

## ***2018-2019 General Education Student Learning Outcomes Assessment Report***

Prepared by Matt Phelps, Director of General Education, and the General Education Committee

Approved on November 15, 2019

**Mission Statement:** The mission of general education is to develop wise and thoughtful students who are broadly educated in the liberal arts as well as in Christian scriptures and traditions to serve as faithful agents of transformation in the communities in which they live and work.

**Program Goals:** As an academic institution in the Christian tradition of the Evangelical Friends Church, Malone is committed to intellectual enrichment in the context of Christian faith. We strive to provide an education that produces graduates with a love of truth and a vibrant, mature faith. Our intent is that students attain the wisdom, knowledge, and skills necessary to serve, engage, and transform the communities in which they live and work. To this end, we provide context in which to pursue the following educational goals.

- To help students understand the challenges, complexities, and opportunities of our changing world
- To help students cultivate critical and creative thinking, problem solving, and skillful interaction with knowledge and ideas
- To help students communicate effectively in multiple contexts
- To help students gain a grounding in Christian scriptures and tradition, and to provide them with additional opportunities for growth in self-knowledge and knowledge of God

### **Student Learning Outcomes**

The following Student Learning Outcomes are used to assess student learning:

#### **A. Students will understand theories and cultural influences that have shaped the world.**

For example, students will articulate material social and intellectual traditions influencing American cultures and demonstrate the ability to engage constructively with diverse cultures.

#### **B. Students will think critically and creatively.**

For example, students will gather and assess the relevance of information, demonstrate the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative), be able to integrate Christian faith with disciplinary knowledge, and develop multiple approaches to problems.

#### **C. Students will communicate effectively in multiple contexts.**

That is, students will be able to express ideas with clarity, read and listen to the ideas of others with understanding and discernment, and engage in rhetorically effective communication.

#### **D. Students will understand the foundations of the Christian faith and the role of service to the church, community, and world and apply this knowledge to ethical and social issues.**

## Overview of Assessment Instruments

Each of the four SLO are assessed with two or more instruments. The instruments include a mixture of direct, indirect, in-house, and national measures. The set of instruments fully implements the current General Education Student Learning Outcomes Assessment Plan. Instruments in *italic type* were not used in the 2018-2019 Assessment Cycle.

1) The **Malone General Education Essay Assessment**, a direct-measure assessment based on GEN 100 (First Year Orientation Course) and GEN 460 (Senior Year Capstone Course) papers, was utilized. This instrument provided information concerning student learning in critical thinking (SLO B), writing skills (SLO C), and understanding Christian faith with application to an ethical or social issue (SLO D).

2) *The Global Encounters Essay Assessment, a direct measure assessment of SLO A focuses on cultural influences and diversity. It is administered to students taking courses in the Global Encounters menu. It is not included in this report because a revised instrument is being used for the first time this academic year. Results from the new instrument will appear in the 2019-2020 cycle report.*

3) *Specific NSSE items are linked to SLOs A, B, C, and D. NSSE data are not included in this report because the NSSE is administered approximately every four years.*

4) The **Collegiate Learning Assessment (CLA+)** was administered to first year and senior students. This national, direct-measure assessment provided evidence of student learning in critical thinking (SLO B) and writing skills (SLO C).

## Summary for General Education Faculty

Although the General Education Program is complex and distributed, with multiple components supported by faculty across the campus, we are unified by a single mission and a manageable and laudable set of program goals and student learning outcomes. There is evidence in this report that we are achieving together what none of us can achieve alone. As you consider this summary, please know that your work is valued and valuable. Furthermore, we encourage you in the months and years ahead to continue to explore creative and effective teaching and learning practices in your own courses and to work together with colleagues in your Component, the GE Director, and the GE Committee to enhance student learning in our GE Path.

### *Strengths to Celebrate*

Performance on the Collegiate Learning Assessment (CLA+), a national measure of critical thinking and problem solving, provides multiple sources of evidence (approximately 20 indicators) that our students are learning to engage in critical and creative thinking (SLO B). These indicators compare our first-year students to our seniors and our seniors to a national sample. In addition, “value-added” metrics compare the performance of our seniors to expected performance based on parental level of education and first-year CLA+ scores.

The Performance Task section puts students in a realistic scenario, such as running a political campaign, addressing an ecological problem, or curating a museum exhibit. Students are presented with a variety of documents, stories, charts, graphs, and information (i.e., a document library). To perform well they must select and evaluate information and create a coherent written response in which they support conclusions with evidence from the document library. The other test section, Selected-Response

Questions, measures student performance in the areas of “scientific and quantitative reasoning,” “critical reading and evaluation,” and “logical fallacies and questionable assumptions.” Although it utilizes a multiple-choice format, the questions refer to a small document library. If you want to know more, all the details are presented in subsequent sections of this report.

### *Challenges to Work on Together*

Our in-house essay assessment continues to show a weakness with respect to SLO D, *Students will understand the foundations of the Christian faith and the role of service to the church, community, and world and apply this knowledge to ethical and social issues*. Only 49% of our Seniors “Meet” or “Exceed” expectations and 15% scored “Inadequate.” Our main initiative to address this weaknesses is the implementation of the Faith-Learning Shared Commitments in all GE courses (see Appendix 3). In light of the Shared Commitments, consider the kinds of discussions, activities, and assignments that you want to include in your GE courses. Use your gifts. Be creative. Yes, all “have to” implement the Shared Commitments, but we all should do so in ways that we “want to” and that fit our callings and our courses. It is especially important that chairs promote and support these efforts with part-time GE faculty in their areas.

### *Improvements and Unknowns*

- GEN 100 faculty improved the essay prompt by adding explicit language related to faith-learning integration, making the essays more suitable for comparison with GEN 460 essays.
- Data presented in this report and faculty discussion during May Assessment Day led to improvements in the GEN 460 essay prompt to encourage synthesis and the formation of a conclusion that is larger than the sum of its parts. In addition, GEN 460 instructors are taking additional steps to engage in course review and framing activities prior to administration of the capstone essay assignment. Are the declines in SLO B and SLO C results from this assessment cycle an anomaly or are they the beginning of a trend? Read next year’s report to find out!
- A team of faculty members in the Global Encounters component created a new instrument to measure SLO A focused on the ability to engage constructively with diverse cultures. It is an essay assignment in which students respond to a course-specific workplace scenario in which they are preparing to host “a group of people from a country that is very different from your own.” Students are asked, “how will you prepare in advance for the visit and how will you interact with your visitors after they arrive?” These data will be assessed for the first time in May 2020.
- The GEC is working with component faculty to create simple, meaningful course-level instruments that target GE SLOs to supplement the program-level instruments we have been using. So far, we have worked with the Bible, Theology, and Understanding Persons in Society components. Over time, we will be working with other components in advance of their scheduled GE Component Review.
- We are beginning to use a standardized, 7-minute, in-class survey to assess students perceptions of GE courses. These survey results will provide evidence for the Component Review process and an indirect measure of student learning for all GE outcomes.

### *Making Wider Use of GE SLO Results*

One of the current initiatives of the GEC is to get meaningful assessment results into the hands of GE faculty more often. We will experiment with ways to do so, including the section you are currently reading, but also in the form of emails, announcements in the Faculty Business Meeting, and periodic GE Faculty Assemblies. However, the primary means for doing so will be through the General Education Component Review Process. The GEC revised the Component Review Process in Fall 2019 and began to implement it in Spring 2019. The new process requires faculty who teach in the GE Path to engage more fully with program-level assessment data and course-embedded assessment data in order to improve teaching and learning in the GE Path.

### Summary Table: 2018-2019 General Education SLO Assessment

*Note.* See Detailed Account and Appendices for full procedures, SLO data, essay prompts, and scoring rubrics.

Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>A. Students will understand theories and cultural influences that have shaped the world.</b></p> <p>For example, students will articulate material social and intellectual traditions influencing American cultures and demonstrate the ability to engage constructively with diverse cultures.</p>	<p>Not assessed in this cycle.</p> <p>A revised version of the <b>Global Encounters Essay Assessment</b> was created during this cycle. Data will be presented in the 2019-2020 cycle report.</p>	N/A	N/A

Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>B. Students will think critically and creatively.</b></p> <p>For example, students will gather and assess the relevance of information, demonstrate the ability to use key methods of</p>	<p><b>1) SLO B was assessed with the Malone General Education Essay Assessment.</b></p> <p>First-Year essays (n = 98) from the beginning of the orientation course (GEN 100) and Senior essays (n = 97) from the final weeks of</p>	<p>Lower benchmark was met. No Seniors were rated "Inadequate."</p> <p>Upper benchmark was not met. Only 58% of Seniors "Meet" or "Exceed" expectations.</p>	<p>Results were mixed. However, failure of Seniors to meet the upper benchmark indicates a potential weakness in student learning. However, this is the first cycle in which this weakness has appeared. In the</p>

<p>inquiry to gain understanding of content (scientific method, qualitative, quantitative), be able to integrate Christian faith with disciplinary knowledge, and develop multiple approaches to problems.</p>	<p>the capstone course (GEN 460) were scored with the same rubric.</p> <p><u>Senior Benchmarks:</u></p> <p>70% Meet or Exceed Expectations</p> <p>&lt; 10% Inadequate</p> <p><u>Difference Benchmark:</u></p> <p>Statistically significant difference between First-Year and Senior performance levels via <math>\chi^2</math> test.</p> <p>-----</p> <p><b>2)</b> SLO B was also assessed with the <b>Collegiate Learning Assessment (CLA+)</b>, a national measure of critical thinking and problem solving. The CLA+ was administered to First-year students (n = 44) in the initial weeks of the orientation course (GEN 100) and Seniors (n = 37) in the final exam period of the capstone seminar (GEN 460).</p> <p>The CLA+ is a complex, authentic assessment instrument that provides several different kinds of metrics: total scores, subscores, percentile ranks, mastery levels, effect sizes, and “value-added” effect sizes</p>	<p>Difference benchmark was met. Senior scores were significantly higher than First-Year scores.</p> <p>-----</p> <p>The “regular” metrics were evaluated first (all metrics other than value-added metrics).</p> <p>Benchmarks were met for 16 of 18 regular metrics. Benchmarks that were not met only missed by 4 to 6 percentage points.</p> <p>Examination of the “value-added” metrics confirmed the overall pattern of results. Malone’s expected scores vs. observed scores placed us in the 84<sup>th</sup> percentile for Total Score, 74<sup>th</sup> percentile for the Performance Task, and 88<sup>th</sup> percentile for the Selected-Response Questions.</p>	<p>previous four cycles, senior results for SLO B were at or within 2 percentage points of the upper benchmark.</p> <p>In light of this one-time anomaly and the strong CLA+ results, no changes are warranted at this time.</p>
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	(comparison of actual senior scores to predicted scores based on first-year CLA+ performance and parental level of education). See Detailed Account section for data and benchmarks.		
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Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>C. Students will communicate effectively in multiple contexts.</b></p> <p>That is, students will be able to express ideas with clarity, read and listen to the ideas of others with understanding and discernment, and engage in rhetorically effective communication.</p>	<p><b>1) SLO C was assessed with the <b>Malone General Education Essay Assessment.</b></b> First-Year essays (n = 98) from the beginning of the orientation course (GEN 100) and Senior essays (n = 97) from the final weeks of the capstone course (GEN 460) were scored with the same rubric.</p> <p><u>Senior Benchmarks:</u></p> <p>70% Meet or Exceed Expectations</p> <p>&lt; 10% Inadequate</p> <p><u>Difference Benchmark:</u></p> <p>Statistically significant difference between First-Year and Senior performance levels via <math>\chi^2</math> test.</p> <p><b>2) SLO C was also assessed with the</b></p>	<p>Lower benchmark was met. No Seniors were rated “Inadequate.”</p> <p>Upper benchmark was not met. Only 58% of Seniors “Meet” or “Exceed” expectations.</p> <p>Difference benchmark was met. Senior scores were significantly higher than First-Year scores.</p> <p>For Writing Effectiveness subscores</p>	<p>Results were mixed. However, failure of Seniors to meet the upper benchmark indicates a potential weakness in student learning. However, this is the first cycle in which this weakness has appeared. In the previous four cycles, senior results for SLO C exceeded the upper benchmark.</p> <p>The CLA+ writing results are adequate; however they are not as strong as the results from the previous cycle.</p> <p>Data from the next cycle will be needed to determine if these are one-time effects or a trend.</p> <p>A one-time decline in performance was observed for both SLO B and SLO C—both of which were assessed</p>

	<p><b>Writing Effectiveness and Writing Mechanics</b> subscores from the <b>Performance Task section of the CLA+.</b> The subscores range from 1 to 6. Data were reduced to a lower-performance (1, 2, or 3) and a higher-performance (4, 5, or 6) category. Results are the percentage of students scoring within each category.</p> <p>The CLA+ was administered to First-year students (n = 44) in the initial weeks of the orientation course (GEN 100) and Seniors (n = 37) in the final exam period of the capstone seminar (GEN 460).</p> <p><u>Benchmarks:</u></p> <p>SLO Met if the percentage of Malone Seniors scoring in the higher-performance category is higher than the percentage of Malone First-Year Students and the Institutional Senior Sample (representative sample of seniors provided within CLA+ institutional data reports).</p>	<p>44% of Malone Seniors scored in the higher-performance category as compared to 18% of Malone First-Year Students and 46% of the Seniors from the Institutional Sample.</p> <p>For Writing Mechanics subscores 65% of Malone Seniors scored in the higher-performance category as compared to 27% of Malone First-Year Students and 64% of the Seniors from the Institutional Sample.</p>	<p>with senior essays in the GEN 460 capstone seminar. Input from faculty coders indicated inadequate synthesis in student papers. As an initial intervention we will fine-tune the essay prompt and encourage instructors to enhance course review and framing prior to administration of the assessment instrument.</p>
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Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results

<p><b>D. Students will understand the foundations of the Christian faith and the role of service to the church, community, and world and apply this knowledge to ethical and social issues.</b></p>	<p>SLO D was assessed with the <b>Malone General Education Essay Assessment</b>. First-Year essays (n = 98) from the beginning of the orientation course (GEN 100) and Senior essays (n = 97) from the final weeks of the capstone course (GEN 460) were scored with the same rubric.</p> <p><u>Senior Benchmarks:</u></p> <p>70% Meet or Exceed Expectations</p> <p>&lt; 10% Inadequate</p> <p><u>Difference Benchmark:</u></p> <p>Statistically significant difference between First-Year and Senior performance levels via <math>\chi^2</math> test.</p>	<p>Senior Benchmarks were Not Met. Only 49% of Seniors “Meet” or “Exceed” expectations and 15% of Senior essays were “Inadequate”.</p> <p>The Difference Benchmark was Met. Senior scores were significantly higher than First-Year scores. However, this result was driven largely by the fact that only 5% of First-Year Students “Meet” or “Exceed” expectations.</p>	<p>This has been and continues to be an area of overall weakness in GE SLO assessment results.</p> <p>In response the former GE Director and Committee engaged in a two-year process to create a set of 3 Faith-Learning Integration Shared Commitments for all courses in the GE curriculum. The current GE Director presented the Commitments to the faculty at the September 2018 Faculty Business Meeting. The Commitments were also added to the GE Syllabus Instructions (see Appendix 3) and were distributed to GE faculty prior to the beginning of the Spring 2019 and Fall 2019 semesters.</p> <p>The Commitments require attention and revision to “disciplinary connections” as well as to “activities” and “assignments.” Thus, they are specific enough to improve teaching and learning in ways that will promote SLO D. Furthermore, the GEC revised the GE Component Review Process in Spring 2019 so that components will need to provide evidence of</p>
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			<p>implementation of the Shared Commitments in all GE courses.</p> <p>It will take a few years to see if this ongoing initiative begins to impact student learning.</p>
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### *Assessment Instruments, Procedures, and Data Tables*

*Note.* See subsequent sections of this report for prior year results as well as details of the assessment philosophy, process, and instruments.

#### Malone General Education Essay Assessment

The Malone General Education Essay Assessment is a direct-measure assessment based on essay assignments embedded in GEN 100 (First Year Orientation Course) and GEN 460 (Senior Year Capstone Course). This instrument provides evidence of student learning in critical thinking (SLO B), writing skills (SLO C), and understanding Christian faith with application to an ethical or social issue (SLO D).

First-Year essays come from the early days of the orientation course (GEN 100). Senior essays come from the final weeks of the capstone course (GEN 460). Essays are sampled randomly from each section of GEN 100 and GEN 460. All essays are scored each May by faculty using the same rubric and an Advanced-Placement-style training and scoring system. See Appendix 1 for essay prompts and scoring rubric. Target sample size is 100 First-Year and 100 Senior essays.

#### **SLO B: Students will think critically and creatively**

Cell entries are Counts

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate	N
First Year	1	19	58	20	98
Senior	16	41	40	0	97

Cell entries are Percentages within rows

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
First Year	1	19	59	20
Senior	16	42	41	0

Cell entries are Percentages within rows

	Meets Expectations or	Needs Improvement or
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	Exceeds Expectations	Inadequate
First Year	20	79
Senior	58	41

*The difference in performance between first-year and senior-year students is statistically significant,  $\chi^2 = 30.01$ ,  $p < .00001$*

#### Assessment Benchmarks

Senior Benchmark: 70% Meet or Exceed Expectations – NOT met

Senior Benchmark: Fewer than 10% Inadequate – MET

Comparison: Seniors should score significantly better than First Year Students – MET

#### **SLO C: Students will communicate effectively in multiple contexts.**

Cell entries are Counts

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate	N
First Year	1	15	67	15	98
Senior	15	42	40	0	97

Cell entries are Percentages within rows

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
First Year	1	15	68	15
Senior	15	43	41	0

Cell entries are Percentages within rows

	Meets Expectations or Exceeds Expectations	Needs Improvement or Inadequate
First Year	16	83
Senior	58	41

*The difference in performance between first-year and senior-year students is statistically significant,  $\chi^2 = 37.48$ ,  $p < .00001$*

#### Assessment Benchmarks

Senior Benchmark: 70% Meet or Exceed Expectations – NOT met

Senior Benchmark: Fewer than 10% Inadequate – MET

Comparison: Seniors should score significantly better than First Year Students – MET

#### **SLO D: Students will apply an understanding of Christian faith to ethical or social issues**

Cell entries are Counts

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate	N
First Year	0	5	32	61	98
Senior	12	36	34	15	97

Cell entries are Percentages within rows

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
First Year	0	5	33	62
Senior	12	37	35	15

Cell entries are Percentages within rows

	Meets Expectations or Exceeds Expectations	Needs Improvement or Inadequate
First Year	5	95
Senior	49	50

*The difference in performance between first-year and senior-year students is statistically significant,  $\chi^2 = 48.52$ ,  $p < .00001$*

#### Assessment Benchmarks

Senior Benchmark: 70% Meet or Exceed Expectations – NOT met

Senior Benchmark: Fewer than 10% Inadequate – NOT met

Comparison: Seniors should score significantly better than First Year Students – MET

#### Collegiate Learning Assessment (CLA+)

The CLA+ is a national measure of critical thinking and problem solving. The Performance Task section puts students in a realistic scenario, such as running a political campaign, addressing an ecological problem, or curating a museum exhibit. Students are presented with a variety of documents, stories, charts, graphs, and information (i.e., a document library). To perform well they must select and evaluate information and create a coherent written response in which they support conclusions with evidence from the document library. Performance Task responses also yield two writing measures: Writing Effectiveness and Writing Mechanics.

The other section, Selected-Response Questions, measures student performance in the areas of “scientific and quantitative reasoning,” “critical reading and evaluation,” and “logical fallacies and questionable assumptions.” Although it utilizes a multiple-choice format, the questions refer to a small document library.

The CLA+ data are used to evaluate the following SLOs:

**B. Students will think critically and creatively**

**C. Students will communicate effectively in multiple contexts**

Target sample sizes are 50 First-Year students and 50 Seniors. Students are recruited from sections of GEN 100 during approximately the third week of the Fall semester and from GEN 460 during the final exam period of the Spring semester. Students who take the CLA+ receive a \$5.00 gift card. To minimize

sampling biased caused by voluntary response sampling, students are recruited as a course section rather than as individuals. However, to reach target samples we also need to recruit a handful of individual students as well.

The CLA+ is a complex, authentic assessment instrument that provides several different kinds of metrics: total scores, subscores, percentile ranks, mastery levels, effect sizes, and “value-added” effect sizes (comparison of actual senior scores to predicted scores based on first-year CLA+ performance and parental level of education. In light of this complexity, we have adopted the following general benchmarks for identifying Strengths (and Weaknesses):

- Malone Senior percentile ranks should be at or above the 50<sup>th</sup> percentile
- Malone Senior mastery level should be “Proficient” or better
- Malone Senior metrics should be higher than Malone First-Year metrics
- Malone Senior or Difference metrics should be higher than corresponding Institutional metrics
- The precise magnitude of effects should not be over-interpreted due to the small size of the Malone sample (and the corresponding wide confidence intervals)

Below are data extracted from the Spring 2019 Institutional Report provided by CLA to Malone University.

Sample Size = 44 First-year students  
Sample Size = 37 Seniors

#### *Percentile Ranks*

	Total Score	Performance Task	Selected Response
First Year	30	26	37
Senior	53	46	62

First Year Mean Total Score Mastery Level = “Basic”  
Senior Mean Total Score Mastery Level = “Proficient”

#### *Percentage of Students at Each Mastery Level for Total Score*

	Below Basic	Basic	Proficient	Accomplished	Advanced
First Year	30	48	18	5	0
Senior	11	30	35	19	5

#### *Effect Sizes (Senior vs. First Year)*

	Total Score	Performance Task	Selected Response
Malone	1.08	0.84	0.97
Institutional Sample Mean	0.36	0.31	0.29

### **Performance Task Subscores – Original 1 to 6 Scoring System**

#### *Analysis & Problem Solving*

Distribution of Performance Task Subscore (%)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Malone First Year	0	27	57	16	0	0
Malone Senior	0	11	54	35	0	0
Institutional Sample Senior	2	15	43	33	7	1

*Writing Effectiveness*

Distribution of Performance Task Subscore (%)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Malone First Year	0	20	61	18	0	0
Malone Senior	0	5	51	41	3	0
Institutional Sample Senior	1	13	41	37	8	1

*Writing Mechanics*

Distribution of Performance Task Subscore (%)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Malone First Year	0	2	70	27	0	0
Malone Senior	0	0	35	62	3	0
Institutional Sample Senior	1	4	33	54	9	1

**Performance Task Subscores – Combined into Low (1,2,3) and High (4,5,6) Scores**

*Analysis & Problem Solving*

Distribution of Performance Task Subscore (%)

	<b>1,2,3</b>	<b>4,5,6</b>
Malone First Year	84	16
Malone Senior	65	35
Institutional Sample Senior	60	41

*Writing Effectiveness*

Distribution of Performance Task Subscore (%)

	<b>1,2,3</b>	<b>4,5,6</b>
Malone First Year	81	18
Malone Senior	56	44
Institutional Sample Senior	55	46

*Writing Mechanics*

Distribution of Performance Task Subscore (%)

	<b>1,2,3</b>	<b>4,5,6</b>
Malone First Year	72	27
Malone Senior	35	65
Institutional Sample Senior	38	64

**CLA+ Part II: Selected-Response Questions**

*Mean Scores on Selected-Response Questions*

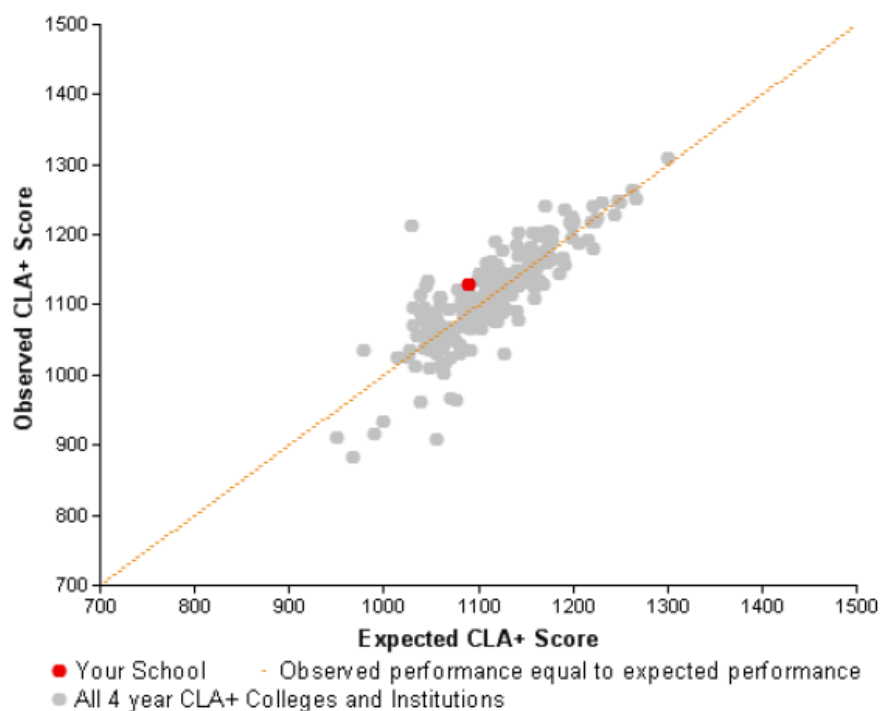
	Scientific & Quantitative Reasoning	Critical Reading & Evaluation	Critique an Argument
Malone First Year	501	475	501
Malone Senior	537	560	540
Institutional Sample Senior	533	530	529

### SECTION 3: VALUE-ADDED ESTIMATES

	EXPECTED SENIOR MEAN CLA+ SCORE	ACTUAL SENIOR MEAN CLA+ SCORE
<b>Total CLA+ Score</b>	1090	1129
Performance Task	1079	1107
Selected-Response Questions	1101	1150

	VALUE-ADDED SCORE	PERFORMANCE LEVEL	PERCENTILE RANK	CONFIDENCE INTERVAL BOUNDS	
				LOWER	UPPER
<b>Total CLA+ Score</b>	0.90	Near	84	-0.43	2.23
Performance Task	0.53	Near	74	-0.86	1.92
Selected-Response Questions	1.12	Above	88	-0.37	2.61

#### Expected vs. Observed CLA+ Scores



### PRIOR YEAR RESULTS

#### Summary Table: 2017-2018 General Education SLO Assessment

Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>A. Students will understand theories and cultural influences that have shaped the world.</b></p> <p>For example, students will articulate material social and intellectual traditions influencing American cultures and demonstrate the ability to engage constructively with diverse cultures.</p>	<p><b>1) SLO A was assessed for the second time in 2017-18 by the <b>Global Encounters Essay Assessment</b>. Sample essays (n = 84) from Global Encounters menu courses were scored with a rubric. This is the closest to a post-test location as we have in the curriculum.</b></p> <p><u>Benchmarks:</u></p> <p>70% Meet or Exceed Expectations</p> <p>&lt; 10% Inadequate</p> <p>-----</p> <p><b>2) SLO A was also assessed via 5 items on the <b>2018 NSSE</b> survey that were linked to SLO A prior to the administration of the survey.</b></p> <p><u>Benchmarks:</u></p> <p>“Strength” if Malone Seniors scored 7+ percentage points higher than Malone First-Year Students or if Malone Seniors scored 7+ percentage points higher than CCCU Seniors. Differences of 7+ percentage points in the opposite direction</p>	<p>As in the previous assessment cycle students failed to meet benchmarks in nearly all aspects of the scoring rubric.</p> <p>“Inadequate” benchmarks were met (7%) and approached (10%) for two of four rubric elements: Self and Others and the Engagement and Reconciliation. Students were considerably below “Meet/Exceeded” Benchmarks in all four rubric elements (range: 21% to 43%).</p> <p>-----</p> <p>7 of 10 difference indicators (MS-MF and MS-CS) showed evidence of Strength. None of the difference indicators showed evidence of Weakness.</p> <p>4 of 5 absolute indicators (MS) showed evidence of Strength. One item showed evidence of mild Weakness (53% response to item 17j, institution contributing to “being an informed and active citizen.”)</p>	<p>The GEC and Global Encounters instructors agree that the assessment instrument needs to be revised or replaced to make it a better fit for all of the courses in the component menu and a better fit with teaching and learning aimed at SLO A.</p> <p>The GE Director will gather component faculty in January 2019 to begin this task. In addition, we will evaluate the possible use of the 2018 NSSE Global Learning Module as an additional source of SLO data for SLO A.</p> <p>The overall pattern of NSSE responses to items linked to SLO A provide evidence of this SLO being met. These data reinforce the decision to modify or replace the Global Encounters Essay Assessment and examine other data sources rather than conclude that student performance is actually as poor as indicated by the current version of the essay prompt and rubric.</p>

	<p>were evidence of a “Weakness”). In addition, absolute levels of Malone Senior responses below 60% were also considered as a “Weakness.”</p> <p>Differences from -6% to +6% were interpreted as neutral or adequate. Interpretation focuses on clear Strengths and Weaknesses.</p>		
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Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>B. Students will think critically and creatively.</b></p> <p>For example, students will gather and assess the relevance of information, demonstrate the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative), be able to integrate Christian faith with disciplinary knowledge, and develop multiple approaches to problems.</p>	<p><b>1) SLO B was assessed with the <b>Malone General Education Essay Assessment.</b></b></p> <p>First-Year essays (n = 121) from the beginning of the orientation course (GEN 100) and Senior essays (n = 95) from the final weeks of the capstone course (GEN 460) were scored with the same rubric.</p> <p><u>Senior Benchmarks:</u></p> <p>70% Meet or Exceed Expectations</p> <p>&lt; 10% Inadequate</p> <p><u>Difference Benchmark:</u></p> <p>Statistically significant difference between First-Year and Senior performance levels via</p>	<p>Benchmarks were Met. No Seniors were rated “Inadequate” and 76% of Seniors “Meet” or “Exceed” expectations. Senior scores were significantly higher than First-Year scores.</p>	<p>Both direct measures support the conclusion that critical and creative thinking is an overall area of strength in GE outcomes. Especially noteworthy is that all Senior metrics were higher than First-Year metrics and the Malone performance on the Performance Task was so much larger than the expected score, putting us in the 93<sup>rd</sup> percentile for “added-value.” Thus, no significant changes are warranted at this time.</p> <p>However, CLA+ results and NSSE results suggest a need for improvement in quantitative reasoning. The NSSE responses indicate that our</p>

	<p><math>\chi^2</math> test.</p> <p>-----</p> <p><b>2) SLO B</b> was also assessed with the <b>Collegiate Learning Assessment (CLA+)</b>, a national measure of critical thinking and problem solving. The CLA+ was administered to First-year students (n = 39) in the initial weeks of the orientation course (GEN 100) and Seniors (n = 53) in the final exam period of the capstone seminar (GEN 460).</p> <p>The CLA+ is a complex, authentic assessment instrument that provides several different kinds of metrics: total scores, subscores, percentile ranks, mastery levels, effect sizes, and “value-added” effect sizes (comparison of actual senior scores to predicted scores based on first-year CLA+ performance and parental level of education). See Detailed Account section for data and benchmarks.</p>	<p>-----</p> <p>The “regular” metrics were evaluated first (all metrics other than value-added metrics).</p> <p>Benchmarks were Met for 10 of 15 regular metrics. Strengths were identified for: Total Score, Performance Task, Senior Mastery Level, Analysis &amp; Problem-Solving Subscore, and Critique an Argument.</p> <p>Metrics for the Selected Response items were mixed. Seniors scored at the 39<sup>th</sup> percentile. However, the Malone Senior vs. First-Year Difference effect size was larger than the mean Institutional effect size (0.73 vs. 0.55)—and the Malone effect is at least a medium-sized effect.</p> <p>A fine-grained look at the Selected-Response results indicate some Weaknesses in Scientific &amp; Quantitative Reasoning and Critical Reading &amp; Evaluation. Although Malone Senior scores were higher than Malone First-Year scores, they were lower than Institutional metrics.</p>	<p>upper-class students may not be getting enough practice in analyzing and applying quantitative methods and data.</p> <p>In addition to anecdotal evidence from faculty, these results suggest that we ought to revise or replace the Online Dating Performance Task that is currently embedded in the Understanding Persons in Society component. A task force will begin this process in Spring 2019. In addition, the task force should consider moving the existing task to the Introduction to Statistics and Statistics for Business courses.</p> <p>In addition to an overall effort to get more meaningful GE SLO data into the hands of GE faculty more often, the GE director will encourage enhanced attention to quantitative reasoning in appropriate upper-level courses in the GE curriculum.</p>
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		<p>Examination of the “value-added” metrics confirmed the overall pattern of results. Malone’s expected scores vs. observed scores placed us in the 75<sup>th</sup> percentile for Total Score and 93<sup>rd</sup> percentile for the Performance Task. As above, the Weakness was in the Selected-Response metric (41<sup>st</sup> percentile).</p>	
	<p>-----</p> <p><b>3) SLO B</b> was also assessed via 16 items on the <b>2018 NSSE</b> survey that were linked to SLO B prior to the administration of the survey.</p> <p><u>Benchmarks:</u></p> <p>Strength if Malone Seniors scored 7+ percentage points higher than Malone First-Year Students or if Malone Seniors scored 7+ percentage points higher than CCCU Seniors. Differences of 7+ percentage points in the opposite direction were evidence of a Weakness). In addition, absolute levels of Malone Senior responses below 60% were also considered as a Weakness.</p>	<p>-----</p> <p>2 of 16 MS-MF difference indicators showed evidence of Strength: “combined ideas from different courses” (+10) and “connected ideas to prior experiences and knowledge” (+8).</p> <p>2 of 16 MS-CS difference indicators showed evidence of Strength: “thinking critically analytically” (+7) and “solving complex real-world problems” (+8).</p> <p>2 difference indicators (-7 and -12) and 3 absolute indicators (31, 32, and 39) showed evidence of Weakness in “how <u>often</u>” students use “numerical information.” However, 1 difference indicator showed evidence of</p>	

	Differences from -6% to +6% were interpreted as neutral or adequate. Interpretation focuses on clear Strengths and Weaknesses.	Strength in “ <u>development</u> ” of “analyzing numerical and statistical information”  There was one additional Weakness: a 9 percentage point difference below the Senior CCCU responses to: “learned something that changed the way you understand a concept or an issue.”	
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Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p><b>C. Students will communicate effectively in multiple contexts.</b></p> <p>That is, students will be able to express ideas with clarity, read and listen to the ideas of others with understanding and discernment, and engage in rhetorically effective communication.</p>	<p><b>1) SLO C was assessed with the <b>Malone General Education Essay Assessment.</b></b></p> <p>First-Year essays (n = 121) from the beginning of the orientation course (GEN 100) and Senior essays (n = 95) from the final weeks of the capstone course (GEN 460) were scored with the same rubric.</p> <p><u>Senior Benchmarks:</u></p> <p>70% Meet or Exceed Expectations</p> <p>&lt; 10% Inadequate</p> <p><u>Difference Benchmark:</u></p> <p>Statistically significant difference between First-Year and Senior performance levels via <math>\chi^2</math> test.</p>	<p>Benchmarks were Met. No Seniors were rated “Inadequate” and 83% of Seniors “Meet” or “Exceed” expectations. Senior scores were significantly higher than First-Year scores.</p>	<p>This has been and continues to be an area of overall strength in GE SLO assessment results. Both direct measures support the conclusion that SLO C is being met. No changes are warranted at this time.</p> <p>Mixed results from an indirect measure in the form of two NSSE items is not sufficient to alter this conclusion. However, it is possible that students are better writers than they perceive themselves to be.</p>

	<p>-----</p> <p><b>2) SLO C</b> was also assessed with the <b>Writing Effectiveness</b> and <b>Writing Mechanics</b> subscores from the <b>Performance Task section of the CLA+</b>. The subscores range from 1 to 6. Data were reduced to a lower-performance (1, 2, or 3) and a higher-performance (4, 5, or 6) category. Results are the percentage of students scoring within each category.</p> <p>The CLA+ was administered to First-year students (n = 39) in the initial weeks of the orientation course (GEN 100) and Seniors (n = 53) in the final exam period of the capstone seminar (GEN 460).</p> <p><u>Benchmarks:</u></p> <p>SLO Met if the percentage of Malone Seniors scoring in the higher-performance category is higher than the percentage of Malone First-Year Students and the Institutional Senior Sample (representative sample of seniors provided within CLA+ institutional data reports).</p>	<p>-----</p> <p>For Writing Effectiveness subscores 62% of Malone Seniors scored in the higher-performance category as compared to 10% of Malone First-Year Students and 47% of the Seniors from the Institutional Sample.</p> <p>For Writing Mechanics subscores 75% of Malone Seniors scored in the higher-performance category as compared to 28% of Malone First-Year Students and 64% of the Seniors from the Institutional Sample.</p>	
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	<p>-----</p> <p><b>3)</b> SLO C was also assessed via 2 items on the <b>2018 NSSE</b> survey that were linked to SLO C prior to the administration of the survey.</p> <p><u>Benchmarks:</u></p> <p>Strength if Malone Seniors scored 7+ percentage points higher than Malone First-Year Students or if Malone Seniors scored 7+ percentage points higher than CCCU Seniors. Differences of 7+ percentage points in the opposite direction were evidence of a Weakness). In addition, absolute levels of Malone Senior responses below 60% were also considered as a Weakness.</p> <p>Differences from -6% to +6% were interpreted as neutral or adequate. Interpretation focuses on clear Strengths and Weaknesses.</p>	<p>-----</p> <p>No difference indicators showed clear evidence of Strength. Both absolute indicators showed evidence of Strength. 1 of 4 difference indicators (MS-CS of -8) showed evidence of Weakness (institution contributed to <i>writing clearly and effectively</i>).</p>	
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Student Learning Outcome	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results

<p><b>D. Students will understand the foundations of the Christian faith and the role of service to the church, community, and world and apply this knowledge to ethical and social issues.</b></p>	<p><b>1) SLO D was assessed with the <b>Malone General Education Essay Assessment.</b></b> First-Year essays (n = 121) from the beginning of the orientation course (GEN 100) and Senior essays (n = 95) from the final weeks of the capstone course (GEN 460) were scored with the same rubric.</p> <p><u>Senior Benchmarks:</u></p> <p>70% Meet or Exceed Expectations</p> <p>&lt; 10% Inadequate</p> <p><u>Difference Benchmark:</u></p> <p>Statistically significant difference between First-Year and Senior performance levels via <math>\chi^2</math> test.</p> <p>-----</p>	<p>Senior Benchmarks were Not Met. Only 56% of Seniors “Meet” or “Exceed” expectations and 12% of Senior essays were “Inadequate”.</p> <p>The Difference Benchmark was Met. Senior scores were significantly higher than First-Year scores. However, this result was driven largely by the fact that only 1% of First-Year Students “Meet” or “Exceed” expectations.</p> <p>-----</p>	<p>This has been and continues to be an area of overall weakness in GE SLO assessment results.</p> <p>In response the former GE Director and Committee engaged in a two-year process to create a set of 3 Faith-Learning Integration Shared Commitments for all courses in the GE curriculum. The current GE Director presented the Commitments to the faculty at the September 2018 Faculty Business Meeting. The Commitments were also added to the GE Syllabus Instructions (see Appendix 3) and will be distributed to GE faculty prior to the beginning of the Spring 2019 semester.</p> <p>The Commitments require attention and revision to “disciplinary connections” as well as to “activities” and “assignments.” Thus, they are specific enough to improve teaching and learning in ways that will promote SLO D. Furthermore, the GEC will revise the GE Component Review Process this year so that components will need to provide evidence of</p>
	<p><b>2) SLO D was also assessed via one item on the <b>2018 NSSE</b> survey that was linked to SLO D prior to the administration of the survey.</b></p> <p><u>Benchmarks:</u></p> <p>Strength if Malone Seniors scored 7+ percentage points higher than Malone First-Year Students or if Malone Seniors scored 7+ percentage points</p>	<p>Absolute (72) and difference indicators (+11 and +14) showed evidence of Strength for “developing or clarifying a personal code of values and ethics.”</p>	

	<p>higher than CCCU Seniors. Differences of 7+ percentage points in the opposite direction were evidence of a Weakness). In addition, absolute levels of Malone Senior responses below 60% were also considered as a Weakness.</p> <p>Differences from -6% to +6% were interpreted as neutral or adequate. Interpretation focuses on clear Strengths and Weaknesses.</p>		<p>implementation of the Shared Commitments in all GE courses.</p> <p>At the request of the GE Director, the Faculty Development Committee will offer a faculty-development session focused on SLO D and the Shared Commitments during Spring 2019. The GE Director will work to promote this as an annual faculty-development topic.</p> <p>To avoid artificial inflation of differences between Seniors and First-Year Students, the GEN 100 essay prompt will be revised to make it more comparable to the GEN 460 prompt in terms of explicit reference to faith-learning integration.</p>
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### ***Detailed Account of Assessment Processes and Instruments (Including Prior Year Results)***

#### ***Philosophy of Assessment***

The Director of General Education and the General Education Committee operate according to a philosophy of assessment. We aim to assess a manageable number of student learning outcomes, each with multiple assessment instruments. We involve the General Education faculty in the development and revision of prompts and rubrics for our in-house instruments so that the instruments and data can be reflective of and tailored to the specific mission, goals, and outcomes of General Education of Malone University. In addition, we also employ national measures with comparative data in order to be able to compare the performance of our students with students elsewhere. Furthermore, we aim to provide clear benchmarks for success and straightforward rules of interpretation so that we can identify and celebrate key strengths and work together to improve key areas of weakness.

The strengths that we identify do not *prove* that the General Education Program is achieving its intended student learning outcomes, but they do *support* that conclusion. Likewise, identified weaknesses do not *prove* that students are not achieving learning outcomes, but they do *support* that conclusion. Given the key weaknesses that can be identified, either in the assessment process or results, the GE Director

and Committee create and monitor a manageable number of initiatives and changes in order to promote student learning in those areas which clearly fall within the scope of our mission, goals, and outcomes.

We believe in incremental improvement and we believe in the power of the collective action of the General Education Faculty to achieve together what none of us can achieve alone.

### *Assessment Instruments, Procedures, and Data Tables*

#### Malone General Education Essay Assessment

The Malone General Education Essay Assessment is a direct-measure assessment based on essay assignments embedded in GEN 100 (First Year Orientation Course) and GEN 460 (Senior Year Capstone Course). This instrument provides evidence of student learning in critical thinking (SLO B), writing skills (SLO C), and understanding Christian faith with application to an ethical or social issue (SLO D).

First-Year essays come from the early days of the orientation course (GEN 100). Senior essays come from the final weeks of the capstone course (GEN 460). Essays are sampled randomly from each section of GEN 100 and GEN 460. All essays are scored each May by faculty using the same rubric and an Advanced-Placement-style training and scoring system. See Appendix 1 for essay prompts and scoring rubric. Target sample size is 100 First-Year and 100 Senior essays.

#### **SLO B: Students will think critically and creatively**

Cell entries are Counts

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate	N
First Year	0	25	61	35	121
Senior	29	43	23	0	95

Senior Benchmarks: 70% Meet or Exceed and < 10% Inadequate  
Senior Benchmarks **MET**

Cell entries are Percentages within rows

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
First Year	0%	21%	50%	29%
Senior	31%	45%	24%	<b>0%</b>

Cell entries are Percentages within rows

	Meets Expectations or Exceeds Expectations	Needs Improvement or Inadequate
First Year	21%	79%
Senior	<b>76%</b>	24%

The difference in performance between first-year and senior-year students is statistically significant,  $\chi^2 = 65.37$ ,  $p < .00001$

#### **SLO C: Students will communicate effectively in multiple contexts.**

Cell entries are Counts

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate	N
First Year	0	26	72	23	121
Senior	29	50	16	0	95

Senior Benchmarks: 70% Meet or Exceed and < 10% Inadequate

Senior Benchmarks **MET**

Cell entries are Percentages within rows

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
First Year	0%	21%	60%	19%
Senior	31%	53%	17%	<b>0%</b>

Cell entries are Percentages within rows

	Meets Expectations or Exceeds Expectations	Needs Improvement or Inadequate
First Year	21%	79%
Senior	<b>83%</b>	17%

The difference in performance between first-year and senior-year students is statistically significant,  $\chi^2 = 81.02$ ,  $p < .00001$

#### **SLO D: Students will apply an understanding of Christian faith to ethical or social issues**

Cell entries are Counts

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate	N
First Year	0	1	13	107	121
Senior	22	31	31	11	95

Senior Benchmarks: 70% Meet or Exceed and < 10% Inadequate

Senior Benchmarks **\*NOT\*** met

Cell entries are Percentages within rows

	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
First Year	0%	1%	11%	88%
Senior	23%	33%	33%	<b>12%</b>

Cell entries are Percentages within rows

	Meets Expectations or Exceeds Expectations	Needs Improvement or Inadequate
First Year	1%	99%

Senior	56%	44%
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The difference in performance between first-year and senior-year students is statistically significant,  $\chi^2 = 81.02$ ,  $p < .00001$

### Collegiate Learning Assessment (CLA+)

The CLA+ is a national measure of critical thinking and problem solving. The Performance Task section puts students in a realistic scenario, such as running a political campaign, addressing an ecological problem, or curating a museum exhibit. Students are presented with a variety of documents, stories, charts, graphs, and information (i.e., a document library). To perform well they must select and evaluate information and create a coherent written response in which they support conclusions with evidence from the document library. Performance Task responses also yield two writing measures: Writing Effectiveness and Writing Mechanics.

The other section, Selected-Response Questions, measures student performance in the areas of “scientific and quantitative reasoning,” “critical reading and evaluation,” and “logical fallacies and questionable assumptions.” Although it utilizes a multiple-choice format, the questions refer to a small document library.

The CLA+ data are used to evaluate the following SLOs:

- B. Students will think critically and creatively.
- C. Students will communicate effectively in multiple contexts.

Target sample sizes are 50 First-Year students and 50 Seniors. Students are recruited from sections of GEN 100 during approximately the third week of the Fall semester and from GEN 460 during the final exam period of the Spring semester. Students who take the CLA+ receive a \$5.00 gift card. To minimize sampling biased caused by voluntary response sampling, students are recruited as a course section rather than as individuals. However, to reach target samples we also need to recruit a handful of individual students as well.

The CLA+ is a complex, authentic assessment instrument that provides several different kinds of metrics: total scores, subscores, percentile ranks, mastery levels, effect sizes, and “value-added” effect sizes (comparison of actual senior scores to predicted scores based on first-year CLA+ performance and parental level of education. In light of this complexity, we have adopted the following general benchmarks for identifying Strengths (and Weaknesses):

- Malone Senior percentile ranks should be at or above the 50<sup>th</sup> percentile
- Malone Senior mastery level should be “Proficient” or better
- Malone Senior metrics should be higher than Malone First-Year metrics
- Malone Senior or Difference metrics should be higher than corresponding Institutional metrics
- The precise magnitude of effects should not be over-interpreted due to the small size of the Malone sample (and the corresponding wide confidence intervals)

Below are data extracted from the Spring 2018 Institutional Report provided by CLA to Malone University.

Sample Size = 39 First-year students  
Sample Size = 53 Seniors

### Percentile Ranks

	Total Score	Performance Task	Selected Response
First Year	33	25	45
Senior	52	67	39

First Year Mean Total Score Mastery Level = “Basic”

Senior Mean Total Score Mastery Level = “Proficient”

### Percentage of Students at Each Mastery Level for Total Score

	Below Basic	Basic	Proficient	Accomplished	Advances
First Year	38	49	13	0	0
Senior	11	25	32	28	4

### Effect Sizes (Senior vs. First Year)

	Total Score	Performance Task	Selected Response
Malone	1.47	1.44	0.73
Institutional Sample Mean	0.62	0.47	0.55

### Performance Task Subscores – Combined into Low (1,2,3) and High (4,5,6) Scores

#### Analysis & Problem Solving

##### Distribution of Performance Task Subscore (%)

	<b>1,2,3</b>	<b>4,5,6</b>
Malone First Year	87	13
Malone Senior	51	49
Institutional Sample Senior	59	41

#### Writing Effectiveness

##### Distribution of Performance Task Subscore (%)

	<b>1,2,3</b>	<b>4,5,6</b>
Malone First Year	90	10
Malone Senior	38	62
Institutional Sample Senior	53	47

#### Writing Mechanics

##### Distribution of Performance Task Subscore (%)

	<b>1,2,3</b>	<b>4,5,6</b>
Malone First Year	72	28
Malone Senior	25	75
Institutional Sample Senior	35	64

### CLA+ Part II: Selected-Response Questions

#### Mean Scores on Selected-Response Questions

	Scientific & Quantitative Reasoning	Critical Reading & Evaluation	Critique an Argument
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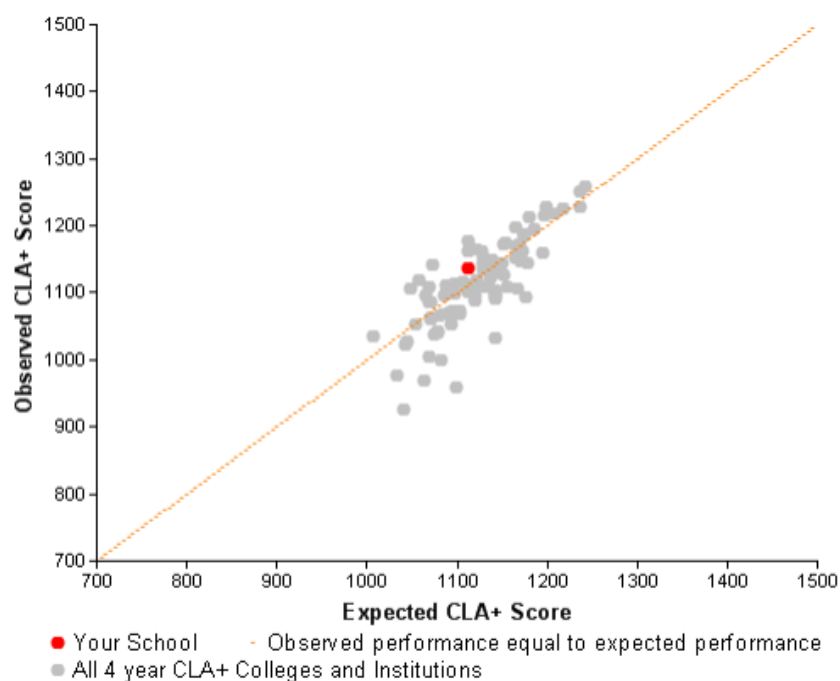
Malone First Year	495	484	507
Malone Senior	528	532	562
Institutional Sample Senior	546	541	538

### SECTION 3: VALUE-ADDED ESTIMATES

	EXPECTED SENIOR MEAN CLA+ SCORE	ACTUAL SENIOR MEAN CLA+ SCORE
<b>Total CLA+ Score</b>	1113	1138
Performance Task	1092	1149
Selected-Response Questions	1135	1126

	VALUE-ADDED SCORE	PERFORMANCE LEVEL	PERCENTILE RANK	CONFIDENCE INTERVAL BOUNDS	
				LOWER	UPPER
<b>Total CLA+ Score</b>	0.57	Near	75	-0.23	1.37
Performance Task	1.09	Above	93	0.19	1.99
Selected-Response Questions	-0.21	Near	41	-1.09	0.67

#### Expected vs. Observed CLA+ Scores



*Note. Copied from 2017-2018 Institutional Report sent to Malone from the CLA*

### 2018 National Survey of Student Engagement (NSSE)

NSSE was administered from February 6 through March 29 of the Spring 2018 semester. Students were invited to participate via email announcements. Thus, it is a voluntary response sample. Results are based on a sample of 120 First-Year students and 102 Seniors. Comparative data come from 24

members of the Council of Christian Colleges and Universities (CCCU). Each institution in the CCCU has a relatively similar ethos and mission to that of Malone University.

In 2014 the former Director of General Education linked a set of 24 NSSE items to the 4 General Education Student Learning Outcomes. These same NSSE items were extracted from the 2018 NSSE results and served as the basis of the current assessment report. Responses are reported as percentages by summing the two highest response options (either Often + Very Often or Quite a Bit + Very Much) for each item.

Because the data are indirect measures based on self-report we focused on two difference measures: Malone Seniors vs. Malone First-Year students (MS-MF) and Malone Seniors vs. CCCU Seniors (MS-CS). In order to estimate sampling variability for the relatively small Malone sample we calculated the mean difference between the 2014 and 2018 First-Year responses to the set of 24 items after taking the absolute value of each difference. The mean difference was approximately 7 percentage points. This results was confirmed using an online calculator (<http://www.raosoft.com/samplesize.html>) to determine the margin of error for a 95% confidence interval for a sample of 100 drawn from a population of 350 when estimating a population parameter equal to 65%. The margin of error is approximately 7.9 percentage points.

Based on this analysis we determined that differences of 7 percentage points or more would be characterized as key Strengths or key Weaknesses. Setting the rule at 7 rather than 8 is more conservative in that it makes it more likely to identify a key Weakness. In addition, since the difference scores could obscure low absolute levels of performance, we also looked for Malone Senior responses that were lower than 60%.

Cell entries are percentages (Often + Very Often) or (Quite a Bit + Very Much)

	<b>M = Malone    C = CCCU    F = First Year    S = Senior</b>	<b>MF</b>	<b>MS</b>	<b>CF</b>	<b>CS</b>	<b>MS-CS</b>	<b>MS-MF</b>
	<i>2018 NSSE Item</i>						
<b>SLO A</b>							
	<b><i>During the current school year, how often have you:</i></b>						
2.b	Connected your learning to societal problems or issues?	53	75	50	65	10	22
2.c	Included diverse perspectives (political, religious, etc) in course discussions or assignments?	47	67	52	60	7	20
2.e	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective?	73	80	72	75	5	7
	<b><i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i></b>						
17.h	Understanding people of other backgrounds?	69	78	63	64	14	9
17.j	Being an informed and active citizen?	56	53	53	54	-1	-3
<b>SLO B</b>							
	<b><i>During the current school year, how often have you:</i></b>						
2.a	Combined ideas from different courses when completing assignments?	62	72	47	68	4	10
2.d	Examined the strengths and weaknesses of your own views on a topic or issue?	69	73	64	70	3	4
2.f	Learned something that changed the way you understand an issue or concept?	60	62	67	71	-9	2
2.g	Connected ideas from your courses to your prior experiences and knowledge?	78	86	77	84	2	8
6.a	Reached conclusions from own analysis of numerical information (numbers, graphs, statistics)?	51	39	45	46	-7	-12
6.b	Used numerical information to examine a real-world problem or issue?	37	32	33	36	-4	-5
9.a	Identified key information from reading assignments?	79	84	74	79	5	5
9.c	Summarized what you learned in class or from course materials?	61	61	60	61	0	0
6.c	Evaluated what others have concluded from numerical information?	36	31	33	36	-5	-5
	<b><i>During the current school year, how much has your coursework emphasized the following:</i></b>						
4.b	Applying facts theories or methods to practical problems or new situations?	77	75	68	76	-1	-2
4.c	Analyzing an idea, experience, or line of reasoning in depth by examining its parts?	74	76	67	73	3	2
4.d	Evaluating a point of view, decision, or information source?	75	71	67	71	0	-4
4.e	Forming a new idea or understanding from various pieces of information?	67	65	66	70	-5	-2
	<b><i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i></b>						
17.c	Thinking critically and analytically?	86	91	76	84	7	5
17.d	Analyzing numerical and statistical information?	59	61	47	52	9	2
17.i	Solving complex real-world problems?	66	70	52	62	8	4
<b>SLO C</b>							
	<b><i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i></b>						
17.a	Writing clearly and effectively?	65	67	65	75	-8	2
17.b	Speaking clearly and effectively?	70	71	60	71	0	1
<b>SLO D</b>							
	<b><i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i></b>						
17.g	Developing or clarifying a personal code of values and ethics?	72	86	68	75	11	14

## Global Encounters Component Essay Assessment

The Global Encounters Component Essay Assessment is a course-embedded assessment that is due in the final weeks of the semester. The basic framing for students is:

Throughout this course we have explored theories and cultural influences that have shaped the world. Write an essay that discusses how you and different cultural groups in our local/global world have been shaped by culture, key institutions, and/or social dynamics

Essays are sampled randomly from approximately 9 courses in the Global Encounters menu over the course of the academic year, most of which are 300- or 400-level courses. Thus, it is an end-point, criterion-based assessment. See Appendix 2 for Scoring Rubric and Essay Prompt.

### **SLO A: Students will understand theories and cultural influences that have shaped the world.**

Senior Benchmarks: 70% Meet or Exceed and < 10% Inadequate  
Senior Benchmarks generally **\*NOT\*** met

Cell entries are Counts or Percentages (%) N = 84

Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
<b>Self and Others:</b> <i>acknowledge that both the self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics</i>			
3	33	42	6
4%	39%	50%	7%
<b>Normative Identities:</b> <i>understand how culture and/or dominant institutions form normative identities</i>			
4	25	43	12
5%	30%	51%	14%
<b>Institutions and Empowerment:</b> <i>recognize how culture and/or dominant institutions empower some and disempower others</i>			
2	16	41	25
2%	19%	49%	30%
<b>Engagement and Reconciliation:</b> <i>demonstrate willingness to both constructively engage and seek reconciliation with others from significantly different culture</i>			
1	27	48	8
1%	32%	57%	10%

## Appendix 1: Rubric and Essay Prompts, Malone General Education Essay Assessment

SLO B	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
Student exhibits critical and creative thinking.	<p>Explores the implications of an idea or conclusion. (critical thinking)</p> <p>-AND-</p> <p>Further develops or modifies ideas to create insightful applications of a particular conclusion. (creativity)</p>	<p>Synthesizes two or more ideas to support/argue a larger point or conclusion. (critical thinking)</p> <p>-AND-</p> <p>Uses insightful illustrations to aid the reader in understanding ideas that form a conclusion. (creativity)</p>	<p>Gives more than one idea but does not use them to develop a coherent argument or synthesis. (critical thinking)</p> <p>-OR-</p> <p>Ideas are expressed but are lacking personal insight. (creativity)</p>	<p>Fails to consider more than one idea to support a larger point. (critical thinking)</p> <p>OR</p> <p>Fails to consider ideas outside of one's own paradigm. (creativity)</p> <p>Does not demonstrate critical thinking about the issue.</p>
SLO C	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
The student will engage in rhetorically effective communication.	<p>Demonstrates an ability to craft a compelling essay by developing ideas thoughtfully, thoroughly, and logically so as to give shape to the whole</p> <p>-AND-</p> <p>exhibits a responsiveness to the rhetorical context as well as an ability to use language skillfully and with sophistication.</p>	<p>Demonstrates an ability to craft a thoughtful essay by developing ideas logically</p> <p>-AND-</p> <p>exhibits an understanding of rhetorical context as well as an ability to use language effectively.</p>	<p>Demonstrates an ability to craft an essay with relevant content</p> <p>-AND-</p> <p>attempts to manage the rhetorical task as well as gives attention to, despite exhibiting problems with, the conventions of the language.</p>	<p>Develops the piece with sparingly, haltingly, or with illogical progression</p> <p>-AND-</p> <p>exhibits difficulty managing the rhetorical task and the conventions of the language.</p>
SLO D	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
Students will apply an understanding of Christian faith to ethical or social issues.	<p>Demonstrates a well-developed understanding of Christian faith throughout the assignment, including (but not limited to) descriptions of the narrative arc of Scripture, theological understandings, ethical perspectives, canonical narratives, biblical principles, and/or Christian practices.</p> <p>-AND-</p> <p>Applies the understanding of Christian faith to an ethical or social issue in a way that develops both depth of critical thinking about the issue and demonstrates a thorough grasp of Christian thinking or living.</p>	<p>Demonstrates an understanding of Christian faith, including (but not limited to) descriptions of the narrative arc of Scripture, theological understandings, ethical perspectives, canonical narratives, biblical principles, and/or Christian practice.</p> <p>-AND-</p> <p>Applies the understanding of Christian faith to an ethical or social issue in a way that demonstrates both critical thinking about the issue and a grasp of Christian thinking or living.</p>	<p>Demonstrates an understanding of Christian faith that is limited and/or partial.</p> <p>-AND-</p> <p>Applies the understanding of Christian faith to an ethical or social issue in a way that demonstrates basic levels of critical thinking about the issue and demonstrates some grasp of Christian thinking or living.</p>	<p>Does not demonstrate an understanding of Christian faith in the assignment.</p> <p>-OR-</p> <p>Does not apply the understanding of Christian faith to an ethical or social issue.</p> <p>OR</p> <p>Does not demonstrate critical thinking about the issue.</p>

**GEN 100**  
**The College Experience (2019)**  
**Paper #1**

**I was wrong.**  
**I don't know.**  
**I need help.**  
**I'm sorry.**

*In a 3-5 page essay, explore and analyze which is the easiest statement for you to make and why, and which is the hardest for you and why.*

*In your response you should:*

*Explain what you think each statement means.*

*What role, if any, does Christian faith play for you in what makes the statements easy or difficult to say? Why?*

*Give examples and instances from your past experience as you discuss each of the two statements you've chosen. You might consider things like: What did you learn from specific experiences in which you made or did not make the statement? Who in your life has been willing or reluctant to make the statement?*

*As you reflect on this statement and your willingness or reluctance to say it, what is revealed to you about the approach you take to life and your interaction with others?*

Your paper should end with a conclusion that looks forward and discusses how you wish to build on what you've learned about yourself from this reflection.

Your paper is to be **written in the first person**. Do not use "one, they, we" etc. Use "I."  
This paper is about YOU.

Your paper should have a title, be typed (double-spaced) and free of spelling, grammatical and typographical errors. Use 12-point font and 1-inch margins. Minimum length is 3 full typed pages, maximum is 4.

Papers will be evaluated using the following criteria:

- how thoroughly you have articulated your explanations about the statements you chose
- how effectively you illustrate and support your ideas (**explain why, show how**) with specific examples or references
- grammar/mechanics

\* The four statements come from a series of books written by Louise Penny, a Canadian mystery author.

## **GEN 460 Common Essay Prompt**

4-5 pages, double-spaced, font size 11 or 12

*How This Seminar Challenged My Thinking and Living.* Throughout this seminar we explored ways to think and live faithfully in our world by engaging in the study of Living Well in a Car Culture [INSERT TOPIC OR TITLE FOR YOUR COURSE]. We examined the issue from multiple academic perspectives and the Christian faith.

Write a 4-5 page essay in which you discuss how reading and discussing the multiple academic and theological perspectives in this course challenged you or widened your perspective on “car culture” and “living well.” [INSERT TOPIC OR TITLE FOR YOUR COURSE] In other words, how has participation in this course changed or influenced your thinking concerning how you see the world and your place in it? Said another way, what are the most significant insights you take away from this seminar that will likely stay with you long after your time at Malone University?

To accomplish the above, your essay should draw upon the multiple academic perspectives and various perspectives from the Christian faith that we have considered during the semester. [INSERT DISCIPLINES/TOPICS/AUTHORS FOR YOUR COURSE BELOW]

The academic perspectives we have examined include: cultural studies (Crouch, Hugenberg & Hugenberg, Lomasky), history (Foster, Van Gelder), psychology (Strayer & Drews, Galovski et al.), sociology (Kraybill, Dennis & Urry, Mills), transportation studies (Maxton and Wormald), urban studies (Jacobsen, Speck), journalism (Bilton, Vanderbilt), and writer/activist (Ghent)

The Christian perspectives we have examined include writings by Crouch, Marga, Roth, Smith, Jacobsen, and excerpts from Pastoral Care of Road Users and What Would Jesus Drive?

Your writing should be informative and persuasive to a reader without specific knowledge of the course topic. Write with a general, educated audience in mind.

THIS PARAGRAPH WAS ADDED FALL 2019:

Do not merely summarize different highlights of the course. Instead, craft a compelling essay in which you weave different ideas and examples together in order to support a thesis and to develop a larger conclusion. Your essay should not read like a list. Instead, it should read like a narrative with a beginning, middle, and end.

## Appendix 2: Rubric and Essay Prompt, Global Encounter Essay Assessment

Criteria for assessing General Education Outcome A, "Understanding Theories and Cultural Influences that have Shaped the World."	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Inadequate (1)
Acknowledge that both the self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics.	Effectively describes and provides clear examples of how self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics.	Describes and provides adequate examples of how self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics.	Inadequately describes and/or provides insubstantial examples of how the self or others from significantly different cultures have been shaped by culture, key institutions, and/or social dynamics.	Makes little or no acknowledgement that both the self and others from significantly different cultures have been shaped by culture, key institutions, and/or social dynamics.
Understand how culture and/or dominant institutions form normative identities.	Takes an informed perspective on how culture and/or dominant institutions form normative identities.	Analyzes substantial connections between normative identities and culture and/or dominant institutions.	Explains and describes how culture and/or dominant institutions form normative identities.	Makes little or no connection between normative identities and culture and/or dominant institutions
Recognize how culture and/or dominant institutions empower some and disempower others.	Takes an informed perspective on how culture and/or dominant institutions empower some and disempower others in either historical or contemporary context.	Analyzes and substantively connects how culture and/or dominant institutions empower some and disempower others in either historical or contemporary context.	Acknowledges that culture and/or dominant institutions empower some and disempower others in either contemporary or historical context.	Makes little or no connection made between how culture and/or dominant institutions empower some and disempower others.
Demonstrate willingness to both constructively engage and seek reconciliation with others from significantly different cultures.	Adapts and applies a deep understanding of and commitment to engage in constructive intercultural relationships that seek reconciliation with people across cultures.	Expresses both an informed perspective about and willingness to engage in constructive intercultural relationships that seek reconciliation.	Expresses a positive disposition toward engaging intercultural relationships both constructively and toward reconciliation.	Shows little or no concern for constructive intercultural engagement and reconciliation.

**Final Reflection Paper** (Weight of assignment in course [15-25% of total course grade]), **3-5 pages double-spaced [12 point font, 1-inch margins]**

Task: Throughout this course we have explored theories and cultural influences that have shaped the world. Write an essay that discusses how you and different cultural groups in our local/global world have been shaped by culture, key institutions, and/or social dynamics. To complete this task, your essay should engage all of the following criteria:

1. Acknowledge that both you and other people from significantly different cultures have been shaped by culture, key institutions, and/or social dynamics.
2. Understand how culture and/or dominant institutions shape what is considered to be normal in society.
3. Recognize how culture and/or dominant institutions give power to some and deny power to others.
4. Demonstrate willingness to engage significantly different other cultures constructively and reconcile with peoples across cultures.

To accomplish the task above, your essay should:

- Draw upon theories and/or influences that have shaped the world from [Course name] (Gen. Ed. Outcome A1): [readings and discussion from the course].
- Demonstrate the willingness to engage constructively with diverse cultures from [Course name] (Gen. Ed. Outcome A2): [readings and discussion from the course].

Your writing should be informative and persuasive to a reader without specific knowledge of the course topic. Write with a general, educated audience in mind.

Your paper will be evaluated using the following criteria:

- ✓ The extent to which you followed the requirements stated above.
- ✓ How clearly, succinctly, and logically your essay was written, staying within the parameters of the allowable number of pages of text (3-5 pages).
- ✓ Use of accurate referencing, within the text of the paper AND on the reference page. It is assumed you will reference many of the sources of information (e.g. readings, websites, films) accessed in this seminar.
- ✓ Demonstrate proper writing mechanics. (Use a 12-point standard font. The quality of your writing is so important. Proof your paper very carefully before submitting. Errors in writing mechanics will affect your earned grade.)

### **Appendix 3: Faculty Role and Syllabus Instructions for General Education Courses**

(Rev. October 4, 2018 by Matt Phelps)

#### **Faculty Role in the General Education Program**

Thank you for being on the faculty of the General Education Program. In doing so, you have joined together with colleagues across campus who are intentional about promoting the Mission and Program Goals of the General Education Program. You have also joined colleagues in promoting faith-learning integration through our Shared Commitments.

Let these framing statements guide and inspire you as you revise and teach your General Education courses. The intent is not to create more work or an additional burden. Instead, the aim is to focus our collective work on what really matters. Thanks for joining us in this worthwhile calling.

**Mission:** is to develop wise and thoughtful students who are broadly educated in the liberal arts as well as in Christian scriptures and traditions to serve as faithful agents of transformation in the communities in which they live and work.

**Program Goals:** As an academic institution in the Christian tradition of the Evangelical Friends Church, Malone is committed to intellectual enrichment in the context of Christian faith. We strive to provide an education that produces graduates with a love of truth and a vibrant, mature faith. Our intent is that students attain the wisdom, knowledge, and skills necessary to serve, engage, and transform the communities in which they live and work. To this end, we provide context in which to pursue the following educational goals:

- A. To help students understand the challenges, complexities, and opportunities of our changing world
- B. To help students cultivate critical and creative thinking, problem solving, and skillful interaction with knowledge and ideas
- C. To help students communicate effectively in multiple contexts
- D. To help students gain a grounding in Christian scriptures and tradition, to apply this understanding to serving the Church, community, and world, to apply Christian faith to ethical and social issues, and to provide them with additional opportunities for growth in self-knowledge and knowledge of God.

**General Education Faith-Learning Integration Shared Commitments.** Faculty have committed to do the following in each General Education Course:

- Make disciplinarily appropriate connections to the story of the gospel as presented in Scripture and expressed in the Malone Doctrinal Statement.
- Using activities or assignments, encourage students to develop compassion and a posture of service in order to emphasize the role of service to the Church, community, and world.
- Using activities or assignments, encourage students to apply Scriptural and theological principles to a social or ethical issue.

## **Syllabus Instructions for General Education Courses**

The following information must be included on all General Education syllabi:

1. The Mission of General Education
2. The 4 General Education Student Learning Outcomes (SLOs A, B, C, and D)
3. Brief statements about how the SLOs are promoted and assessed in the course

Please keep in mind that although General Education courses do not necessarily need to *demonstrate* all outcomes, each syllabus should describe the ways in which the course activities and assignments *contribute* to the achievement of each outcome. Many courses have a natural “special responsibility” for certain outcomes, but no single course is solely responsible for any outcome.

### **Template for General Education Syllabi**

**The Mission of General Education at Malone University** is to develop wise and thoughtful students who are broadly educated in the liberal arts as well as in Christian scriptures and traditions to serve as faithful agents of transformation in the communities in which they live and work.

**Students who successfully complete this course will make progress along The Path toward the following General Education Student Learning Outcomes:**

*A. Students will understand theories and cultural influences that have shaped the world.*

For example, students will articulate significant social and intellectual traditions influencing American cultures and demonstrate the ability to engage constructively with diverse cultures.

This outcome is promoted/assessed through the following activities/assignments: *List course-specific examples, such as quizzes, exams, discussions, debates, projects, individual or group presentations, problem sets, case studies, film reviews, reflection papers, research papers, interviews, service-learning activities, field trips, etc.*

*B. Students will think critically and creatively.*

For example, students will gather and assess the relevance of information, demonstrate the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative), be able to integrate Christian faith with disciplinary knowledge, and develop multiple approaches to problems.

This outcome is promoted/assessed through the following activities/assignments:

*C. Students will communicate effectively in multiple contexts.*

That is, students will be able to express ideas with clarity, read and listen to the ideas of others with understanding and discernment, and engage in rhetorically effective communication.

This outcome is promoted/assessed through the following activities/assignments:

*D. Students will understand the foundations of the Christian faith and the role of service to the church, community, and world and apply this knowledge to ethical and social issues.*

This outcome is promoted/assessed through the following activities/assignments: