



CHAPMAN UNIVERSITY

GENERAL EDUCATION ASSESSMENT REPORT Fall 2018

General Information	
General Education Assessment Area	General Education: Global Study
Department/ School	N/A
Number of students currently in the discipline	2423
Contact Person	
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OVERVIEW/DESCRIPTION

The Global Studies Inquiry category requires two courses or six units of credit. Students may complete the Global Studies Inquiry category through a Chapman sponsored Study Abroad Programs offered through the Center for Global Education. A full semester abroad in a Chapman program completes this category. Shorter Chapman sponsored travel courses to locations abroad fulfill one course or three units of credit for this category. In addition, students have the option of selecting any course listed below that allow them to explore the diversity inherent in our social and natural environments, including human diversity and world cultures. (The GE code is GC, 6 credits.)

GE Global Study instructors were instructed to choose an assignment from their courses that would address the Global Study Learning Outcome sufficiently (see assessment instructions below). Given the variety of courses in different programs that meet the GE Global Study 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 9/19/18 with the instructors. As such, there were a variety of assignments chosen for this assessment (see assignment prompts folder).

I. Process:

1. Student Learning Outcome	Learning Outcome: Students connect contemporary social and/or environmental topics to their origins and analyze their effects on our increasingly globalized world. [Revised spring 2019]
2. 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: Internationalization, Personalized Education, Faculty/Student Research, Interdisciplinarity, or Student Writing• Describe how the theme is supported by the learning outcome	This GE category directly supports the University theme of internationalization. Students are especially encouraged to study abroad (which automatically earns them the necessary 6 credits). All the domestically taught courses focus on international topics and themes.
3. Supports WASC Core Competency, For Undergraduate Programs Only <i>(Please indicate whether this outcome supports any of WASC's core competencies)</i> <ul style="list-style-type: none">• Oral Communication• Written communication• Information Literacy• Quantitative Reasoning• Critical Thinking	All of the courses require comparative analysis of disparate cultures. Most require written communication, sometimes in a language other than English. Most GS courses at Chapman require essays that include research.
4. Where is the outcome published for students? <ul style="list-style-type: none">• Syllabi (If syllabi, list course numbers)• Website• Handbook	The outcomes are published on the GE website and the Learning at Chapman website.
5. Evidence of Learning <ul style="list-style-type: none">• capstone project• presentation• performance• course-embedded exam• assignment• standardized test• portfolio	GE Global Study instructors were instructed to choose an assignment from their courses that would address the Global Study Learning Outcome sufficiently (see assessment instructions below). Given the variety of courses in different programs that meet the GE Global Study requirement, it was not possible to assign a common assignment. This challenge and the requirements for choosing an appropriate assignment were discussed and agreed to during the initial assessment meeting on 9/19/18 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 Global Study Instructions for Instructors• GE Global Study Assignment Prompts One instructor decided to use the final exams to assess the Global Study Learning Outcome. In order to protect the exam from unauthorized distribution, it is not included in the assignment prompt folder.
6. 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 fall 2018, Chapman University offered 111 GE Global Study courses (some with multiple sections). These courses are in 20 programs. There were a total of 2423 students enrolled in these courses. For additional enrollment details, please see the GE Global Studies Enrollment Table .

<ul style="list-style-type: none"> • Provide the percentage of the sample size as compared to the relevant population. • How did you assess the student work/data collected? <ul style="list-style-type: none"> • Possible Tools: rubric, exam questions, portfolio samples • Attach all assessment tools 	<p>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. Seven instructors teaching nine sections volunteered to participate in the GE assessment. The nine course sections are as follows:</p> <table border="1" data-bbox="602 296 1500 577"> <thead> <tr> <th>Course</th> <th>Sample</th> </tr> </thead> <tbody> <tr> <td>Communication 311</td> <td>16</td> </tr> <tr> <td>History 262</td> <td>20</td> </tr> <tr> <td>Theatre 150</td> <td>28</td> </tr> <tr> <td>Food Science 201</td> <td>35</td> </tr> <tr> <td>Marketing 406</td> <td>73</td> </tr> <tr> <td>Music 203</td> <td>26</td> </tr> <tr> <td>Dance 353</td> <td>77</td> </tr> </tbody> </table> <p>The overall sample size was 275 students (11.3% of students enrolled for GE Global Study). In one of the listed courses, criteria 3 was not assessed. Therefore, the final sample size for criteria 3 was 240.</p> <p>Instructors assessed their chosen assignment (see an explanation for prompt #5 above) using the GE Global Studies 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 Global Studies Learning Outcome Rubric has three assessment criteria: (a) Cultural/global self-awareness, (b) knowledge, and (c) critical skills.</p> <ul style="list-style-type: none"> • GE Global Studies Learning Outcome Rubric 	Course	Sample	Communication 311	16	History 262	20	Theatre 150	28	Food Science 201	35	Marketing 406	73	Music 203	26	Dance 353	77
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Communication 311	16																
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<p>7. Expected Level of Achievement</p> <ul style="list-style-type: none"> • 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.) 	<p>For each of the three criteria, our target was to achieve a mean score of 2 (from score range of 1-4) or greater across all participants, indicating basic levels of proficiency.</p>
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II. Performance

<p>Have expected levels of achievement been met for this outcome? Explain.</p>	<p>See below – theorization is one area for concern. Otherwise, students are performing adequately or above on the other 2 criteria.</p>
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<p>Please provide a summary of the assessment data in a table, along with a brief analysis of the results.</p>	<p>The GE GS assessment data is as follows:</p> <table border="1" data-bbox="594 1566 1511 1738"> <thead> <tr> <th></th> <th>N</th> <th>Mean</th> <th>SD</th> <th>Below 2</th> </tr> </thead> <tbody> <tr> <td>Criteria 1</td> <td>275</td> <td>2.00</td> <td>.84</td> <td>77</td> </tr> <tr> <td>Criteria 2</td> <td>275</td> <td>2.01</td> <td>.77</td> <td>69</td> </tr> <tr> <td>Criteria 3</td> <td>240</td> <td>1.82</td> <td>.77</td> <td>90</td> </tr> </tbody> </table> <p>For criterion 1 (i.e., Cultural/Global Self Awareness), 198 students (72%) received a score of 2 or higher. Of the 77 students who did not score 2 or above, 67 students received a score between 1-1.99 and 10 students received a score of .99 and below.</p> <p>For criterion 2 (i.e., Knowledge), 206 students (75%) received a score of 2 or higher. Of the 69 students who did not score 2 or above, 64</p>		N	Mean	SD	Below 2	Criteria 1	275	2.00	.84	77	Criteria 2	275	2.01	.77	69	Criteria 3	240	1.82	.77	90
	N	Mean	SD	Below 2																	
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	<p>students received a score between 1-1.99 and 5 students received a score of .99 and below.</p> <p>For criterion 3 (i.e., Critical Skills), 150 students (63%) received a score of 2 or higher. Of the 90 students who did not score 2 or above, 86 students received a score between 1-1.99 and 4 students 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"> • 2018 GE GS Assessment Data
<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.</p>
<p>III. Progress</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"> • <i>Refer to previous years' assessment reports/responses for this section.</i> • <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> 	<p>The previous Global Studies 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>2. Based on your analysis and review, what improvements (if any) will the program initiate in the coming academic year?</p>	<p>Future assessment of Global Studies will include two changes: faculty will not score their own students, and we will raise the expected target to a mean score of 3. The next step will be to ensure the results of the assessment are disseminated and discussed by all Global Studies teachers.</p>