## OVERVIEW/DESCRIPTION

GE Director and faculty need to complete this section.
<table>
<thead>
<tr>
<th>I. Process:</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Student Learning Outcome</strong></td>
<td>Students will be able to use scientific principles and reasoning as a way of knowing the natural world, distinguishing science from non-science.</td>
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<tr>
<td><strong>2. Supports University Theme</strong></td>
<td>GE Director and faculty need to complete this section.</td>
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<tr>
<td>(Some or all of the program’s learning outcomes must support at least two of the university’s strategic themes)</td>
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<tr>
<td>Themes: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</td>
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<tr>
<td>Describe how the theme is supported by the learning outcome</td>
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<tr>
<td><strong>3. Supports WASC Core Competency, For Undergraduate Programs Only</strong></td>
<td>GE Director and faculty need to complete this section.</td>
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<tr>
<td>(Please indicate whether this outcome supports any of WASC’s core competencies)</td>
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<tr>
<td>• Oral Communication</td>
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<td>• Written communication</td>
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<td>• Information Literacy</td>
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<td>• Quantitative Reasoning</td>
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<td>• Critical Thinking</td>
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<tr>
<td><strong>4. Where is the outcome published for students?</strong></td>
<td>The outcomes are published on the GE website and the Learning at Chapman website.</td>
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<tr>
<td>• Syllabi (If syllabi, list course numbers)</td>
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<tr>
<td>• Website</td>
<td></td>
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<td>• Handbook</td>
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<td><strong>5. Evidence of Learning</strong></td>
<td>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).</td>
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<tr>
<td>• capstone project</td>
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<td>• presentation</td>
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<td>• performance</td>
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<td>• course-embedded exam</td>
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<td>• assignment</td>
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<td>• standardized test</td>
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<td>• portfolio</td>
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<td><strong>6. Collecting and Analyzing the Data</strong></td>
<td>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 GE Global Studies Enrollment Table.</td>
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<tr>
<td>• How did you select the sample?</td>
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<tr>
<td>• What was your sample size (number of students)?</td>
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</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Sample</th>
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</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>

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.

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.

- GE Global Studies Learning Outcome Rubric

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.

II. Progress

1. How have previous years’ findings been used to improve learning, courses and program in relation to this outcome? Specify.
   - Refer to previous years’ assessment reports/responses for this section.
   - How did this year’s achievement level compare to past years?
   - Show year-to-year progress, preferably in a data table.

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.

2. Based on your analysis and review, what improvements (if any) will the program initiate in the coming academic year?

GE Director and faculty need to complete this section.