



# CHAPMAN UNIVERSITY

## GENERAL EDUCATION ASSESSMENT REPORT Fall 2018

General Information	
General Education Assessment Area	General Education: Global Study
Department/ School	N/A
Number of students currently in the discipline	
Contact Person	
Name <i>(Person coordinating assessment effort)</i>	Nina LeNoir, Ph.D. Paul Kang, Ph.D.
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### **OVERVIEW/DESCRIPTION**

GE Director and faculty need to complete this section.

I. Process:	
1. Student Learning Outcome	Students will be able to use scientific principles and reasoning as a way of knowing the natural world, distinguishing science from non-science.
2. Supports University Theme (Some or all of the program's learning outcomes must support at least two of the university's strategic themes) <ul style="list-style-type: none"> <li>Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</li> <li>Describe how the theme is supported by the learning outcome</li> </ul>	GE Director and faculty need to complete this section.
3. Supports WASC Core Competency, For Undergraduate Programs Only (Please indicate whether this outcome supports any of WASC's core competencies) <ul style="list-style-type: none"> <li>Oral Communication</li> <li>Written communication</li> <li>Information Literacy</li> <li>Quantitative Reasoning</li> <li>Critical Thinking</li> </ul>	GE Director and faculty need to complete this section.
4. Where is the outcome published for students? <ul style="list-style-type: none"> <li>Syllabi (If syllabi, list course numbers)</li> <li>Website</li> <li>Handbook</li> </ul>	The outcomes are published on the GE website and the Learning at Chapman website.
5. Evidence of Learning <ul style="list-style-type: none"> <li>capstone project</li> <li>presentation</li> <li>performance</li> <li>course-embedded exam</li> <li>assignment</li> <li>standardized test</li> <li>portfolio</li> </ul>	<p>GE Global Study instructors were instructed to choose an assignment from their courses that would address the Global Study Learning Outcome sufficiently (see assessment instructions below). Given the variety of courses in different programs that meet the GE Global Study requirement, it was not possible to assign a common assignment. This challenge and requirements for choosing an appropriate assignment were discussed and agreed to during the initial assessment meeting on 9/19/18 with the instructors. As such, there were a variety of assignments chosen for this assessment (see assignment prompts folder).</p> <ul style="list-style-type: none"> <li><a href="#">GE Global Study Instructions for Instructors</a></li> <li><a href="#">GE Global Study Assignment Prompts</a></li> </ul> <p>One instructor decided to use the final exams to assess the Global Study Learning Outcome. In order to protect the exam from unauthorized distribution, it is not included in the assignment prompt folder.</p>
6. Collecting and Analyzing the Data <ul style="list-style-type: none"> <li>How did you select the sample?</li> <li>What was your sample size (number of students)?</li> </ul>	In fall 2018, Chapman University offered 111 GE Global Study courses (some with multiple sections). These courses are in 20 programs. There were a total of 2423 students enrolled in these courses. For additional enrollment details, please see the <a href="#">GE Global Studies Enrollment Table</a> .

<ul style="list-style-type: none"> <li>• Provide the percentage of the sample size as compared to the relevant population.</li> <li>• How did you assess the student work/data collected? <ul style="list-style-type: none"> <li>• Possible Tools: rubric, exam questions, portfolio samples</li> <li>• Attach all assessment tools</li> </ul> </li> </ul>	<p>In order to get a representative sample across the programs, we employed a stratified sampling design. From each program, we randomly selected instructors and asked if they would be interested in participating in the GE assessment. Seven instructors teaching nine sections volunteered to participate in the GE assessment. The nine course sections are as follows:</p> <table border="1" data-bbox="597 331 1511 611"> <thead> <tr> <th>Course</th> <th>Sample</th> </tr> </thead> <tbody> <tr> <td>Communication 311</td> <td>16</td> </tr> <tr> <td>History 262</td> <td>20</td> </tr> <tr> <td>Theatre 150</td> <td>28</td> </tr> <tr> <td>Food Science 201</td> <td>35</td> </tr> <tr> <td>Marketing 406</td> <td>73</td> </tr> <tr> <td>Music 203</td> <td>26</td> </tr> <tr> <td>Dance 353</td> <td>77</td> </tr> </tbody> </table> <p>The overall sample size was 275 students (11.3% of students enrolled for GE Global Study). In one of the listed courses, criteria 3 was not assessed. Therefore, the final sample size for criteria 3 was 240.</p> <p>Instructors assessed their chosen assignment (see an explanation for prompt #5 above) using the GE Global Studies Learning Outcome Rubric (see below). They were instructed to choose an assignment toward the end of the course in order to appropriately assess their knowledge and skills in this GE area. The GE Global Studies Learning Outcome Rubric has three assessment criteria: (a) Cultural/global self-awareness, (b) knowledge, and (c) critical skills.</p> <ul style="list-style-type: none"> <li>• <a href="#">GE Global Studies Learning Outcome Rubric</a></li> </ul>	Course	Sample	Communication 311	16	History 262	20	Theatre 150	28	Food Science 201	35	Marketing 406	73	Music 203	26	Dance 353	77
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<p>7. Expected Level of Achievement</p> <ul style="list-style-type: none"> <li>• What was your target(s) for student performance for this outcome? (This should tie to the methods in which you assessed the students and collected and analyzed data in the section above.)</li> </ul>	<p>For each of the three criteria, our target was to achieve a mean score of 2 (from score range of 1-4) or greater across all participants, indicating basic levels of proficiency.</p>
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**II. Progress**

<p>1. How have previous years' findings been used to improve learning, courses and program in relation to this outcome? Specify.</p> <ul style="list-style-type: none"> <li>• Refer to previous years' assessment reports/responses for this section.</li> <li>• How did this year's achievement level compare to past years?</li> <li>• Show year-to-year progress, preferably in a data table.</li> </ul>	<p>The previous Global Studies assessment was conducted under different conditions and has issues relating to sample size, incomplete or inadequate submissions, and other logistical issues. Thus prior findings were not deemed sufficient for comparison with the current assessment strategy. Going forward, future assessments will be consistent with this year's process and more effective longitudinal comparisons may be drawn.</p>
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<p>2. Based on your analysis and review, what improvements (if any) will the program initiate in the coming academic year?</p>	<p>GE Director and faculty need to complete this section.</p>
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