

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 #: 2700

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

Course Title: Introduction to Educational Psychology

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: x_____ Integrative Writing in Core
 x_____ Multicultural Competency in Core
 _____ Service Learning in Core

Dept. Core Assessment Lead*: _____ Romena Holbert _____
 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.

- _____ Sue Gruber _____
- _____ Colleen Saxen _____
- _____ Romena Holbert _____
- _____

*N/A - this document was prepared by Dr. Holbert and Dr. Colleen Saxen and includes 108 students from 4 sections of ED 2700 in Spring and Summer 2022.

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.

Assignments. Select **one** of the options below for assessment of one or more outcomes

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: **Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.**

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.

- Essay question(s). Provide the question(s) and outcome(s) below.**

Section 2 of 2

Read the Scenario below and respond to the questions that follow:

Mrs. Tate contemplates bringing a video of a recent pep rally to a show and tell style teacher professional development session. How could it be that students perform so well for the types of teachers she sees? On the video, the teacher next door, Mrs. Iacona and other five grade level colleagues enthusiastically do the "Whip/Nae Nae" dance as smiling students look on cheering excitedly from the bleachers. Mrs. Tate recognizes that these teachers have made positive connections with many of the students in the very front row of the 9th grade section – students who present her with her most "unmanageable behavioral challenges". The students act like totally different people in these other teachers' classrooms – they sit, they take turns, they discuss issues.

Mrs. Tate realizes that her background is very different from the other teachers' culture. She tends to believe in a more communal approach to success and doesn't see herself as competitive. She thinks about how the students' responses to her are so different. In her room, these same students' behaviors alternate between silent pouting, vocal arguing, and off-task behavior. Inside, Ms. Tate is furious. Each of her lessons take forever to produce, are connected to standards, and feature explicit directions for task completion. Yet these kids do better in the dancer's classrooms! I couldn't dance like that if I wanted to and besides, the kids are the ones who are not doing what they're supposed to – I'm giving this my all, and frankly, I'm getting really tired of it. Mrs. Tate leans back in her chair. She wonders, "What can I bring that will get them to address my real question?"



In the space below, from the perspective of a friendly supervisor, write a brief note to Mrs. Tate * that empathetically expresses concern and shares your understanding of her issue with the students (First 3 or so sentences). Then, (in around 3 sentences), offer to help in a way that would likely improve her practice.

Long answer text

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- 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 _____% of students to answer _____% 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: _____

When Mrs. Tate compares her impact on the students to the impacts of the other teachers, which behavior is displayed?

- A mastery orientation
- A performance orientation
- An attribution
- A goal

When Mrs. Tate states "I couldn't dance like that if I wanted to", she reveals a key understanding related to how she sees the issue as she does. Her consideration of her ability to dance as stable and beyond her control relates most to which theory?

- Expectancy- Value Theory
- Goal Theory
- Attribution Theory

Comparison of mastery and performance approaches might offer insights that help Mrs. Tate understand what is going wrong and what she might do about the problem she is having with her students. Which of the following strategies would be most promising to improve her relationships with her students? *

- Directly blame the students for their misbehavior and issue more detentions
- Remind the students how hard she is working on her lesson plans
- Build relationships with students by relating her interests to the content and learning about theirs
- Try to copy the dance moves demonstrated by the other teachers to perform at the next pep rally

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 my class
https://docs.google.com/forms/d/1ntVrhm8jGYXFtO58qETTuYvhHiKAq7UNP14vFVla_s/edit#question=147407933&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: _____% achieve a _____ level of performance rating on the rubric.

	Mastery 4	Partial Mastery 3	Progressing 2	Benchmark 1
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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 one'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 <i>Selecting and using information to investigate a point of view or conclusion</i>	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.

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.

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 unsupported conclusion from inquiry findings.
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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.

<p>Verbal and nonverbal communication</p>	<p>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.</p>	<p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>	<p>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.</p>	<p>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p>
<p>Curiosity</p>	<p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>Asks simple or surface questions about other cultures.</p>	<p>States minimal interest in learning more about other cultures.</p>
<p>Openness</p>	<p>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</p>	<p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>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.</p>	<p>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.</p>

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
<p>Demonstrate understanding of how course content relates to a community problem.</p>	<p>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p>	<p>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).</p>	<p>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</p>	<p>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</p>

<p>Demonstrate ability to apply course learning content in a community project.</p>	<p>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p>	<p>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).</p>	<p>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</p>	<p>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</p>
<p>Demonstrate skills required to engage in an informed and respectful way with members of a community.</p>	<p>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p>	<p>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).</p>	<p>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</p>	<p>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</p>

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 Friday, October 1, 2022. 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: ED 2700 (4 sections, Spring and Summer 2022), 108 students

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

I. Core Learning Outcomes Assessed (list):

- Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.
- Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.

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 one'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.
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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.
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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.

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).

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.).

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

- Data were collected through multiple choice marker items within a course activity in which multiple choice items were scored as correct or incorrect
- Students demonstrated the outcomes in ED 2700
- The assignment used for assessment purposes was an in class activity. This assignment is provided in the assessment plan above and is available at [Applying Understandings of Motivation Theories \(google.com\)](#)

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

- Data were collected through a course activity and were evaluated using the rubrics provided in the previous section
 - Students demonstrated the courses in ED 2700
 - The assignment used for assessment purposes was an in class activity. This assignment is provided in the assessment plan above and is available at [Applying Understandings of Motivation Theories \(google.com\)](#)
- Integrated Writing: **Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).**

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.

In some of the questions for this outcome, students met or exceeded the benchmark. We see that the sections taught by full time faculty reached the benchmark and sections taught by adjunct faculty did not. We will work with adjunct faculty to address gaps in student knowledge.

- € 1 .Outcome 1: Critically applying knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns:
 - € 70% of the 108 responding students answered the first marker question correctly. This does not reach the benchmark of 75%. In one of the sections taught by full time faculty, 83% of students answered correctly. Most students had a clear understanding of goal orientations that may be enacted by individuals.
 - € 45% of the 108 responding students answered the second marker question correctly. This falls short of the benchmark of 75%. One section was stronger and 83% of the 24 students answered correctly. Most students did not have a clear understanding of the difference between multiple theories on decision-making.
 - € 94% of the 108 responding students answered the third marker question correctly. This exceeds the benchmark of 75%. Most students identified relationship building through listening for understanding as key to motivating learners.

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 the outcomes shared within this report is available at [ED 2700 Core Assessment Data Sp22 Holbert Final .xlsx](#) and [ED 2700 Sp 2022 Applying Understandings of Motivation Theories.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 108 students scores was 3.61. 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 108 students scores was 3.65. 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)**.

- The average of the 108 students scores was 3.6. This exceeds the benchmark of an average score of 3. 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 deviate from appropriate confidentiality safeguards for writing notes to or about teachers or students. For example, information about others' performance or assertions that were evaluative in nature and spanned more than the specific assignment or activity were discussed. Most students who evidenced this error did so in a kind and respectful way that was intended to build empathy, however demonstrates a need for increased focus on appropriate confidentiality measures when writing within educational contexts.

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.).

- Throughout the development of the assessments and rubrics, all documents were shared with known individuals who teach the same course and with the data coordinator.
- Data from the course examined was shared with all members.
- Reminders were sent to support collaboration.
- A copy of this report will be provided to the department chair to be shared with instructional faculty as needed.
- As other faculty members complete the assessment, individual faculty members will share results and discuss how to maintain strengths and address areas for growth.

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.

- There was no use of Watermark Aqua that I am aware of in the process of delegating this task, collecting data, analyzing data or reporting findings.
- Additional administrative supports to address emergent challenges may be assistive in cases in which departmental resources or number of faculty members teaching the course to be assessed are limited. The requirement to “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.” proved challenging due to:
 - limited numbers of faculty members teaching the course and participating in the core assessment (one full-time faculty member was retiring and did not participate in the assessment process and another became ill and was placed on medical leave during the semester),
 - missing information regarding which part-time instructors were teaching the course and should participate in assessment and exchange,
 - and challenges regarding acquiring additional scorers.
- Intermediate check-in steps to support collaboration and to ensure that all faculty required to participate in Core Assessment engage with the process, develop assessments, collect data, and collaborate around analysis and reporting are ongoing recommendations.
- It is recognized that “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.” as stated in Section 2, however, the challenges described above resulted in only Dr. Holbert’s sections being reported at this time. Additional reports for other sections may be forthcoming.

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

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=147407933&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 one'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.