advising, planning, training for adjuncts, etc.).

As we work to integrate assessment plans carefully each semester our core courses are offered, we will implement the following changes:
1. Over the last year, we have had a large number of changes in faculty and staff. Accrediation staff have left Wright State and 1 faculty went on emergency medical leave. We have also had a new hire to help with the assessment and report. We will work as a department to make the assessment process smoother so that a single point person can facilitate the process, including managing communication, training adjunct faculty on the assessment process, and ensuring contingency plans in the event of personnel changes.
2. We will meet as a department to discuss the results and determine any changes that need to be made to teaching and assessment in ED 2600.
3. We will communicate with all faculty, including adjunct faculty, about the importance of administering this assessment every semester. We will review results at the end of each spring term to understand any gaps or shortcomings.
4. We will work with administrators so that communication regarding the assessment can come from those in charge, thereby demonstrating the importance of faculty to complete this assessment.

V. **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.

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

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

UCOC Review

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Social Sciences		XX	Are sections at Lake campus please indicate this and work with Lake campus to complete assessment for Lake Campus students.
Rubric for LOs		XX	Need a benchmark for the core outcome essay rubric and a benchmark for the marker questions (for the core outcomes).
Rubric for MC Attribute	XX		
Rubric for IW Attribute	XX		
Rubric for SRV/SRVI Attribute	N/A		
Assigned Departmental Reviewers		XX	Need evaluators names – can add now or after the assessment is complete, minimum of 2 evaluators required.

Committee Review Completed XXX

Committee Chair Signature ___ *Dr. Ann M. Bowling* _____ Date __1/14/2022_____

Second Review (if revision requested)

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Social Sciences	XX		Includes Lake Campus section
Rubric for LOs	XX		Benchmark indicated.
Rubric for MC Attribute	XX		

Rubric for IW Attribute	**XX**		
Rubric for SRV/SRVI Attribute	**N/A**		
Assigned Departmental Reviewers	**XX**		Evaluators added.

Committee Review Completed XXX

Committee Chair Signature ___ *Dr. Anne M. Bowling* _____ Date __4/17/2022_____

Notes to Instructors using this assessment:

A copy of the Assessment I developed is available for viewing at
https://docs.google.com/forms/d/1ntVrhm8jGYXFtiO58qETTuYvhHiKAq7UNP14vFVla_s/edit#question=1474 07933&field=1294686343

To use this assessment with your classes, choose file, then "make a copy". This will generate a duplication to your own Google Drive. You can provide a link to your students or to the Core Assessment Team by clicking "share", then URL.

To download the data after students complete the assessment, in the "Responses" section, click the three dots, then choose download. Choosing the Google Sheets option will not provide individual performance on distinct multiple choice items.

The narrative portion will need to be hand scored using the two bottom rows of the rubric below. New columns can be added to the spreadsheet to record that information.

Combined Rubric

Element 5 Rubric Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 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.
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.
The above rubrics are relevant, but will not be used because marker items have been included.				

IW 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).
MC Item	**Mastery** 4	**Partial Mastery** 3	**Progressing** 2	**Emerging** 1
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.