

# Academic Program Assessment Report

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**COLLEGE:** College of Liberal Arts

**PROGRAM NAME:** General Education

**ACADEMIC YEAR:** 2019-2020

**REPORT AUTHOR:** Dr. Bridget Chapman, Dr. Susan Ahern

## **PROGRAM STUDENT LEARNING OUTCOMES**

SLO1: Transdisciplinarity

SLO7: Ethical Judgment and Integrity

## **DIRECT MEASURE: TRANSDISCIPLINARITY**

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Transdisciplinarity, for Kean University, is defined as “the ability to integrate knowledge and methods from different fields to address historical or contemporary questions.” Student work was assessed at two levels (introductory and capstone) in the General Education Program using the GE approved rubric.

### **The categories on the Transdisciplinarity Rubric are as follows:**

- Curiosity
- Integration of Prior Learning
- Connections to Discipline
- Applying Methods and Knowledge
- Embracing Contradictions
- Taking Risks

### **Each category as indicated on the Rubric has been assigned scores of 1-4:**

- Score 1(Benchmark Level)
- Score 2(Milestone Level)
- Score 3(Milestone Level)
- Score 4(Capstone Level)

## **TRANSDISCIPLINARITY**

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Student learning was assessed on two levels in the academic year 2019-2020.

- **Introductory:** Each semester, faculty teaching introductory courses evaluate various work samples to assess student learning outcomes. The data for this academic year regarding Transdisciplinarity is based on data collected from multiple sections of FA 1000 Introduction to Art and SOC 1000 Introduction to Sociology.
- **Capstone:** Each semester, faculty teaching capstones evaluate and score students in their own sections based upon their final projects, which vary in format. It is expected that approximately 80% of capstone students will reach a level four, but it may vary by discipline.

## Discussion of findings:

For the introductory courses assessed (Introduction to Art and Introduction to Sociology) scores fell in the range of three or four in all rubric areas. This is notable given that, for beginner-level courses, student work is expected to be assessed in the range of one or two, with level three being the exception rather than the anticipated outcome. These results may be due to the fact that these introductory level courses can be taken by students at any point in the curriculum for most majors. As such, although these are entry-level courses, they may be enrolled by second-, third- or fourth-year students in addition to first-year students.

The results of the assessment of the Capstone level courses show a decline in mean scores from the Fall 2019 to the Spring 2020 semester, in the areas of Curiosity, Connections to Discipline, Applying Methods and Knowledge, Embracing Contradictions, and Taking Risks.

FALL 2019							SPRING 2020						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks		Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
Mean	3.723404	3.492593	3.672065	3.668016	3.637131	3.506329	Mean	3.488372	3.5053	3.484496	3.445736	3.356589	3.323651

This decline in scores may be attributed to the transition to remote instruction during the Spring 2020 Semester. Due to the COVID-19 Pandemic, all Kean University campuses were required to close and all academic courses were conducted remotely using online instruction. The challenges brought on by the unprecedented pandemic had an impact on both students and faculty. In the Fall of 2020, all courses will be conducted using the common platform, Blackboard, that will allow for a consistent mode of delivery for all instruction.

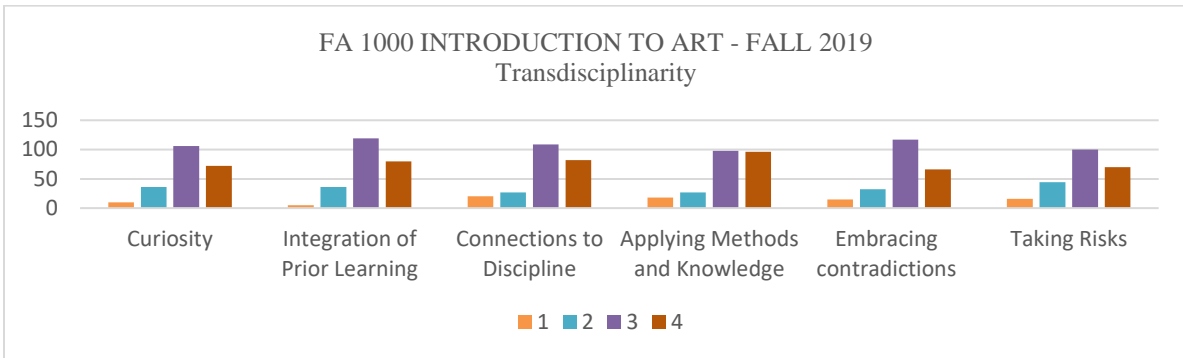
It also is possible that the findings discussed above about the introductory and capstone levels are due to different approaches to the rubric and understandings of the rubric categories across departments or among faculty in a given program. With that possibility in mind, at the beginning of the next academic year, the General Education Program will offer assessment workshops to the different academic programs. These workshops will include rubric norming and have a focus on the identification and consistency of work samples, as well as provide instruction and best practices for data collection and reporting. It is the goal of these workshops to address potential inconsistencies in the data collection and reporting by the different academic programs. In addition to these workshops, training videos will be utilized to provide a resource for all full-time and adjunct faculty that will ensure they have the necessary support and guidance to complete the assessment process. The General Education Program will continue to work with the program coordinators for GE courses and others to streamline the GE program assessment processes and procedures. The GE Program will also work in conjunction with the GE Curriculum Committee to consider building a model for SLO instruction and support through the entire curriculum.

As a Student Learning Outcome, Transdisciplinarity serves as a foundational concept in General Education. In Spring 2015, new General Education Student Learning Outcomes were approved. Over the last five years, the GE Program has continued with the assessment of the new General Education Student Learning Outcomes, including implementing curricular changes and other improvements recommended as a result of its assessment findings. As part of these changes, in the Fall 2020 semester, a new First-Year Seminar (FYS) course will be offered to incoming freshmen as a pilot program. This course, developed from the existing course, Critical

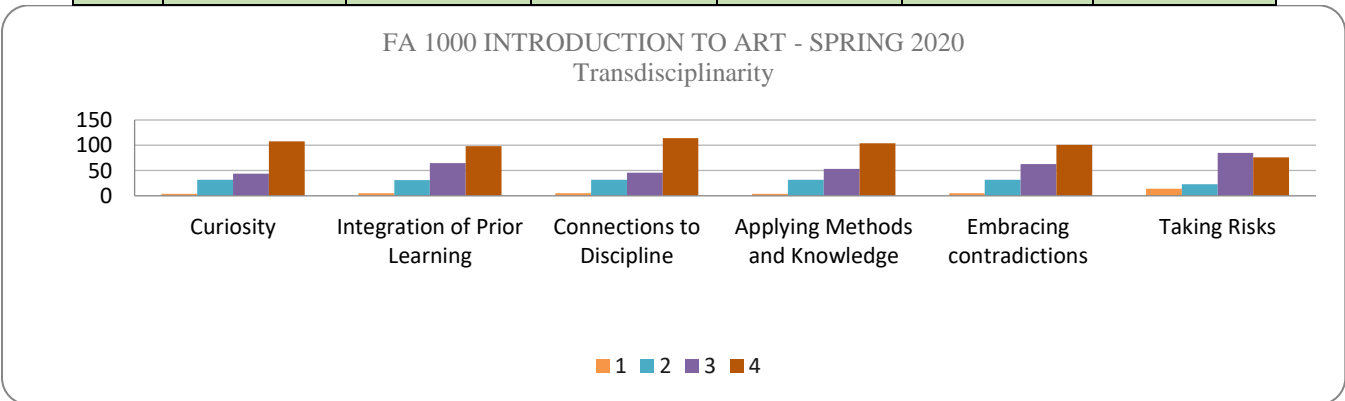
Reading and Community (ID 1500), will have a particular focus on interdisciplinary inquiry and critical reading. The FYS combines two or more academic disciplines around a central theme or “big question.” The implementation of this curricular change is part of the process of improving the General Education Program based on the assessment findings, and the FYS is a course which will be offered widely and assess the SLO Transdisciplinarity at the introductory level. The pilot program in Fall 2020 will use the signature assignment model and for assessing this SLO.

**DISTRIBUTION OF SCORES:**

FA 1000 INTRODUCTION TO ART - FALL 2019						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1	4%	2%	8%	8%	7%	7%
2	16%	15%	11%	11%	14%	19%
3	47%	50%	46%	41%	51%	43%
4	32%	33%	34%	40%	29%	30%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



FA 1000 INTRODUCTION TO ART - SPRING 2020						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1	2%	3%	3%	2%	2%	7%
2	17%	16%	16%	17%	16%	12%
3	23%	33%	23%	27%	31%	43%
4	57%	49%	58%	54%	50%	38%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



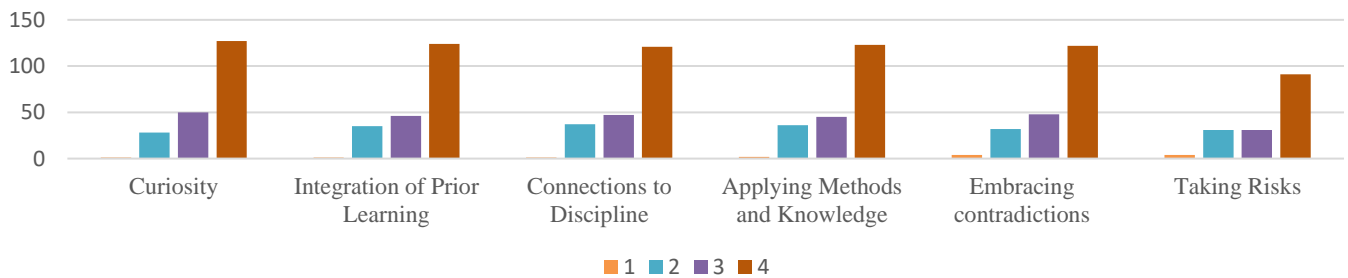
**SOC 1000 INTRODUCTION TO SOCIOLOGY - FALL 2019**

**NO DATA COLLECTED**

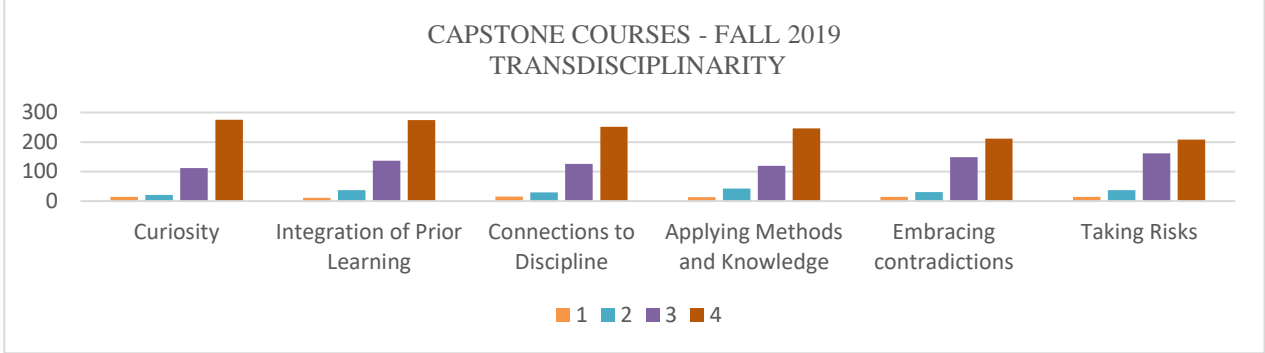
**SOC 1000 INTRODUCTION TO SOCIOLOGY - SPRING 2020**

	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1.00	0%	0%	0%	1%	2%	3%
2.00	14%	17%	18%	17%	16%	20%
3.00	24%	22%	23%	22%	23%	20%
4.00	62%	60%	59%	60%	59%	58%
Total	100%	100%	100%	100%	100%	100%

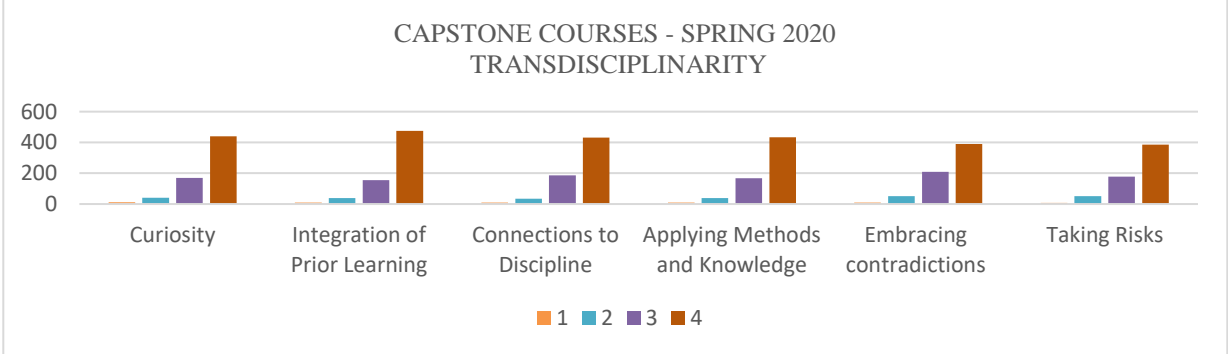
**SOC 100 INTRODUCTION TO SOCIOLOGY - SPRING 2020  
TRANSDISCIPLINARITY**



CAPSTONE COURSES - FALL 2019						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1	3%	2%	4%	3%	3%	3%
2	5%	8%	7%	10%	8%	9%
3	27%	30%	30%	28%	37%	38%
4	65%	60%	60%	58%	52%	49%
Total	100%	100%	100%	100%	100%	100%



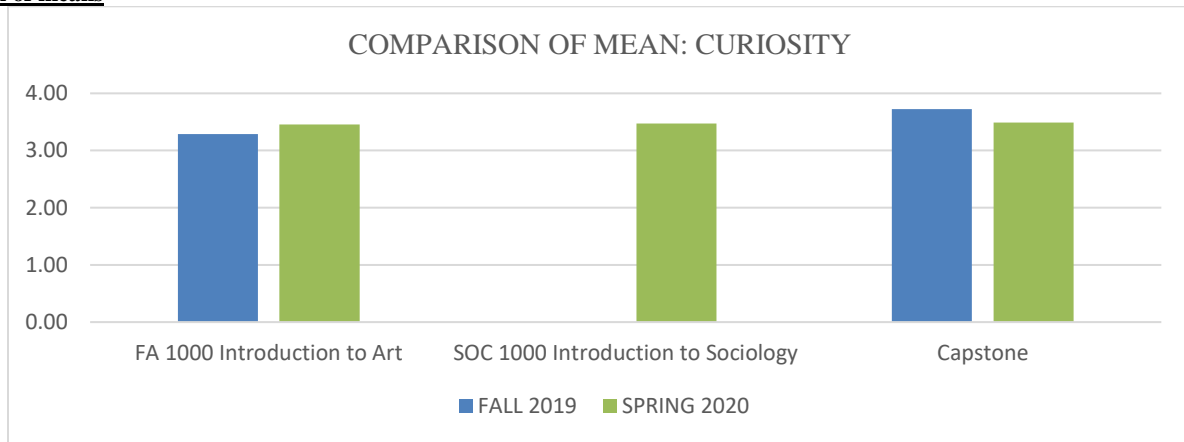
CAPSTONE COURSES - SPRING 2020						
	Curiosity	Integration of Prior Learning	Connections to Discipline	Applying Methods and Knowledge	Embracing contradictions	Taking Risks
1.00	2%	1%	1%	2%	2%	1%
2.00	6%	6%	5%	6%	8%	8%
3.00	26%	23%	28%	26%	32%	29%
4.00	66%	70%	65%	67%	59%	62%
Total	100%	100%	100%	100%	100%	100%



**Dimension: CURIOSITY**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>FA 1000 Introduction to Art</b>	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.29	201 students 14 sections	3.46
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.47
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.72	724 students 43 sections	3.49

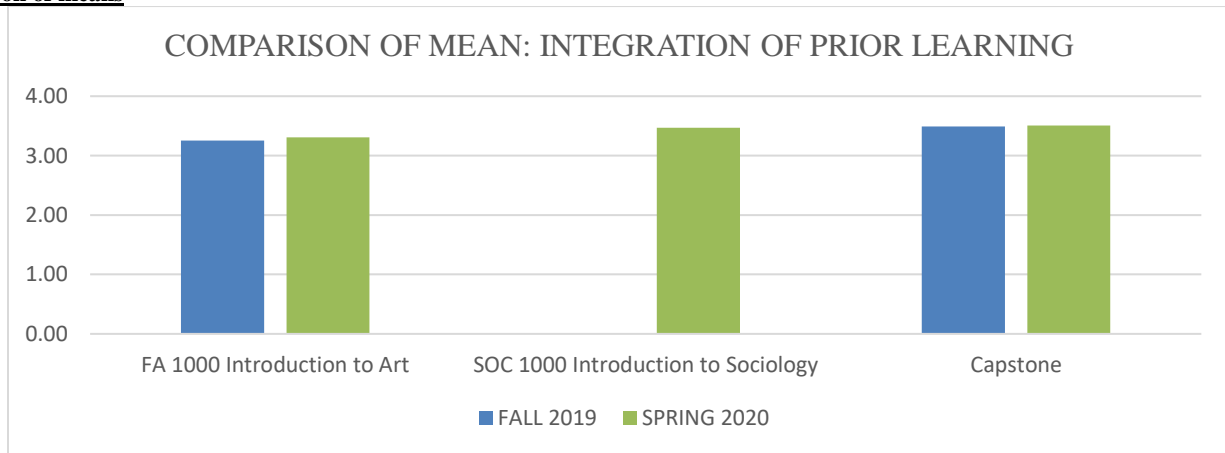
**Comparison of means**



**Dimension: INTEGRATION OF PRIOR LEARNING**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>FA 1000 Introduction to Art</b>	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.25	201 students 14 sections	3.31
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.47
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.49	724 students 43 sections	3.51

**Comparison of means**

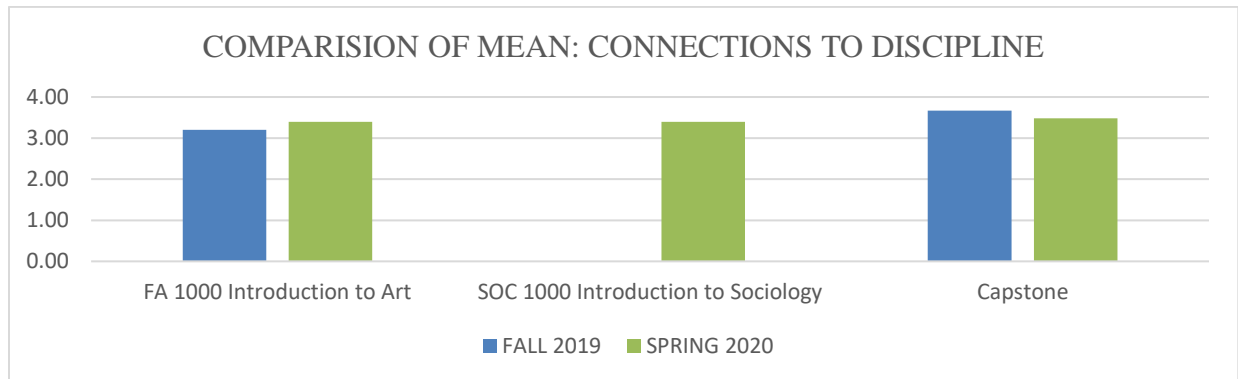




**Dimension: CONNECTIONS TO DISCIPLINE**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>FA 1000 Introduction to Art</b>	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.20	201 students 14 sections	3.39
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.40
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.67	724 students 43 sections	3.48

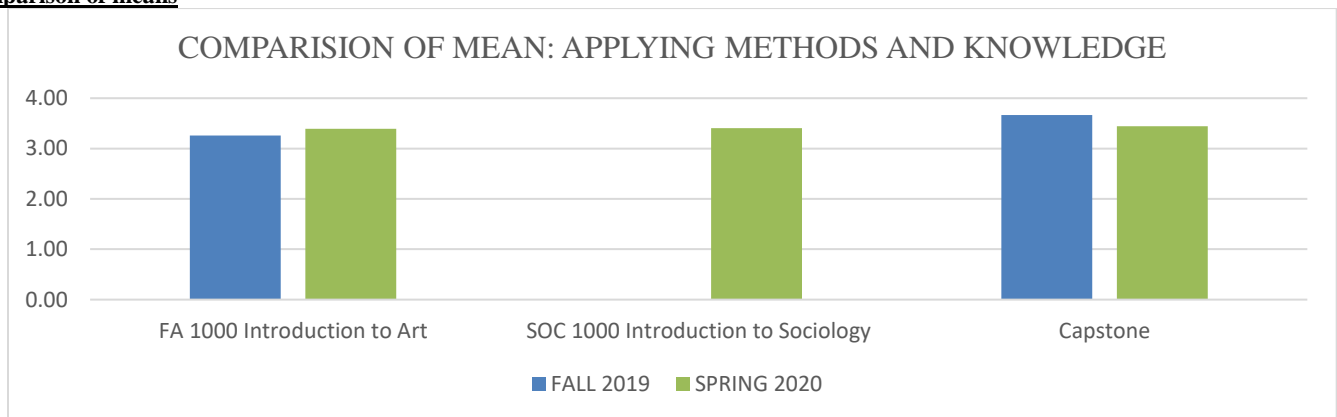
**Comparison of means**



**Dimension: APPLYING METHODS AND KNOWLEDGE**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>FA 1000 Introduction to Art</b>	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.26	201 students 14 sections	3.39
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.40
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.67	724 students 43 sections	3.45

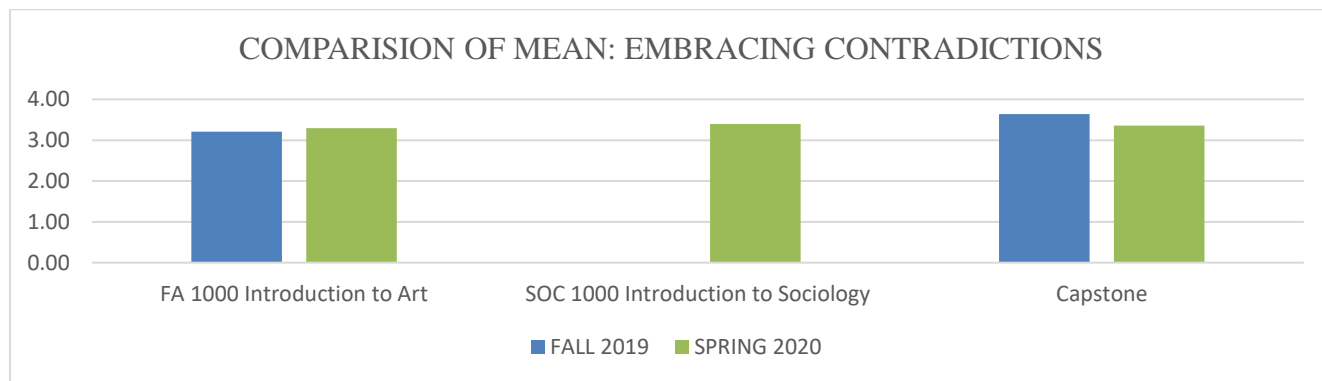
**Comparison of means**



**Dimension: EMBRACING CONTRADICTIONS**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>FA 1000 Introduction to Art</b>	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.21	201 students 14 sections	3.30
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.40
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.64	724 students 43 sections	3.36

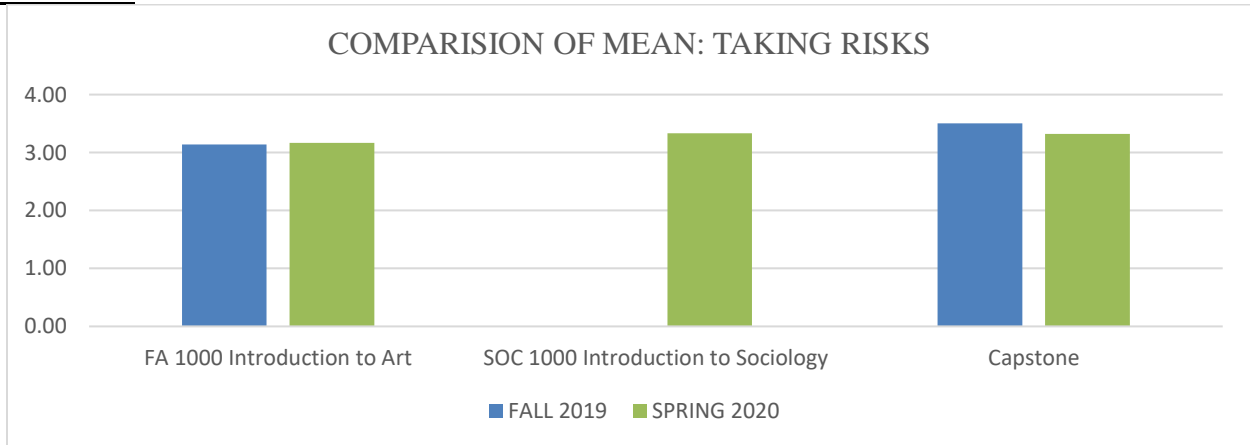
**Comparison of means**



**Dimension: TAKING RISKS**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>FA 1000 Introduction to Art</b>	Instructor Assessed: Museum Visit Paper	1 in all areas	229 students 16 sections	3.14	201 students 14 sections	3.17
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	206 students 6 sections	3.33
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 students 35 sections	3.51	724 students 43 sections	3.32

**Comparison of means**



## **DIRECT MEASURE: ETHICAL JUDGMENT AND INTEGRITY**

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Ethical Judgment and Integrity, for Kean University, is defined as “the ability to draw reasonable conclusions from ethical questions to guide personal conduct.” Student work was assessed at three levels (introductory, intermediate and capstone) in the General Education Program using the GE approved rubric.

**The categories on the Ethical Judgment and Integrity Rubric are as follows:**

- Ethical Issue Recognition
- Understanding Different Ethical Perspectives/Concepts
- Ethical Self-Awareness
- Evaluation of Different Ethical Perspectives/Concepts
- Application of Ethical Perspectives/Concepts
- Conduct of Professional and Academic Integrity

**Each category as indicated on the Rubric has been assigned scores of 1-4:**

- Score 1(Benchmark Level)
- Score 2(Milestone Level)
- Score 3(Milestone Level)
- Score 4(Capstone Level)

## **ETHICAL JUDGMENT AND INTEGRITY**

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Student learning was assessed on three levels in the academic year 2019-2020

**Introductory:** Each semester, faculty teaching introductory courses evaluate various work samples to assess student learning outcomes. The data for this academic year regarding Ethical Judgment and Integrity is based on data collected from multiple sections of SOC 1000 Introduction to Sociology.

**Intermediate:** The intermediate level data for this academic year regarding Ethical Judgment and Integrity is based on data collected from multiple sections of GE 202X Research and Technology. Faculty teaching GE202x Research and Technology course, use one work sample assignment and various case studies to evaluate for evidence of Ethical Judgment and Integrity.

**Capstone:** Each semester, faculty teaching capstones evaluate and score students in their own sections based upon their final projects, which vary in format. It is expected that approximately 80% of capstone students will reach a level four, but it may vary by discipline.

## Discussion of findings:

The results of the assessment of the Capstone level courses show that in each of the categories, 80% of the capstone students did not reach a level four as was expected.

CAPSTONE COURSES FALL 2019							CAPSTONE COURSES SPRING 2020						
	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self- Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity		Ethical Issue Recognition	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self- Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts
1	1%	1%	3%	2%	3%	8%	1	0%	1%	0%	1%	1%	4%
2	4%	6%	4%	6%	4%	6%	2	12%	9%	10%	9%	9%	4%
3	23%	35%	25%	26%	28%	16%	3	21%	26%	27%	25%	27%	15%
4	72%	57%	68%	67%	65%	69%	4	67%	64%	63%	65%	64%	77%
Total	100%	100%	100%	100%	100%	100%	Total	100%	100%	100%	100%	100%	100%

Assessing Ethical Judgment and Integrity at the Capstone level allows students to exhibit attainment of the cognitive goals of the GE Program, the mastery of the skills developed throughout the GE Program, and demonstrate that they can apply knowledge to the achievement of tasks and the solution of problems. To address this area of concern it is recommended that instructors continuously encourage ongoing discussions with students on the understanding, evaluation and application of ethical perspectives/concepts. In addition, students should be engaging in identifying their own ethical self-awareness and have a better understanding of the conduct of professional and academic integrity.

Additionally, the results demonstrate that the scores for the introductory-level course are higher than the scores for the intermediate-level course. This may be attributed to the turnover of faculty teaching these courses (that is, new instructors or adjuncts who may not have much experience with assessment or the General Education rubrics) or, as suggested above regarding a different SLO, different approaches to various rubric categories among instructors or across programs. In response to this, the School of General Studies will work with the academic program coordinators to conduct rubric norming sessions to encourage alignment between current course expectations or assignments and General Education Student Learning Outcomes assessment tools. This should be very useful to all full-time faculty and adjunct instructors in order to adhere to course standards. There also will be a model provided of a signature assignment used in GE202X for the assessment of this Student Learning Outcome to demonstrate the way collaborative assignment creation among faculty can act as an important complement to rubric norming for assessing student learning in Ethical Judgment and Integrity and in other learning outcomes.

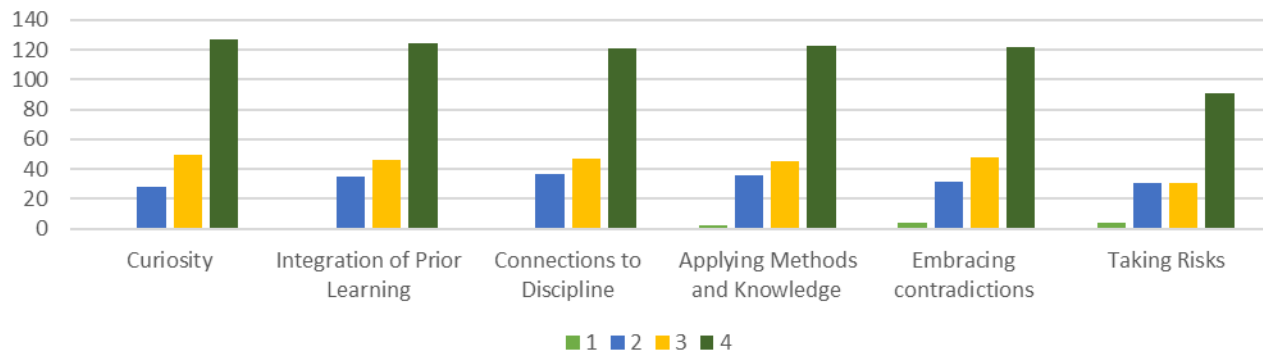
**SOC 1000 INTRODUCTION TO SOCIOLOGY - FALL 2019**

**NO DATA COLLECTED**

**SOC 1000 INTRODUCTION TO SOCIOLOGY - SPRING 2020**

	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives/Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1.00	0%	0%	0%	0%	0%	0%
2.00	6%	8%	12%	11%	11%	7%
3.00	28%	25%	24%	23%	24%	27%
4.00	66%	66%	64%	66%	64%	66%
Total	100%	100%	100%	100%	100%	100%

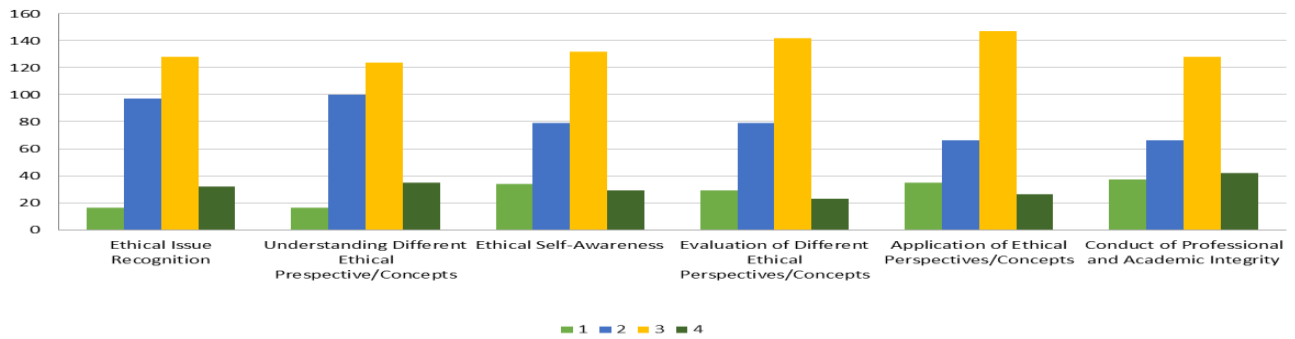
**SOC 100 INTRODUCTION TO SOCIOLOGY - SPRING 2020  
TRANSDISCIPLINARITY**



GE 202X RESEARCH & TECHNOLOGY - FALL 2019

	Ethical Issue Recognition	Understanding Different Ethical Perspectives/Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives/Concepts	Application of Ethical Perspectives/Concepts	Conduct of Professional and Academic Integrity
1	6%	6%	12%	11%	13%	14%
2	36%	36%	29%	29%	24%	24%
3	47%	45%	48%	52%	54%	47%
4	12%	13%	11%	8%	9%	15%
Total	100%	100%	100%	100%	100%	100%

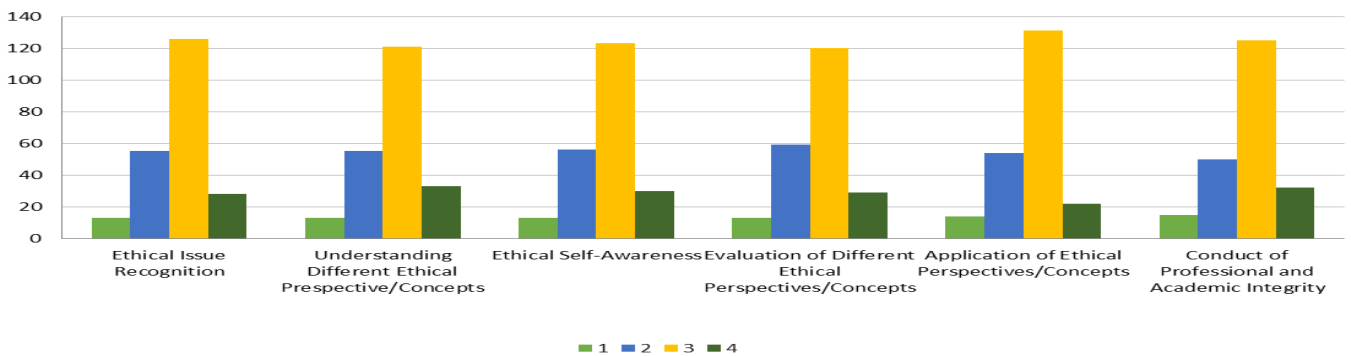
GE 202X RESEARCH & TECHNOLOGY - FALL 2019  
ETHICAL JUDGEMENT & INTEGRITY



GE 202X RESEARCH & TECHNOLOGY - SPRING 2020

	Ethical Issue Recognition	Understanding Different Ethical Perspectives - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1.00	6%	6%	6%	6%	6%	7%
2.00	25%	25%	25%	27%	24%	23%
3.00	57%	55%	55%	54%	59%	56%
4.00	13%	15%	14%	13%	10%	14%
Total	100%	100%	100%	100%	100%	100%

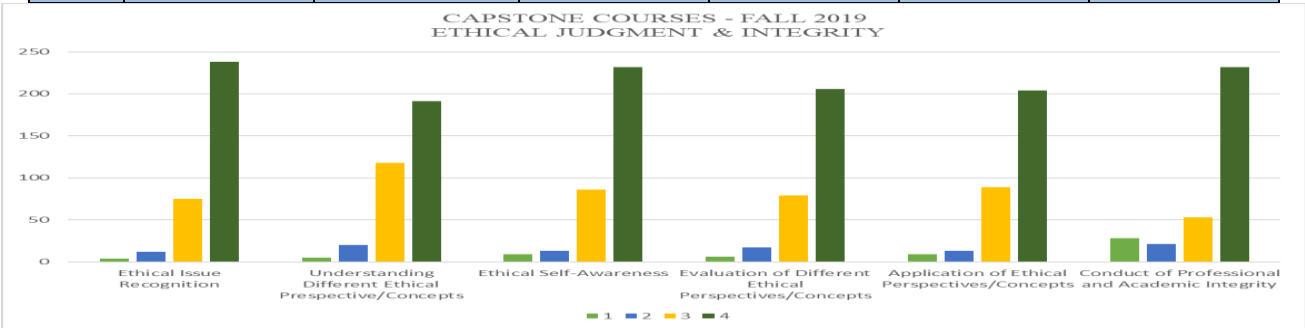
GE 202X RESEARCH & TECHNOLOGY - SPRING 2020  
ETHICAL JUDGEMENT & INTEGRITY





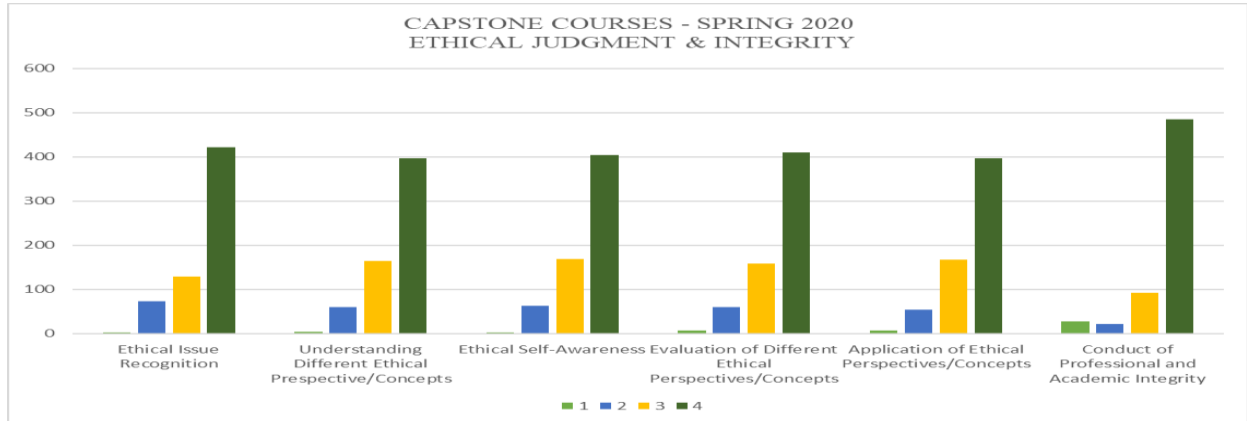
## CAPSTONE COURSES - FALL 2019

	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1	1%	1%	3%	2%	3%	8%
2	4%	6%	4%	6%	4%	6%
3	23%	35%	25%	26%	28%	16%
4	72%	57%	68%	67%	65%	69%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



## CAPSTONE COURSES SPRING 2020

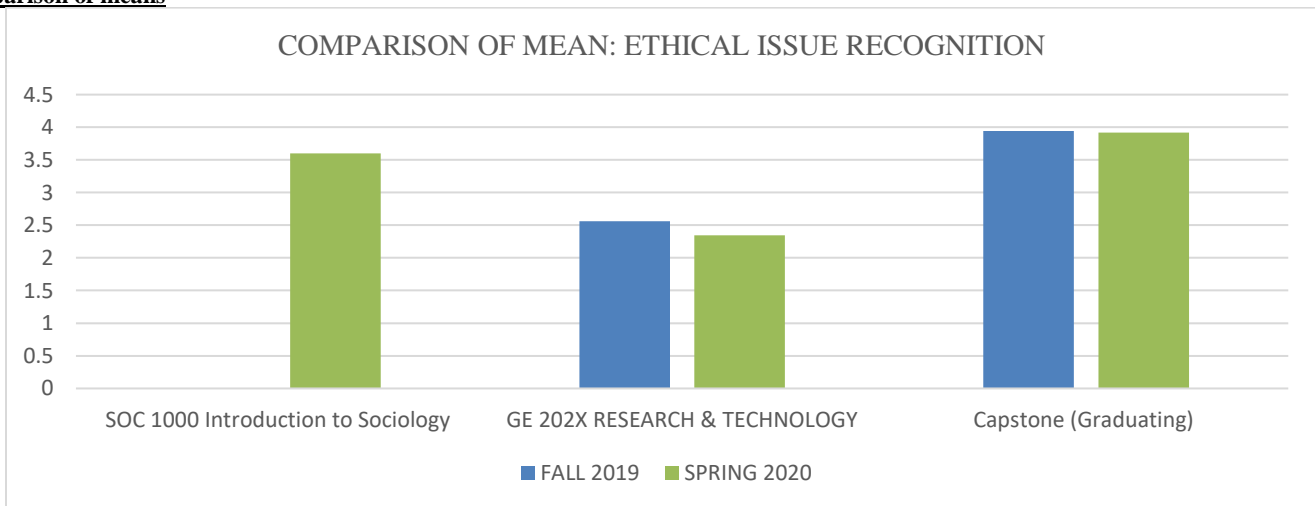
	Ethical Issue Recognition	Understanding Different Ethical Perspective - Concepts	Ethical Self-Awareness	Evaluation of Different Ethical Perspectives - Concepts	Application of Ethical Perspectives - Concepts	Conduct of Professional and Academic Integrity
1	0%	1%	0%	1%	1%	4%
2	12%	9%	10%	9%	9%	4%
3	21%	26%	27%	25%	27%	15%
4	67%	64%	63%	65%	64%	77%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



**Dimension: ETHICAL ISSUE RECOGNITION**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.60
<b>GE 202X RESEARCH &amp; TECHNOLOGY</b>	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.56	222 students 12 sections	2.34
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.94	704 students 42 sections	3.92

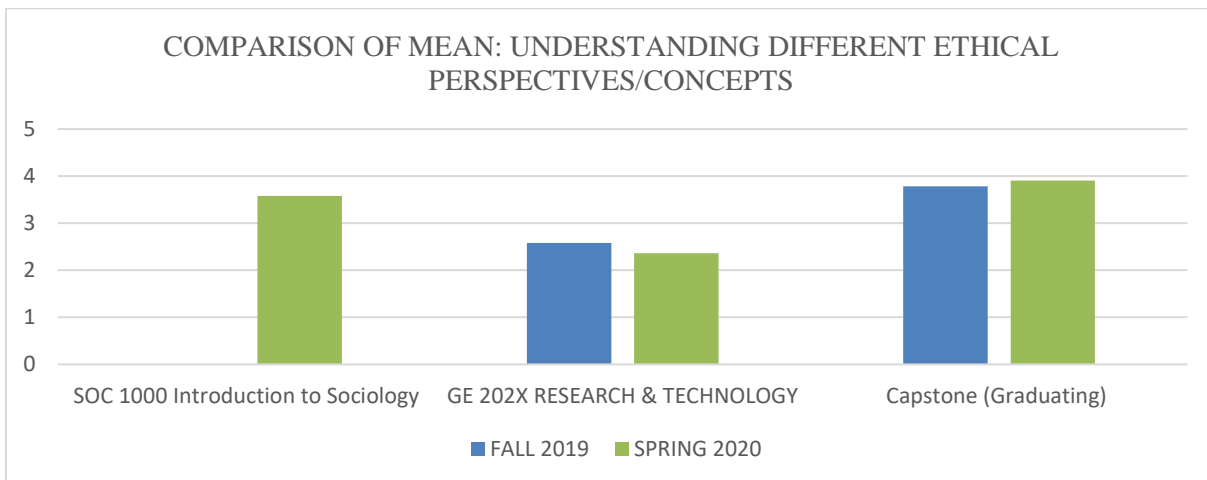
**Comparison of means**



**Dimension: UNDERSTANDING DIFFERENT ETHICAL PERSPECTIVES/CONCEPTS**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.58
<b>GE 202X RESEARCH &amp; TECHNOLOGY</b>	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.58	222 students 12 sections	2.36
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.78	704 students 42 sections	3.90

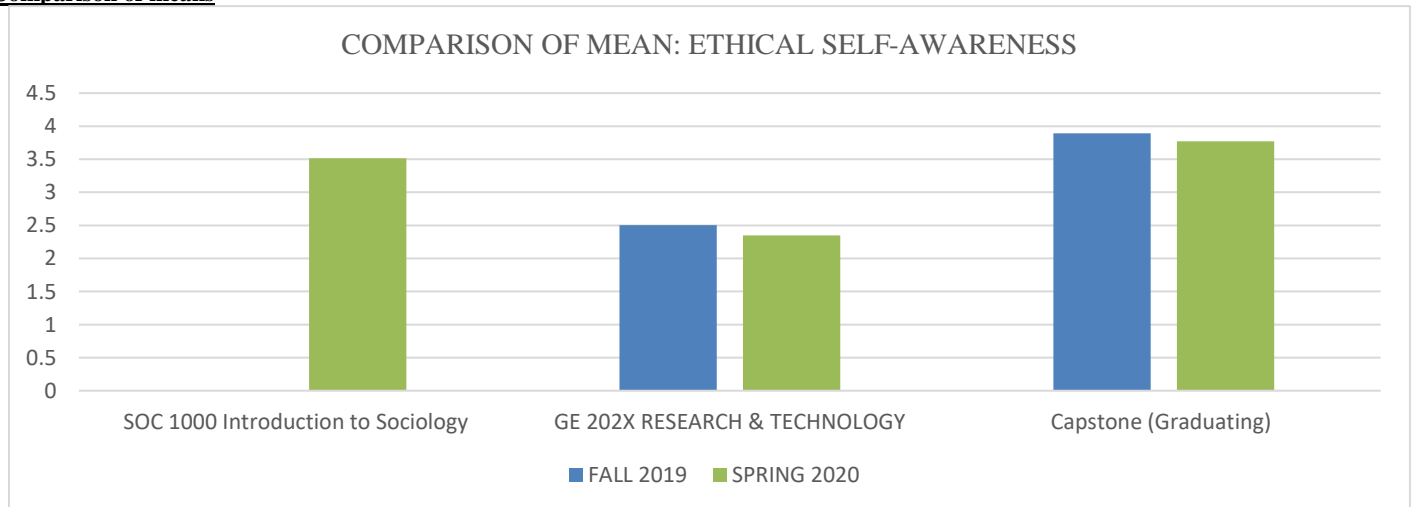
**Comparison of means**



**Dimension: ETHICAL SELF-AWARENESS**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.51
<b>GE 202X RESEARCH &amp; TECHNOLOGY</b>	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.51	222 students 12 sections	2.35
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.89	704 students 42 sections	3.77

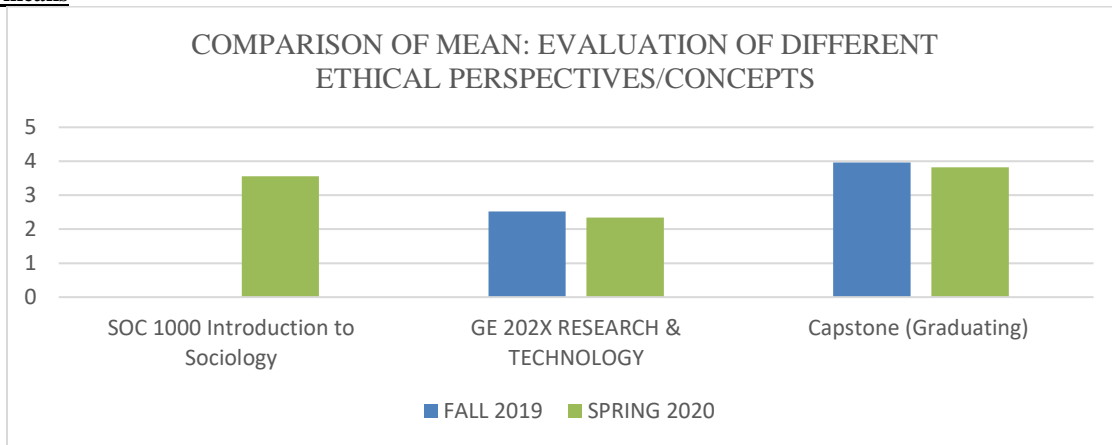
**Comparison of means**



**Dimension: EVALUATION OF DIFFERENT ETHICAL PERSPECTIVES/CONCEPTS**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.56
<b>GE 202X RESEARCH &amp; TECHNOLOGY</b>	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.53	222 students 12 sections	2.34
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.97	704 students 42 sections	3.82

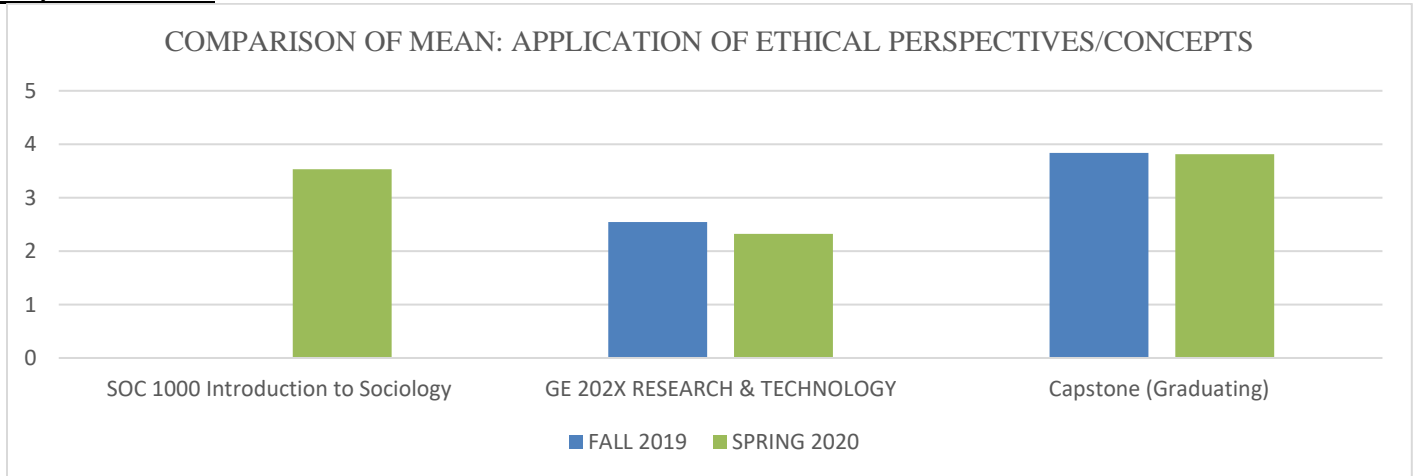
**Comparison of means**



**Dimension: APPLICATION OF ETHICAL PERSPECTIVES/CONCEPTS**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.53
<b>GE 202X RESEARCH &amp; TECHNOLOGY</b>	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.54	222 students 12 sections	2.32
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.84	704 students 42 sections	3.81

**Comparison of means**



**Dimension: CONDUCT OF PROFESSIONAL AND ACADEMIC INTEGRITY**

Course	Method	Target Score	Fall 2019 # of Students # of Sections	Fall 2019 Mean Score	Spring 2020 # of Students # of Sections	Spring 2020 Mean Score
<b>SOC 1000 Introduction to Sociology</b>	Instructor Assessed: Tammy Assignment	1 in all areas	n/a	n/a	169 students 4 sections	3.59
<b>GE 202X RESEARCH &amp; TECHNOLOGY</b>	Instructor Assessed: Ethics Assignment based on Case Study	2-3 in all areas	275 students 16 sections	2.57	222 students 12 sections	2.36
<b>Capstone (Graduating)</b>	Instructor assessed: work sample varies by course	4 in all	435 student 32 sections	3.57	704 students 42 sections	3.87

**Comparison of means**

