



# CHAPMAN UNIVERSITY

## GENERAL EDUCATION ASSESSMENT REPORT [Spring 2021]

General Information	
General Education Assessment Area	Values and Ethics Inquiry
Department/ School	N/A
Number of students currently in the discipline	1942 (as of 1/11/2021; Data retrieved from Panther Analytics)
Contact Person	
Name ( <i>Person coordinating assessment effort</i> )	Richard Ruppel, Director of General Education
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### **OVERVIEW/DESCRIPTION**

In fall, 2020, with the help of Paul Kang, Director of Accreditation and Assessment, I oversaw the assessment of Chapman's Values and Ethics Inquiry category of the General Education program. Paul and I met with seven instructors of VI courses to help them pick appropriate assignments for the assessment and to review the process.

In Fall 2020, Chapman offered 65 GE VI courses (15 are cross-listed with another course), with 93 sections altogether. There were a total of 1942 students enrolled in these courses. The overall sample size was 161 students (8% of students enrolled for GE VI).

For each of the three criteria, the target was to achieve a mean score of 2 (from score range of 0-4, from Unsuccessful to Advanced) or greater across all participants, indicating basic levels of proficiency.

Students exceeded that goal significantly; only ~10% of students scored below 2, so there was a ~90% success rate.

As with other General Education assessments, however, one feature of this assessment damages its reliability. In my view, faculty should not score their own students' assessment assignments; program assessment should occur outside the confines of the individual classroom. This problem is one that we should be able to address going forward.

Learning Outcome I. Process:	
Student Learning Outcome	Students articulate how values and ethics inform human understanding, structures, and behavior.
<p>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>)</p> <ul style="list-style-type: none"> <li>Themes: <i>Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing</i></li> <li>Describe how the theme is supported by the learning outcome</li> </ul>	<p><i>Personalized Education:</i> This GE category encourages students to become more self-conscious about their own values and ethics.</p> <p><i>Interdisciplinarity:</i> This GE category deals with issues that pertain to every discipline and can be applied in many of their university courses.</p> <p><i>Writing:</i> The <i>articulation</i> of how values and ethics inform human understanding, structures, and behavior is accomplished and evaluated in every course via student writing.</p>
<p>Supports WASC Core Competency, For Undergraduate Programs Only (Please indicate whether this outcome supports any of WASC's core competencies)</p> <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>	<p>The Values and Ethics Inquiry GE category supports the following WASC Core Competencies:</p> <ul style="list-style-type: none"> <li>Written communication</li> <li>Critical thinking</li> </ul>
<p>Where is the outcome published for students?</p> <ul style="list-style-type: none"> <li>Syllabi (If syllabi, list course numbers)</li> <li>Website</li> <li>Handbook</li> </ul>	<p>The GE Values and Ethics Inquiry Learning Outcome is published on all courses that fulfill the GE Values and Ethics Inquiry requirement. The learning outcome also is published on the GE web page: <a href="https://www.chapman.edu/academics/learning-at-chapman/general-education-outcomes/values-ethics-inquiry-assessment.aspx">https://www.chapman.edu/academics/learning-at-chapman/general-education-outcomes/values-ethics-inquiry-assessment.aspx</a></p>
<p>Evidence of Learning</p> <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 Values and Ethics Inquiry (VI) instructors were instructed to choose an assignment from their courses that would address the VI Learning Outcome sufficiently (see assessment instructions below). Given the variety of courses in different programs that meet the GE VI 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 10/2/2020 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 VI Instructions for Instructors</a></li> <li><a href="#">GE VI Assignment Prompts</a></li> </ul> <p>When instructors decide to use the final exams to assess the VI Learning Outcome, it is not included in the assignment prompt folder in order to protect the exam from unauthorized distribution.</p>
<p>Collecting and Analyzing the Data</p> <ul style="list-style-type: none"> <li>How did you select the sample?</li> </ul>	<p>In Fall 2020, Chapman University offered 65 GE VI courses (15 are cross-listed), with 93 sections altogether. There were a total of 1942 students enrolled in these courses.</p> <ul style="list-style-type: none"> <li><a href="#">GE VI Course List</a></li> </ul>

- *What was your sample size (number of students)?*
- *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 achieve 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. 7 instructors teaching 7 sections volunteered to participate. The enrollment for these course sections are as follows:

Course	Sample
<b>Economics 357</b>	<b>27</b>
<b>History 297</b>	<b>25</b>
<b>Religion 336</b>	<b>21</b>
<b>Philosophy 310</b>	<b>20</b>
<b>Philosophy 321</b>	<b>19</b>
<b>Philosophy 318</b>	<b>22</b>
<b>English 327</b>	<b>27</b>

The overall sample size was 161 students (8% of students enrolled for GE VI).

Instructors assessed their chosen assignment using the GE VI Learning Outcome Rubric (see below). They were instructed to choose an assignment toward the end of the course in order to appropriately assess students' knowledge and skills in this GE area. The GE VI Learning Outcome Rubric has three assessment criteria: (1) Student recognizes differing values and ethics in examining social and cultural phenomena; (2) Student identifies a values/ethical position and its elements in humanistic, aesthetic, religious, and/or philosophical contexts; (3) Student investigates and analyzes values and ethics within institutional and/or cultural context(s).

[GE VI 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, the target was to achieve a mean score of 2 (from score range of 0-4) or greater across all participants, indicating basic levels of proficiency.

## II. Performance

Have expected levels of achievement been met for this outcome? Explain.

Yes, the expected levels were met and exceeded.

Please provide a summary of the assessment data in a table, along with a brief analysis of the results.

The GE VI assessment data is as follows:

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Below 2</b>
<b>Criterion 1</b>	<b>161</b>	<b>3.11</b>	<b>.87</b>	<b>11</b>
<b>Criterion 2</b>	<b>142</b>	<b>2.92</b>	<b>1.05</b>	<b>19</b>
<b>Criterion 3</b>	<b>161</b>	<b>3.04</b>	<b>.98</b>	<b>14</b>

For criterion 1 (Student recognizes differing values and ethics in examining social and cultural phenomena), 150 students (93%) received a score of 2 or higher. Of the 11 students who did not score 2

	<p>or above, 11 students received a score between 1-1.99 and 0 students received a score of .99 and below.</p> <p>For criterion 2 (Student identifies a values/ethical position and its elements in humanistic, aesthetic, religious, and/or philosophical contexts), 123 students (87%) received a score of 2 or higher. Of the 19 students who did not score 2 or above, 17 students received a score between 1-1.99 and 2 students received a score of .99 and below. One course section, with 19 students, did not assess this criteria because the criteria “asks students to identify values in humanistic, aesthetic, religious, and/or philosophical contexts” and this course identifies “values in strictly scientific contexts.”</p> <p>For criterion 3 (Student investigates and analyzes values and ethics within institutional and/or cultural context(s)), 147 students (91%) received a score of 2 or higher. Of the 14 students who did not score 2 or above, 13 students received a score between 1-1.99 and 1 student received a score of .99 and below.</p> <p>Below is a link to the complete assessment data table:</p> <ul style="list-style-type: none"> <li>• <a href="#">2020 GE VI Assessment Data</a></li> </ul>
<p>How will results be shared and evidence used to make decisions? Was it shared with faculty (full time and adjunct) and students?</p>	<p>The results will be shared with the Vice Provost of Undergraduate Education, Vice Provost of Institutional Effectiveness, Director of General Education, and General Education Faculty Committee for their review and feedback. The results will also be shared with all the departments and faculty who teach VI designated courses.</p>
<p><b>III. Progress</b></p>	
<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>• <i>Refer to previous years' assessment reports/responses for this section.</i></li> <li>• <i>How did this year's achievement level compare to past years?</i></li> <li>• <i>Show year-to-year progress, preferably in a data table.</i></li> </ul>	<p>The previous GE VI 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> <p>We hope to make one change; assessors will not be the students' teachers. We will collect prompts and student responses and then have outside faculty, with expertise in the relevant field, score the student responses.</p>
<p>2. Based on your analysis and review, what improvements (if any) will the program initiate in the coming academic year?</p>	<p>Given the high average evaluations, we may agree to make 3.0 the target mean score.</p>