



CHAPMAN UNIVERSITY

GENERAL EDUCATION ASSESSMENT REPORT Spring 2019

General Information	
General Education Assessment Area	Social Inquiry (SI)
Department/School	N/A
Number of students currently in the discipline	(5585; Data retrieved from Panther Analytics 7.15.19)
Contact Person	
Name (<i>Person coordinating assessment effort</i>)	Nina LeNoir, Vice Provost for Undergraduate Education Paul Kang, Director of Accreditation and Assessment Richard Ruppel, Director of General Education
E-mail address	le noir@chapman.edu pkang@chapman.edu ruppel@chapman.edu

OVERVIEW/DESCRIPTION

In fall, 2018, the Office of Assessment, overseen by Joe Slowensky, Vice Provost of Institutional Effectiveness, initiated an assessment of the Social Inquiry category of Chapman University's General Education program. Paul Kang, Director of Accreditation and Assessment, asked 11 instructors of ENG 372, COMM 311, HIST 354, IES 101 & 301, LEAD 101 & 301, MUS 203, PCST 120 & 150, POSC 110, and SOC 101 to assess all of their students, using a four-part rubric.

The overall sample size was 308 students, which constituted 5.5% of students enrolled for GE SI.

Statistically, student success across the four categories – Perspectives, Structures, Analysis, and Application – did not vary significantly; responses on Perspectives and Analysis were slightly above the target score, Structures and Application slightly below. But the absolute number of students scoring below 2 in the latter two categories seems significant.

This assessment may or may not be used going forward, approximately in three-year cycles. We will take more time at the beginning of the process to make sure the assessing faculty are well-aligned in their application of the rubric and that their instruments (assignments or exams) are appropriate. We may agree to create a common assessment assignment for all SI courses, which would be a way to deal with the wide range of disciplines included in this category. We will also make sure the results are communicated with the relevant departments and faculty.

Learning Outcome I. Process:	
Student Learning Outcome	Students identify, frame and analyze social and/or historical structures and institutions in the world today.
Supports University Theme (<i>Some or all of the program's learning outcomes must support at least two of the university's strategic themes</i>) <ul style="list-style-type: none"> Themes: <i>Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</i> Describe how the theme is supported by the learning outcome 	Courses that fulfill the Social Inquiry requirement of the Chapman General Education program deal with human societies across time and/or in various parts of the world. Every course is interdisciplinary; each introduces a historical, cultural, and political perspective, and most introduce other disciplines as well: linguistic, religious, artistic, economic, and others. All require discipline-specific writing.
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"> Oral Communication Written communication Information Literacy Quantitative Reasoning Critical Thinking 	All courses in the Social Inquiry category require critical thinking, often reflected in written analyses.
Where is the outcome published for students? <ul style="list-style-type: none"> Syllabi (If syllabi, list course numbers) Website Handbook 	The GE SI Learning Outcome is published on all courses that fulfill the GE SI requirement. The learning outcome also is published in the GE web page: https://www.chapman.edu/academics/learning-at-chapman/general-education-outcomes/index.aspx
Evidence of Learning <ul style="list-style-type: none"> capstone project presentation performance course-embedded exam assignment standardized test portfolio 	GE SI instructors were instructed to choose an assignment from their courses that would address the SI Learning Outcome sufficiently (see assessment instructions below). Given the variety of courses in different programs that meet the GE SI 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 2/4/19 with the instructors. As such, there were a variety of assignments chosen for this assessment (see assignment prompts folder). <ul style="list-style-type: none"> GE SI Instructions for Instructors GE SI Assignment Prompts <p>When instructors decide to use the final exams to assess the AI Learning Outcome, it is not included in the assignment prompt folder in order to protect the exam from unauthorized distribution.</p>
Collecting and Analyzing the Data <ul style="list-style-type: none"> How did you select the sample? What was your sample size (number of students)? 	In spring 2019, Chapman University offered 162 GE SI courses (some with multiple sections) across 22 programs. These also include study abroad courses. There were a total of 5585 students enrolled in these courses. <ul style="list-style-type: none"> GE SI Course List

- Provide the percentage of the sample size as compared to the relevant population.
- How did you assess the student work/data collected?
 - Possible Tools: rubric, exam questions, portfolio samples
 - Attach all assessment tools

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. Eleven instructors teaching 13 sections volunteered to participate in the GE assessment. The enrollment for these course sections are as follows:

Course	Sample
Communication 311	17
English 372	19
History 354	17
Integrated Educational Studies 101	24
Integrated Educational Studies 301	14
Leadership Studies 101	30
Leadership Studies 301	20
Music 201D	21
Peace Studies 150	11
Political Science 110	64
Political Science 120	36
Sociology 101	33
Total	306

The overall sample size was 306 students (5.5% of students enrolled for GE SI Courses).

Instructors assessed their chosen assignment (see an explanation for prompt #5 above) using the GE SI 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 SI Learning Outcome Rubric has four assessment criteria: (a) Perspectives; (b) Structures; (c) Analysis; and (d) Application.

- [GE SI Rubric](#)

Expected Level of Achievement

- 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.)

For each of the three criteria, our target was to achieve a mean score of 2 (from score range of 3) 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.

The previous GE SI 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.

<ul style="list-style-type: none">• <i>How did this year's achievement level compare to past years?</i>• <i>Show year-to-year progress, preferably in a data table.</i>	
2. Based on your analysis and review, what improvements (if any) will the program initiate in the coming academic year?	In the Fall, 2020, the Assessment and GE Directors plan to meet with SI faculty to review these results. The difficulties of meaningfully assessing such a large number of students across so many classes in 32 separate disciplines are enormous.