

# Academic Program Assessment Report

COLLEGE: Humanities and Social Sciences

General Education

ACADEMIC YEAR: 2015-2016

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## PROGRAM STUDENT LEARNING OUTCOMES

Student Learning Objective	Introductory		Intermediate		Advanced	
	FA15	SP16	FA15	SP16	FA15	SP16
1. Transdisciplinarity	x	x	x	x	x	x
2. Critical Thinking		x	x	x	x	x
3. Quantitative Literacy	x	x	x	x	x	x
4. Communication Literacies: Speech	x	x	x	x	x	x
4. Communication Literacies: Writing		x	x	x	x	x
5. Information and Technology Literacy		x		x		
6. Active Citizenship	x	x			x	
7. Ethical Judgment and Integrity		x		x		
8. Diversity	x	x			x	x

### DIRECT MEASURE:

All Student Learning Objectives were assessed using student work samples, including presentations, writing and projects using standard General Education rubrics (2015-16). More information on each is available in the detailed reports.

### TARGET:

Information on target expectations is available in the detailed reports.

**Summary:**

The report shows that the GE program has reached its basic goals in all 8 SLOs in the academic year 2015/2016. In some areas, however, we still see a lot of room for improvement. In general, we see that our students do well in the “Habits of Mind” outcome categories. In communication literacies, they have, on average, reached the goal for capstone classes. Critical Thinking is a bit weaker but still in the normal realm. This year, Quantitative Reasoning showed weak results on the capstone level. This requires further investigation and more conversation and cooperation between General Education and the disciplines. The Capstone results show to large extent, how skills that are acquired in General Education are applied in the disciplines and better cooperation between the disciplines and GE can facilitate this application.

In almost all SLOs, students show better results in the categories that are more complex and would be considered as the result of the work process. They are better at drawing conclusions than at finding material or using evidence. This indicates that it is necessary to support students in focusing on the first steps of the research and analysis process. In other words, we need to help them to take the time to look and read carefully before they draw conclusions or act. In a very first step, this will be addressed in a new course “Critical Reading and Community.”

Overall, we see weaker results in the Value SLOs. This is not surprising, as some of them are new. It indicates, however, that the program has to adjust to the new SLOs. We need a program structure that supports the combination of Habits of Mind and Values in student learning. The new plans for a GE program, which are based on the “Understand, Study, Act” concept, approaches both the weaknesses mentioned above: The basic block “Understand” emphasizes the importance of diligent research and analysis as the basis of conclusion, “Study” goes deeper based on conclusions and builds habits and “Act” finally focuses on the application of knowledge and skills in different settings.

### Student Learning Objective 1: Transdisciplinarity

Transdisciplinarity, the ability to integrate knowledge and methods from different fields to address historical or contemporary questions, is assessed at three levels in General Education courses using the transdisciplinarity rubric.

#### DATA COLLECTION AND RESULTS

##### Semester(s): Fall 2015

	Intro	Interm	Advd
<b>Number of students:</b>	423	162	63-115
<b>Number of sections:</b>	19	8	na
<b>Courses assessed</b>	BIO1000	GE202x	capstone

##### Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	-	2.65	3.43
Integration of Prior Learning	3.33	2.50	3
Connections to discipline	7.19	2.49	4
Applying Methods and Knowledge	2.19	2.2	4
Embracing Contradictions	-	2.31	2
Taking Risks	7.21	2.31	-

\*Intro level uses a 10 point scale from prior assessment; will be switching to the 4pt scale next academic year

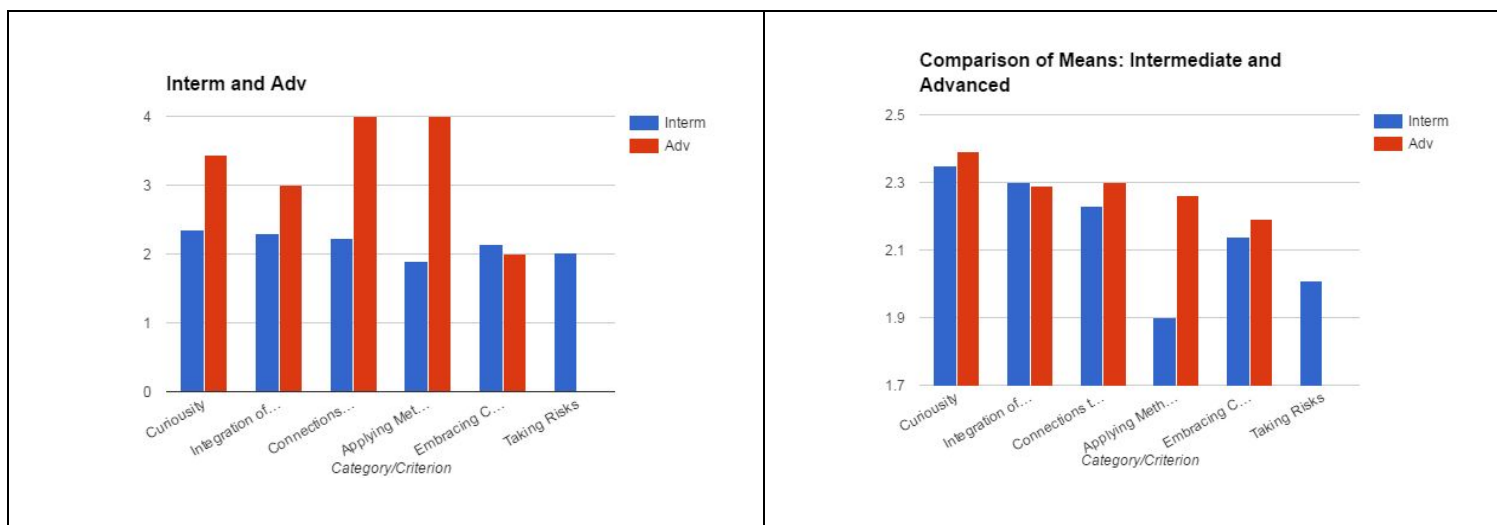
##### Semester(s): Spring 2016

	Intro	Interm	Advd
<b>Number of students</b>	434	130	618- 632
<b>Number of sections</b>	21	7	na
<b>Courses assessed</b>	Bio1000	GE202x	capstone

##### Mean Scores overall:

Category/Criterion	Intro*	Interm	Adv
Curiosity	na	2.35	2.39
Integration of Prior Learning	3.40	2.30	2.29
Connections to discipline	7.34	2.23	2.30
Applying Methods and Knowledge	2.10	1.90	2.26
Embracing Contradictions	-	2.14	2.19
Taking Risks	7.14	2.01	-

\*Intro level uses a 10 point scale from prior assessment; will be switching to the 4pt scale next academic year



### Discussion of Findings:

The data is based on work-samples from BIO 1000 (final exam), GE 202x (final paper) and a variety of work samples in the capstone courses 4817, 4970, COMM 4962 and 4990 which may include papers, projects and presentations.

Expectations are that more the mean of students results reaches 1 or 2 on the introductory level, 2 or 3 on the intermediate level and 3 or 4 on the capstone level.

The results show that students meet the benchmark on the introductory level, with the lowest result in the area “Applying Methods” and the strongest in “Integration of Prior Learning” in both the Fall and the Spring. In all categories, the scores go down from the Introductory to the Capstone level. This result is not surprising, as this is a new SLO for the General Education Program which has previously not been in the focus. Students on the Capstone level in the academic year 2015/2016 did not go through a program that taught Transdisciplinarity. The low score on this SLO thus show that a further development of the General Education Program with a focus on Transdisciplinarity as the major SLO is necessary.

### Curricular Actions/Closing the Loop:

For Biology 1000, instructors will be further train in using tools that facilitate understanding of real-world applications of biology, including a new laboratory manual. In particular, during the Summer of 2016, an adjunct workshop will be held to ensure new Biology 1000 instructors are aware of these expectations and to help them successfully incorporate these strategies into their classes.

On the Intermediate level, students have particular problems with “Applying Methods”. Here the faculty will discuss different teaching methods to encourage students to try out more than one method in their research. Group projects, where different students approach the same problem with different methods can be a good way to achieve more openness in this area.

The results on the capstone level are even weaker than on the intermediate level. It is expected that this changes with the focus on the program. At this point, the focus of the changes will be on the intermediate level. On the capstone level, instructors are encouraged to address the question of Transdisciplinarity more explicitly in their courses.

### Supporting Evidence (data):

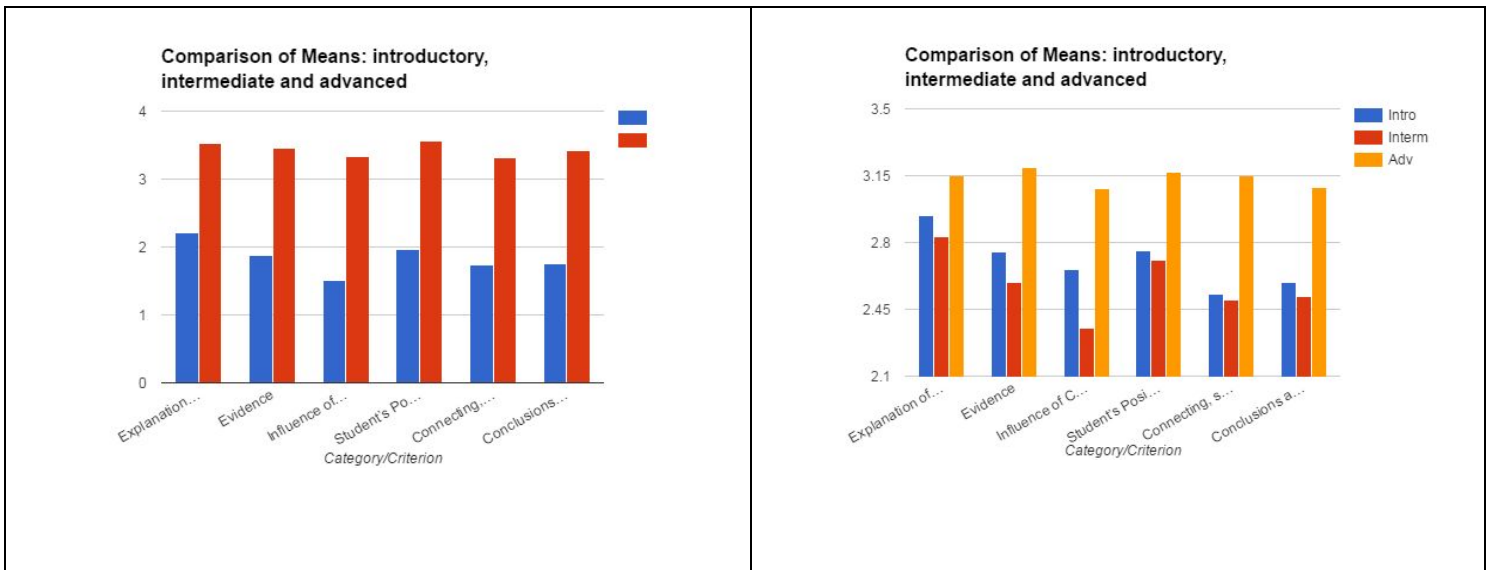
X Detailed reports are on file in General Education

## Student Learning Objective 2: Critical Thinking

Critical thinking, the ability to utilize reflective analysis to draw informed conclusions, was assessed at 2 levels in Fall 2015 and at 3 levels in Spring 2016 in General Education courses using the critical thinking rubric.

### DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
<b>Number of students:</b>	-	168	169	<b>Number of students</b>	271	163	322
<b>Number of sections:</b>	-	10	-	<b>Number of sections</b>	8	7	17
<b>Courses assessed</b>	-	GE202x	capstone	<b>Courses assessed</b>	SOC1000	GE202x	capstone
<b>Mean Scores overall:</b>				<b>Mean Scores overall:</b>			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Explanation of issues	-	2.21	3.52	Explanation of issues	2.94	2.83	3.15
Evidence	-	1.88	3.46	Evidence	2.75	2.59	3.19
Influence of Context and Assumptions	-	1.51	3.33	Influence of Context and Assumptions	2.66	2.35	3.08
Student's Position	-	1.96	3.57	Student's Position	2.76	2.71	3.17
Connecting, synthesizing and transforming	-	1.74	3.32	Connecting, synthesizing and transforming	2.53	2.50	3.15
Conclusions and related outcomes	-	1.76	3.42	Conclusions and related outcomes	2.59	2.52	3.09



### Discussion of Findings:

The results show an increase in students' critical thinking skills from beginning through intermediate to advanced. The step from intermediate to advanced is particularly significant. This can indicate that at this level the influence of the discipline in connection with general education is very productive for critical thinking. Students achieve the highest scores in explanation of issues, evidence and student's position on the beginning and intermediate level. On the capstone level, connecting, synthesizing and transforming are strong as well. On all levels, influence of context and assumptions is the weakest aspect.

### Curricular Actions/Closing the Loop:

Students seem to have learned very well to focus on their arguments and on the evidence but tend to leave the context out of consideration. On the intermediate level, instructors will discuss more articles with students with an emphasis on context and assumptions in the discussion.

### Supporting Evidence (data):

X Detailed reports are on file in General Education  
(Includes data from WKU)

### Student Learning Objective 3: Quantitative Literacy

Quantitative literacy, defined as the ability to utilize numerical data accurately and effectively to address real world problems, is assessed at 3 levels in the General Education program using the Quantitative Literacy rubric.

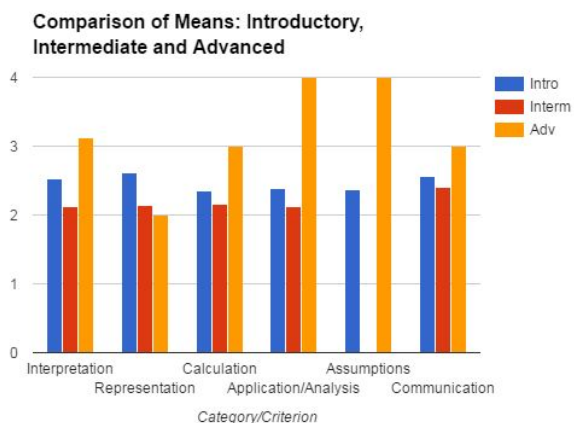
#### DATA COLLECTION AND RESULTS

Semester(s): Fall 2015

	Intro	Interm	Advd
<b>Number of students:</b>	356	85	69
<b>Number of sections:</b>	14	5	-
<b>Courses assessed</b>	1st year math	GE 202x	capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Interpretation	2.53	2.13	3.13
Representation	2.61	2.14	2.00
Calculation	2.35	2.16	3.00
Application/Analysis	2.38	2.12	4.00
Assumptions	2.36	-	4.00
Communication	2.57	2.41	3.00

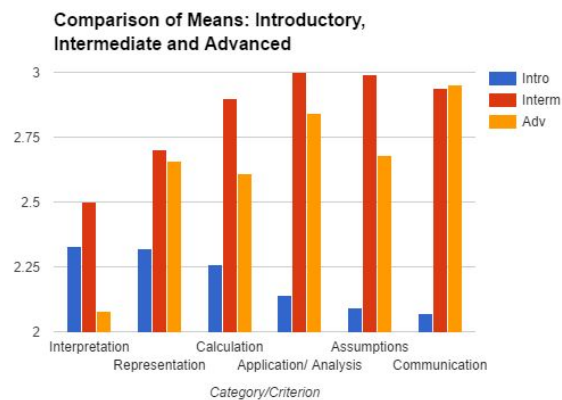


Semester(s): Spring 2016

	Intro	Interm	Advd
<b>Number of students:</b>	474	151	238
<b>Number of sections:</b>	15	8	10
<b>Courses assessed</b>	1st year math	GE202x	capstone

Mean Scores overall:

Category/Criterion	Intro	Interm	Adv
Interpretation	2.33	2.50	2.08
Representation	2.32	2.70	2.66
Calculation	2.26	2.90	2.61
Application/ Analysis	2.14	3.00	2.84
Assumptions	2.09	2.99	2.68
Communication	2.07	2.94	2.95



**Discussion of Findings:**

On the introductory level, students did much better in the Fall than in the Spring. This is to be expected, as a large percentage of students in the spring are either repeaters or students who have avoided math classes earlier. From the Fall to the Spring, scores on the intermediate level have improved drastically. The course had implemented a stronger emphasis on quantitative reasoning in the final paper guidelines and piloted a special session on the use of EXCEL. This seems to be successful and should be continued.

The scores on the advanced level do not fulfill the expectations (only in the Fall, when we see much better scores). It seems that in “content courses”, where the emphasis is not on the quantitative reasoning skill, the original skills that have been acquired in the courses that specialize stronger on math and reasoning have gotten lost in application.

**Curricular Actions/Closing the Loop:**

A stronger communication between the faculty of the different levels is necessary in order to develop more lasting teaching strategies.

A further development of General Education with a stronger emphasis on a combination of skills and their applications from early on can also be helpful in generating more lasting skills in this area.

**Supporting Evidence (data):**

X Detailed reports are on file in General Education

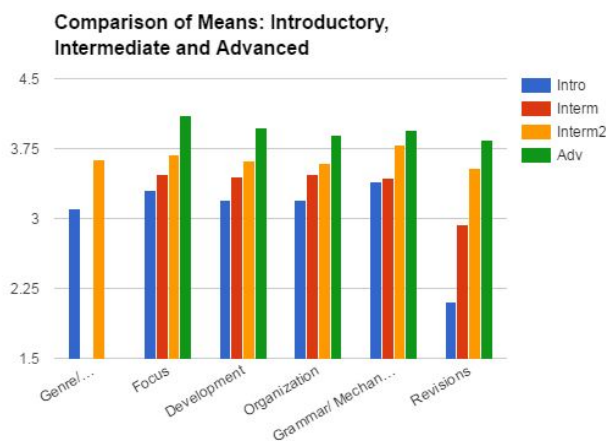


### Student Learning Objective 4: Communication Literacies- Writing

Writing, as a communication literacy, is defined as the ability to write effectively to convey and make an evidence-based argument, is assessed at 3 levels in the General Education program using the Kean University writing rubric.

#### DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>					Semester(s): <u>Spring 2016</u>				
	Intro	Interm	Interm2	Advd		Intro	Interm	Interm2	Adv
<b>Number of students:</b>	-	*	11	246	<b>Number of students:</b>	156	255	167	385+
<b>Number of sections:</b>	-	*	1	-	<b>Number of sections:</b>	na	11	9	31
<b>Courses assessed</b>	1st year writing	eng2403	ge3000	capstone	<b>Courses assessed</b>	1st year writing	eng2403	ge3000	capstone
<b>Mean Scores overall:</b>					<b>Mean Scores overall:</b>				
Category/ Criterion	Intro	Interm	Interm 2	Adv	Category/ Criterion	Intro	Interm	Interm 2	Adv
Genre/ Audience			1.3	-	Genre/ Audience	3.1	-	3.63	-
Focus			1.3	3.83	Focus	3.3	3.47	3.68	4.11
Development			1.3	3.71	Development	3.2	3.45	3.62	3.97
Organization			1.3	3.66	Organization	3.2	3.48	3.59	3.90
Grammar/ Mechanics			1.3	3.69	Grammar/ Mechanics	3.4	3.44	3.79	3.95
Revisions			1.3	3.71	Revisions	2.1	2.93	3.54	3.84
*First Year Writing is assessed at one time per year, after the spring semester has ended *For Fall 2015, Eng2403 used an alternate reporting method for assessment which is on file in GE					*First Year Writing covers multiple courses, including Eng1030,1031/32, Eng1430				



### Discussion of Findings:

Writing, as a key academic element is pervasive throughout General Education courses. For assessment purposes, three courses were chosen based on the course itself, the number of students who take the course and where this course typically appears in the program sequence. Included in this assessment are first year writing courses, using a representative sample from Kean-Union, Kean-Union ESL program and Kean-Wenzhou. First year writing is assessed at a portfolio reading where a group of faculty who teach the course discuss and score the sample of portfolios. Intermediate level writing is assessed in World Literature, ENG2403, which is a required course using student papers assessed by their faculty. Students are also assessed by their faculty in their capstone course using a variety of writings. As a result of prior assessment and discussion with faculty, GE3000, which is a new required course for transfer students who are entering the university with their General Education courses completed, was added this academic year and is also considered an intermediate level course for assessment.

Comparing the means shows that our native general education courses show a slow steady increase in rubric scores. While the capstone courses show some weakness in the Fall, they show very good results in the Spring.

### Curricular Actions/Closing the Loop:

While students show an increase in scores over the three levels, “revisions” remains the weakest aspect. On the beginning level, this has been addressed through a handbook for instructors and instructor training that emphasizes different ways of teaching revisions. The results in “Intermediate 2”, GE 3000 are very encouraging. While the mean looks very good here, the disparities between well performing and lower performing students are significant. Going forward, a diagnostic essay should be instituted so students get can individualized support early on in the semester. This will be piloted in Fall 16. The connection between the course and the Writing Center will be intensified.

### Supporting Evidence (data):

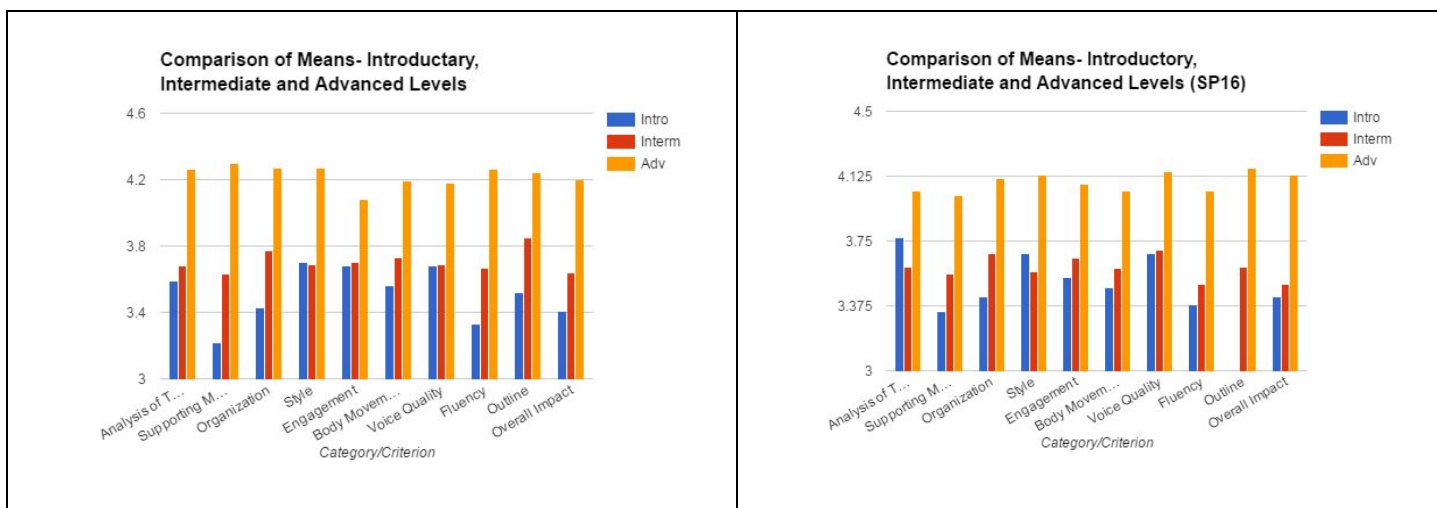
X Detailed reports are on file in General Education  
(includes Data from WKU)

### Student Learning Objective 4: Communication Literacies- Speech

Communication Literacies- Speech- is assessed at 3 levels in the General Education program. Speech is assessed using the Kean University Speaker Evaluation rubric in Comm1402, a required General Education foundation course, in GE202x and at the capstone level.

#### DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
<b>Number of students</b>	398	484	119	<b>Number of students</b>	515	583	391-402
<b>Number of sections</b>	-	24	-	<b>Number of sections</b>	-	27	-
<b>Courses assessed</b>	Comm 1402	GE202x	capstone	<b>Courses assessed</b>	Comm 1402	GE202x	capstone
<b>Mean Scores overall:</b>				<b>Mean Scores overall:</b>			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Analysis of Topic	3.59	3.68	4.26	Analysis of Topic	3.77	3.60	4.04
Supporting Material	3.22	3.63	4.30	Supporting Material	3.34	3.56	4.01
Organization	3.43	3.77	4.27	Organization	3.43	3.68	4.11
Style	3.70	3.69	4.27	Style	3.68	3.57	4.13
Engagement	3.68	3.70	4.08	Engagement	3.54	3.65	4.08
Body Movement	3.56	3.73	4.19	Body Movement	3.48	3.59	4.04
Voice Quality	3.68	3.69	4.18	Voice Quality	3.68	3.70	4.15
Fluency	3.33	3.67	4.26	Fluency	3.38	3.50	4.04
Outline	3.52	3.85	4.24	Outline	-	3.60	4.17
Overall Impact	3.41	3.64	4.20	Overall Impact	3.43	3.50	4.13



### Discussion of Findings:

Speech, as a key academic element is pervasive throughout General Education courses. For assessment purposes, three courses were chosen based on the course itself, the number of students who take the course and where this course typically appears in the program sequence. Included in this assessment are Comm1402, a first year communications course which includes public speaking, GE202x a second year research course which has a strong communications focus- both writing and speech component- and capstone courses. All courses use the KU speaker evaluation form and assessment data is provided from the last major presentation given in the course.

A steady increase is clear in the assessment data, with gains in most dimensions between Comm1402, GE202x and the capstone level.

### Curricular Actions/Closing the Loop:

On the introductory level, instructors are encouraged to use new technology and classroom activities to strengthen the use of peer feedback in order to support all students, both the speakers and the listeners, in the development of their oral communication skills.

### Supporting Evidence (data):

X Detailed reports are on file in General Education  
(includes data from WKU)

### Student Learning Objective 5: Information and Technology Literacy

Information and Technology literacy- is assessed at 2 levels in the General Education program using a Kean University test. The test is administered to students in various 1000 level courses as well as in GE202x and GE3000.

#### DATA COLLECTION AND RESULTS

<b>Semester(s): <u>Fall 2015</u></b>  <b>Number of students: 96 students</b> ENG 103x: 62 students GE 202x: 34 students <b>Number of sections: 9 sections</b> ENG 103x: 6 sections GE 202x: 3 sections		<b>Semester(s): <u>Spring 2016</u></b>  <b>Number of students: 232 students</b> ENG 103x/1430: 52 students GE 202x: 147 students GE 3000: 33 students <b>Number of sections: 14 sections</b> ENG 103x/1430: 4 sections GE 202x: 8 sections GE 3000: 2 sections							
<b>Identifies Needed Information (Dimension 1A)</b>	ENG 103x: 51.5% GE 202x: 54%	<b>Mean scores overall:</b> <table border="1"> <tr> <td><b>GE 10xx*</b></td> <td>46.7</td> </tr> <tr> <td><b>GE 202x</b></td> <td>61.0</td> </tr> <tr> <td><b>GE 3000</b></td> <td>60.9</td> </tr> </table>		<b>GE 10xx*</b>	46.7	<b>GE 202x</b>	61.0	<b>GE 3000</b>	60.9
<b>GE 10xx*</b>	46.7								
<b>GE 202x</b>	61.0								
<b>GE 3000</b>	60.9								
<b>Accesses Needed Information (Dimension 1B)</b>	ENG 103x: 40.5% GE 202x: 43%								
<b>Critically Evaluates Information (Dimension 2)</b>	ENG 103x: 47.2% GE 202x: 52.3%								
<b>Uses information in a responsible, ethical and legal manner (Dimension 4)</b>	ENG 103x: 69.4% GE 202x: 77.3%								

#### Discussion of Findings:

The expectation is for students on the introductory level to reach 50% correct answers and for students on the intermediate level to reach 60-75%.

The most interesting finding is the similarity in average scores recorded by GE 202x and GE 3000 students, it indicates that transfer students do not lack skills compared to our own students.

Students had the lowest percentage of correct answers in the category "Accesses Needed Information;" while all students in this sample had the highest percentage of correct answers in the category "Uses information in a responsible, ethical and legal manner." This indicates that the ethical training in GE works in the application and that the NIH certificate prepares students well for the ethical questions of their research.

**Curricular Actions/Closing the Loop:**

It is important to continue the close cooperation between the library and GE courses in terms of Information Literacy. Students are doing well in most areas. As students need to develop more specific skills in "Accessing Information," the more specific instruction in GE 202x has to be intensified.

**Supporting Evidence (data):**

X Detailed reports are on file in General Education  
(includes data from WKU)

## Student Learning Objective 6: Active Citizenship

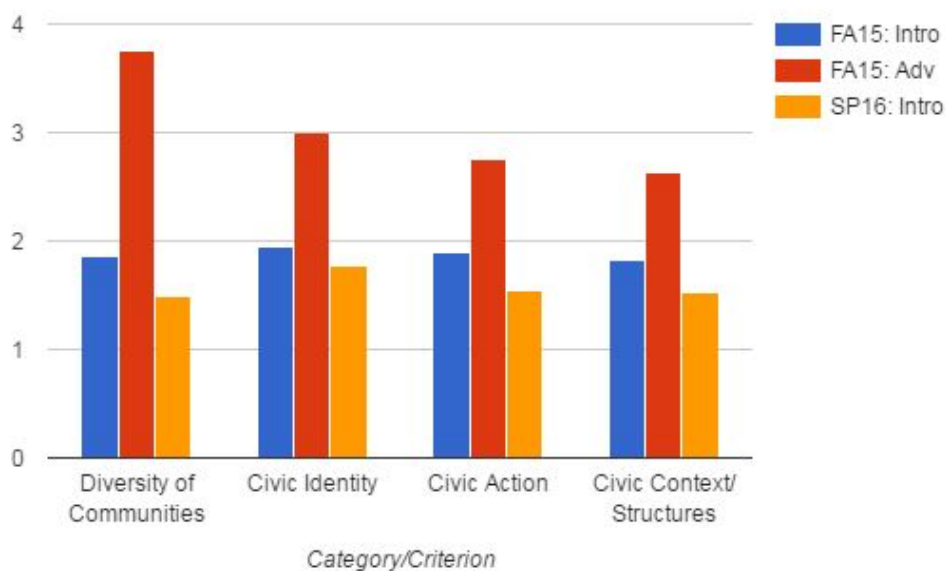
### DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
<b>Number of students:</b>	1127	-	8	<b>Number of students:</b>	103	-	-
<b>Number of sections:</b>	61	-	1	<b>Number of sections:</b>	8	-	-
<b>Courses assessed</b>	GE1000	-	capstone	<b>Courses assessed</b>	GE1000	-	-

Mean Scores overall:				Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Diversity of Communities	1.79	-	3.75	Diversity of Communities	1.50	-	-
Civic Identity	1.88	-	3.00	Civic Identity	1.78	-	-
Civic Action	1.82	-	2.75	Civic Action	1.54	-	-
Civic Context/Structures	1.74	-	2.63	Civic Context/Structures	1.52	-	-

FA15: Intro, FA15: Adv and SP16: Intro



**Discussion of Findings:**

Active Citizenship is a new SLO in the General Education Program. It is a crucial outcome for Kean University, as Civic Engagement and Active Citizenship are core values for the institution.

The introductory assessment was done in Transition to Kean, GE 1000.

On average students scored the highest in the Civic Identity category (1.95). Students scored the lowest in the Civic context/Structures category (1.83), although these differences are small. Students are expected to score a 1 or 2 on the rubric at this level. It is encouraging that the mean is close to 2 in almost all categories. The results in the Spring are slightly lower. This can be explained with the much smaller number of students in the Spring, most of them repeaters.

The capstone assessment was piloted in one section of Sociology 4600, the sample is very small, thus the data is not reliable. However, it shows an increase in scores compared to the Introductory level.

The increase is encouraging in the category "Diversity of Communities". Especially the category "Civic Context/Structures" is still a weakness on all levels

**Curricular Actions/Closing the Loop:**

As it takes time to become part of the structure of active citizenship and to work within the context, the process will be emphasized in T2K.

**Supporting Evidence (data):**

X Detailed reports are on file in General Education  
(Includes data from WKU)

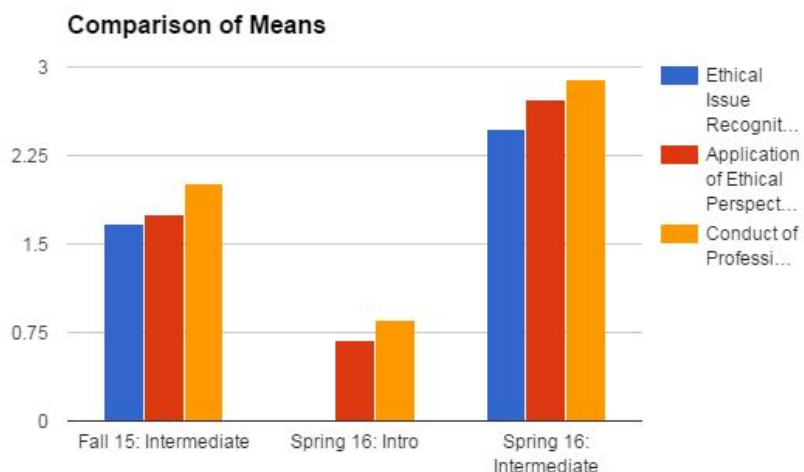


### Student Learning Objective 7: Ethical Judgement and Integrity

Ethical judgement and integrity was assessed at the intermediate level in the fall of 2015 and at the introductory and advanced levels in spring 2016 using the ethical judgement and integrity rubric.

#### DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Interm	Advd		Intro	Interm	Advd
<b>Number of students:</b>	-	67	-	<b>Number of students:</b>	100	53	-
<b>Number of sections:</b>	-	-	-	<b>Number of sections:</b>	-	4	-
<b>Courses assessed</b>	-	ge202x	-	<b>Courses assessed</b>	psy1000	GE202x	-
<b>Mean Scores overall:</b>				<b>Mean Scores overall:</b>			
Category/Criterion	Intro	Interm	Adv	Category/Criterion	Intro	Interm	Adv
Ethical Issue Recognition	-	1.67	-	Ethical Issue Recognition	-	2.47	-
Ethical Self-Awareness	-	-	-	Ethical Self-Awareness	-	2.23	-
Application of Ethical Perspectives/ Academic Integrity	-	1.75	-	Application of Ethical Perspectives/ Academic Integrity	.68	2.72	-
Conduct of Professional and Academic Integrity	-	2.01	-	Conduct of Professional and Academic Integrity	.85	2.89	-



### Discussion of Findings:

Ethical Judgement and Integrity is assessed at the introductory and intermediate levels in 2 general education course, psy100 and ge202x.

General Psychology, psy1000, is a general education distribution course chosen based on the content of the course as well as the number of students it serves. In psy1000, students are given the POM (psychology outcome measure) at the start of the semester prior to any coursework. The POM is formatted as a test and covers basic psychology information, including ethical issues and knowledge. For students entering Kean from high school, this course is often the first time students are exposed to ethics in a meaningful way and as such are not expected to have prior knowledge. Many students did not meet the rubric level 1 upon entry to the course, which is expected. The results of the test give us a very good baseline to measure student progress over the course of the program.

At the end of the course, it is expected that students will perform at a level 1 or 2 on the rubric. Students performed better on the area of conduct which may be due to the life experience and media exposure which tends to center around the rules. Students performed lower in the area of application, which asks the students to make decisions and apply the concepts of ethics to scenarios presented.

As an introduction to research methods and writing course, Research and Technology, GE202x, includes ethics as a part of the course content. Students are expected to complete an online National Institute of Health module which covers the ethics in terms of the protection of human subjects. Students are also required to ensure that their research projects have appropriate research measures, disclosures and protections. Assessment of ethics for GE202x includes an online questionnaire which poses scenarios and asks for student responses. As an intermediate level course, students are expected to score in the 2 to 3 level on the rubric. The majority of students in GE202x are scoring in this range, especially in the areas of application and conduct, which is a part of course conduct. Students scored slightly lower in the areas of issue recognition and self-awareness.

**Curricular Actions/Closing the Loop:**

Going forward, SLO 7 will also be assessed and discussed in GE 3000. The relatively strong results in the categories “Ethical perspectives” and “Professional Conduct” indicate an impact of the NIH training. In order to further develop a more rounded ethical understanding, the curriculum in Ge 202x needs to incorporate more discussions of these issues beyond the certificate.

**Supporting Evidence (data):**

X Detailed reports are on file in General Education

## Student Learning Objective 8: Diversity

### DATA COLLECTION AND RESULTS

Semester(s): <u>Fall 2015</u>				Semester(s): <u>Spring 2016</u>			
	Intro	Inter m	Advd		Intro	Interm	Advd
<b>Number of students</b>	1149	-	24	<b>Number of students</b>	271	-	365+
<b>Number of sections</b>	61	-	-	<b>Number of sections</b>	8	-	-
<b>Courses assessed</b>	GE1000	-	capstone	<b>Courses assessed</b>	SOC1000	-	capstone

Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv
Global self-awareness	1.85	-	3.25
Perspective	1.73	-	3.25
Cultural Diversity	1.89	-	3.33
Attitudes: curiosity	1.88	-	3.13
Attitudes: openness	1.91	-	3.33

Mean Scores overall:			
Category/Criterion	Intro	Interm	Adv
Global self-awareness	2.56	-	2.40
Perspective	2.34	-	2.38
Cultural Diversity	2.14	-	2.54
Attitudes: curiosity	2.55	-	2.39
Attitudes: openness	2.63	-	2.44

Comparison of means: introductory to advanced

Category/Criterion	Intro	Adv
Global self-awareness	1.85	3.25
Perspective	1.73	3.25
Cultural Diversity	1.89	3.33
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### Discussion of Findings:

On the introductory level, scores in the Fall were consistently close to the expected level 2 in GE 1000. Interestingly, scores in the Spring were consistently higher in Sociology 1000. While the sample here is too small for conclusions, this can indicate that students are more focused

on questions of diversity in a class that has a stronger focus on it and is disciplinarily closer. This has to be verified through a larger sample.

On the capstone level, scores were significantly higher in the Fall than in the Spring. However, this might be explained by the much smaller sample number in the Fall, when all students were from Design. In the Spring, the assessment was based on students from several different disciplines and the results are more reliable. They indicate that we still need to do a lot of work to develop the outcomes we want to achieve in Diversity.

**Curricular Actions/Closing the Loop:**

The weak outcomes in this SLO show the urgency for change in the GE curriculum toward a stronger emphasis on the value outcomes.

**Supporting Evidence (data):**

X Detailed reports are on file in General Education  
(includes data from WKU)