



## CHAPMAN UNIVERSITY

### GE Inter/Multi-Disciplinary Cluster Learning Outcomes Assessment Report Spring 2011

Inquiry Information	
General Education Inquiry	Inter/Multidisciplinary Cluster
Contact Person	
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Learning Outcome #1 I. Process:					
Outcome Description	Integrates an additional specialized knowledge with the major field or adds a secondary area of study in order to enrich personal or professional goals.				
Supports University Theme <i>(describe how, if any)</i> <i>(Globalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing)</i>	Interdisciplinarity				
Where is the outcome published for students? <i>(If syllabi, list course numbers)</i>	Learning at Chapman website, the General Education Outcomes Page				
Expected Level of Achievement <i>(What are your targets or expectations?)</i>	For the sake of establishing a target, the I/M Cluster Assessment team concluded that 75% of students should score "3" or "4" according to the rubric used in this evaluation (see attached).				
Evidence of Learning <i>(Describe the evidence that will be collected, e.g. capstone project, presentation, performance, course-embedded exam or assignment, standardized test..., how and if students will be sampled, and sample size)</i>	<p>During the Spring 2011 semester, graduating, Chapman students were randomly chosen according to the following two criteria:</p> <ol style="list-style-type: none"> <li>1. Declared, graduating seniors in their final semester who have completed the Inter/Multidisciplinary Cluster or have completed a minor.</li> <li>2. The graduating student must have also completed all required courses here at Chapman; transfer students were not included on our list of eligible students.</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Student Sample Size</td> <td style="text-align: center; padding: 2px;">110</td> </tr> <tr> <td style="padding: 2px;">Response Rate</td> <td style="text-align: center; padding: 2px;">27%</td> </tr> </table> <p>Randomly sampled students were solicited via email (see attached) and enticed with the offer of a \$20 Amazon gift card for their participation.</p> <p>While 30 students responded affirmatively to the email prompt, scheduling the individual interviews became challenging. The Administrative Assistant for Assessment spent a few weeks trying to coordinate the schedules of 30 students and 6 faculty members at a very busy time during the end of the spring semester.</p> <p>In the end, only 19 graduating seniors actually completed the interview/survey protocol with faculty evaluators. The team realizes that this was not a reliable sample size, and that changes in scheduling the interviews must be made for future assessments. See the recommendations in Section III. Progress,</p>	Student Sample Size	110	Response Rate	27%
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	below.
<p><b>Means of Scoring</b> <i>(Describe how you will score the assessment. For example, will you use a rubric or answer key, or will it be scored by testing company? Who will do the scoring? One or more people?)</i></p>	<p>The attached interview protocol, questionnaire and scoring rubrics were used to assess student attainment of the above learning outcome statement.</p> <p>The I/M Cluster Assessment Team consisting of 5 fulltime Chapman faculty members: Carmichael Peters, Jan Osborn, Gordon Babst, John Boitano, and Jeff Swimmer; Vice Chancellor for Undergraduate Education Jeanne Gunner, and Director of Assessment and Strategic Curricular Initiatives Joe Slowensky, met on 03/23/11 to discuss and define the interview questions and rubric criteria; and to norm evaluations using the interview protocol.</p> <p>Two randomly selected students participated in the norming session during the 3/23/11 meetings, and their responses were recorded on a digital audio recorder. Faculty scored student responses during the interviews using the rubric provided. Following each interview, the student responses were discussed and scoring on the rubrics was clarified whenever deviation exceeded one point.</p> <p>In the following weeks during March, April and May 2011, the faculty evaluators conducted in-person, individual student interviews in their offices on campus, recording each session, and scoring the student's responses according to the attached rubric for each interview question. The interviews were generally completed within fifteen minutes. At the conclusion of each interview, students were given an Amazon gift card for participating.</p> <p>The interview questions were designed to measure: a.) the degree of intentionality of the student's choices in choosing cluster and cluster courses, b.) the student's intended integration of their minor or cluster with their major or other learning experiences at Chapman, and c.) the student's perceived future value of the Inter/Multidisciplinary Cluster or minor to his/her professional or personal goals.</p> <p>Once the interviews were completed, faculty evaluators sent their completed scoring rubrics and digital audio recordings to the Administrative Assistant for Assessment for storing and tabulating.</p>