

**2019-2020 General Education Student Learning
Outcomes Assessment Report**

Prepared by Scott Waalkes, Director of General Education, and approved by the General Education Committee on October 23, 2020

Summary

The focus of this report is on two new measures of Student Learning Outcome A (SLO A)--**students will understand theories and cultural influences that have shaped the world**--which was not assessed in the previous cycle and which has not been assessed as extensively in the past as the other three SLOs. A direct measure assessment of SLO piloted this year showed 66% of our sample meeting or surpassing expectations for Understanding cultural differences, 45% meeting or surpassing expectations for Illustrating cultural differences, and 48% meeting or surpassing expectations for Valuing cultural differences. Two indirect measure assessments from Malone's administration of the 2018 National Survey of Student Engagement (NSSE) found our respondents meeting or surpassing expectations both in a) their coursework in the same academic year addressing "understanding the viewpoints, values, or customs of different world cultures, nationalities, and religions 'Quite a bit' or 'Very much'" and b) their coursework in the same academic year encouraging them to "develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions 'Quite a bit' or 'Very much.'"

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 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 SLOs 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 2019-2020 Assessment Cycle, partly due to COVID-19 but also in line with our plans to focus on assessment of SLO A.

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. 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). Not part of the 2019-2020 cycle.*
2. The Global Encounters Essay Assessment, an in-house, direct-measure assessment of SLO A, focuses on cultural influences and diversity was piloted in Summer 2020 and results provide a baseline for future comparison.
3. *A new American Cultures and Institutions Embedded Assessment, an in-house, direct-measure assessment of SLO A, was finalized in September 2020 and will be used in Spring 2021 courses, allowing us to include data from that assessment in future reports. Not part of the 2019-2020 cycle but described below.*

4. *Specific National Survey of Student Engagement (NSSE) items are linked to SLOs A, B, C, and D. Most of these NSSE data are not included in this report because the NSSE is administered approximately every four years. However, we include data here from the 2018 administration of the Global Learning Module as a baseline for an indirect measure assessing SLO A.*
5. *The **Collegiate Learning Assessment (CLA+)** is 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). **Not part of the 2019-2020 cycle.***

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. The Gen Ed Committee affirms and encourages faculty teaching in General Education to continue exploring creative and effective teaching and learning practices in their courses. Accomplishing our mission and enhancing student learning in our GE Path requires constant collaboration with colleagues across Components, with the GE Director, and the GE Committee. Student performance on the new SLO A embedded assessment and the results of the NSSE 2018 Global Learning Module suggests strengths to celebrate, as well as areas for improvement and future reflection. Table 1 provides an overview of this year’s results.

Table 1. 2019-2020 General Education SLO Assessment

| Student Learning Outcome | Means of Assessment & Criteria for Success | Summary of Data Collected | Use of Results |
|---|--|---|---|
| <p>A. Students will understand theories and cultural influences that have shaped the world. For example, students will articulate social and intellectual traditions influencing American cultures and demonstrate the ability to engage constructively with diverse cultures.</p> | <p><u>Global Encounters Essay Assignment</u> (with 66%+ meeting or exceeding expectations for Understanding and 51%+ for Illustrating, and Valuing differences as criteria for success)</p> <p><u>NSSE Global Learning Module Items 3a and 3b</u> (with Malone Seniors scoring 7+% above</p> | <p><u>Global Encounters Essay:</u> - 66% (56 out of 85 papers) met or surpassed expectations for Understanding differences - 45% (38 out of 85 papers) met or surpassed expectations for Illustrating differences</p> | <p>The General Education Committee approved the 66% criterion for success for Understanding and recommended a 51% criterion for Illustrating and Valuing</p> <p>The General Education Committee affirmed maintaining the 7%+ for Seniors (over first-year</p> |

| | | | |
|--|---|--|---|
| | <p>Malone First-year students or scoring 7+% above the comparison group as criteria for success)</p> <p>3. During the current school year, how much has your coursework encouraged you to do the following?</p> <p>a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions "Quite a bit" or "Very much"</p> <p>b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions "Quite a bit" or "Very much"</p> | <p>- 48% (41 out of 85 papers) met or surpassed expectations for Valuing differences</p> <p><u>NSSE Global Learning:</u> Success in Understanding Viewpoints (3a), with 62% Malone Seniors reporting that their coursework encouraged them "Quite a bit" or "Very much" as opposed to 48% of Malone First-year students (14% higher)</p> <p>The 62% of Malone Seniors also exceeded the 55% of the comparison group seniors (7% higher)</p> <p>Success in Developing Skills (3b), with 60% of Malone seniors reporting that their coursework encouraged them "Quite a bit" or "Very much" as opposed to 49% of Malone First-year students (11% higher) and 51% of comparison group Seniors (9% higher)</p> | <p>students and comparison group students) as the criterion for success.</p> <p>The GE Director will report results to faculty teaching in Global Encounters courses and facilitate a meeting to discuss those results.</p> |
|--|---|--|---|

| | | | |
|---|----------------------------|--|--|
| | | | |
| <p>B. Students will think critically and creatively.</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> | Not assessed in this cycle | | |
| <p>C. Students will communicate effectively in multiple contexts.</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> | Not assessed in this cycle | | |
| <p>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.</p> | Not assessed in this cycle | | |

Interpretation of Results: SLO A Essay Assignment

Given the mixed nature of the courses from which these essays were sampled, enrolling first-year students through seniors and points in between, and the piloted nature of this new prompt, we hesitate to attribute firm conclusions about student learning outcomes at this point. However, this pilot provides a useful baseline for future expectations, and we are encouraged by nearly two-thirds of the sample meeting

expectations on the first criterion of our in-house rubric. We would hope to improve scores over time on all three of the criteria displayed in Table 2.

Table 2. Number and Proportions of the sample meeting or exceeding expectations for each criterion in the rubric for the new Global Encounters SLO A assessment

| Criterion | Number | Proportion of 85 papers in the sample meeting or exceeding |
|---------------------------|---------------|---|
| Understanding differences | 56 | 66% |
| Illustrating differences | 38 | 45% |
| Valuing differences | 41 | 48% |

For fuller descriptions of the three criteria used, see Table 3 for the full rubric used in assessing sampled essays. The entire assignment is enclosed as an Appendix at the end of this report.

Table 3. In-house Rubric for Assessing Global Encounters SLO A essays

| Criteria for assessing <i>Ability to engage constructively with diverse cultures</i> | Exceeds Expectations (4) | Meets Expectations (3) | Needs Improvement (2) | Inadequate (1) |
|--|---|---|--|---|
| UNDERSTANDING: The essay demonstrates an understanding of key differences between cultures | Demonstrates a sophisticated grasp of more than one key difference in the list (religious beliefs . . . task orientation) by explaining the significance of those differences | Demonstrates a grasp of more than one key difference in the list (religious beliefs . . . task orientation) | Demonstrates partial understanding of at least one key difference in the list (religious beliefs . . . task orientation) | Demonstrates little or no understanding of any key differences in the list (religious beliefs . . . task orientation) |
| ILLUSTRATING: The essay illustrates cultural differences | Sophisticated, compelling illustration of more than one cultural difference | Insightful illustration of more than one cultural difference | Somewhat insightful illustration of at least one cultural difference | Little or no illustration of cultural differences |

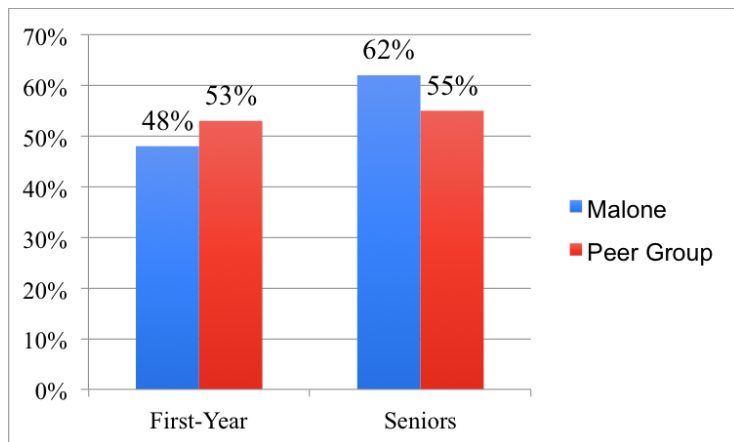
| | | | | |
|--|--|--|---|---|
| VALUING: The essay demonstrates a willingness to engage constructively with diverse cultures | Expresses an informed and deep personal commitment to engaging in constructive intercultural relationships | Expresses an informed perspective and a favorable view of engaging in constructive intercultural relationships | Expresses a positive but underdeveloped disposition toward constructive intercultural relationships | Expresses little or no concern for constructive intercultural engagement. |
|--|--|--|---|---|

Strengths to Celebrate

With 66% of our sample able to articulate an understanding of cultural differences on the SLO A essay assignment, we can celebrate a success in the ability of students to grasp how cultures might differ.

We can also celebrate senior students’ perceptions of Malone coursework on the 2018 NSSE, both when it comes to their coursework encouraging them to understand other viewpoints (Figure 1) and to develop skills for interacting (Figure 2). In both cases, we find Malone seniors meeting or surpassing the 7% threshold when compared to Malone first-year students and comparison-group seniors.¹

Figure 1. Percentages responding that their course work encouraged them to “understand the viewpoints, values, or customs of different world cultures, nationalities, and religions ‘Quite a bit’ or ‘Very much’”

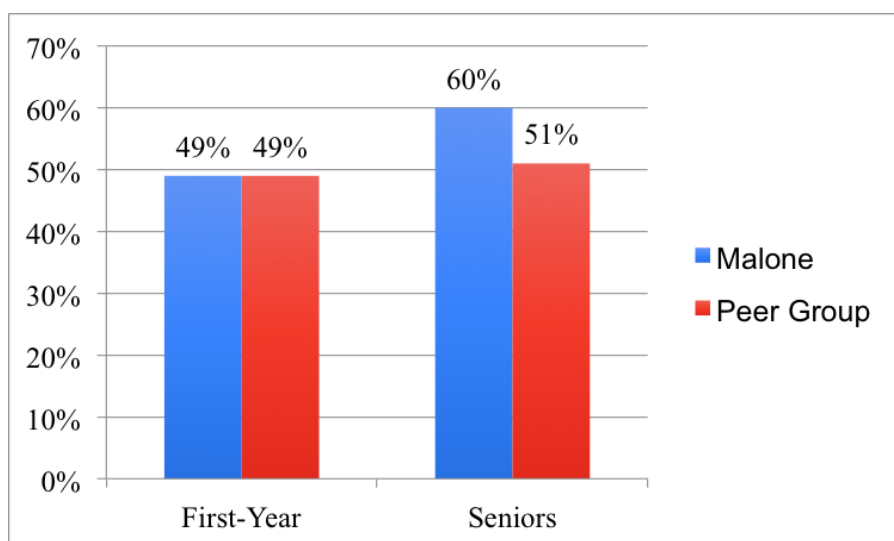


¹ The comparison group of 26 institutions was composed of: Abilene Christian University (Abilene, TX); Appalachian State University (Boone, NC); Brigham Young University (Provo, UT); Case Western Reserve University (Cleveland, OH); Centre College (Danville, KY); College of Wooster (Wooster, OH); Emerson College (Boston, MA); Indiana University-Purdue University Indianapolis (Indianapolis, IN); Keuka College (Keuka Park, NY); LaGrange College (Lagrange, GA); Lesley University (Cambridge, MA); Lipscomb University (Nashville, TN); Milwaukee School of Engineering (Milwaukee, WI); Moore College of Art and Design (Philadelphia, PA); New York University (New York, NY); Northeastern State University (Tahlequah, OK) Northern State University (Aberdeen, SD); Queen’s University (Kingston, ON); Rollins College (Winter Park, FL); Texas A&M University-Commerce (Commerce, TX); Truman State University (Kirksville, MO); University of Charleston (Charleston, WV); University of Denver (Denver, CO); University of South Alabama (Mobile, AL); University of Wisconsin-River Falls (River Falls, WI); West Texas A&M University (Canyon, TX).

Source: National Survey of Student Engagement Global Learning Module Report for Malone University, 2018

We are especially encouraged to find a substantial percentage of senior students reporting that the coursework encouraged them “quite a bit” or “very much” to develop skills for interacting with other cultures. Beyond just an intellectual understanding, our students need to develop those skills, since our SLO A states that students will “demonstrate the ability to engage constructively with diverse cultures.” As Figure 2 shows, Malone seniors also pass the 7+% threshold when compared with Malone first-year students and with comparison-group seniors.

Figure 2. Percentages responding that their course work encouraged them to “develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions ‘Quite a bit’ or ‘Very much’”



Source: National Survey of Student Engagement Global Learning Module Report for Malone University, 2018

In short, we can celebrate the demonstration on a direct measure--student essay samples--that nearly two-thirds of the essays were able to demonstrate a grasp of more than one cultural difference.

In addition, we can celebrate that a significant portion of seniors perceived that their coursework encouraged them to understand other cultures and to develop skills for interacting effectively and appropriately with them “quite a bit” or “very much.” Along with the direct essay assessment, these indirect measures from the NSSE also point toward success on the portions of SLO A that pertain to cultures--the portions italicized below:

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

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

Challenges to Work on Together

However, the non-italicized portions of SLO A have not been assessed systematically since we developed the SLOs. As a result, these portions are the focus of the new direct-measure assessment, approved by the GE Committee on October 3, 2020, that will be embedded in the six courses that make up the American Cultures and Institutions Component in General Education: BUS 220: Introduction to Business; COMM 230: Mass Media and Society; ENG 390: African American Literature and Culture; HIST 335: Religion in America; POL 201: Introduction to American Government; SWK 211: Community Based Cross-Cultural Experience. Faculty will start assigning this assessment in Spring 2021 courses and we will review results in the 2021-22 SLO Assessment Report.

The guidelines for the assignment are as follows:

Written Prompt (instructors will fill in the blanks with references to course content)

Explain how significant social and intellectual traditions we have studied in this course, such as _____ influence or have influenced American culture (specific multiple traditions). In your analysis, consider _____ (fill in with major ideas, concepts, themes of your particular course) to explain that influence.

Expected length for student responses: Approximately 750 words or 2-3 pages double spaced.

Appropriate ways to embed in the course to ensure quality responses: Faculty members may assign this as a separate paper, require students to engage the prompt within a larger paper, or even use the prompt on an exam--as long as the assignment is part of required graded work that will require students to take it seriously.

Rubric for assessment by the Gen Ed Committee (not required in grading by instructors)

| Criteria for assessing <i>Ability to articulate significant social and intellectual traditions influencing American cultures</i> | Exceeds Expectations (4) | Meets Expectations (3) | Needs Improvement (2) | Inadequate (1) |
|--|--|--|---|---|
| UNDERSTANDING: The essay demonstrates an understanding of social and intellectual traditions influencing American cultures | Demonstrates a sophisticated grasp of social and intellectual traditions by describing them accurately and extensively | Demonstrates a grasp of social and intellectual traditions by describing them accurately | Demonstrates partial grasp of social and intellectual traditions with some descriptions | Demonstrates little or no grasp of social and intellectual traditions influencing American cultures |

| | | | | |
|--|---|--|--|---------------------------|
| ILLUSTRATING: The essay illustrates an understanding of social and intellectual traditions influencing American cultures | Sophisticated, compelling illustrations that demonstrate a thorough understanding | Insightful illustrations that demonstrate adequate understanding | Somewhat insightful illustration that demonstrates partial understanding | Little or no illustration |
|--|---|--|--|---------------------------|

Sampling method: The Gen Ed Director will ask faculty members to pass along a randomized sample of student responses at the end of semesters when this assessment is required.

Areas for Improvement and Further Reflection

The results on the direct measure of SLO A showed students falling short of success--even when we define success as 51% meeting or exceeding expectations--when it comes to Illustrating and Valuing cultural differences in our sample essays. The Gen Ed Director will report these results to faculty teaching in Global Encounters courses and facilitate a meeting to discuss those results and possible ways of interpreting them or improving student learning 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.

Appendix: Common Assignment for Global Encounters Component

VERSION DATE -- 06/22/20

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

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

NOTE TO FACULTY: *You will be free to score essays in your course as you wish. The GEC will also collect samples of essays to be scored with a rubric for the assessment of SLO A.*

Take-home Essay -- 3-4 pages, double-spaced -- 10-20% of final course grade

In your workplace you are preparing for a visit from a group of people from a country that is very different from your own. Imagine the following scenario:

[Each instructor will create and insert an imaginative scenario that fits one's course]

In light of what you have learned in this course about engaging constructively with diverse cultures, how will you prepare in advance for the visit and how will you interact with your visitors after they arrive?

In your essay, be sure to attend to several of the following kinds of differences:

- religious beliefs
- cultural traditions
- eating habits and food
- language
- time orientation
- worldview
- values
- preferences
- status/power
- gender roles
- family
- communication styles
- ethnicity
- individualism/independence and collectivism/interdependence
- material culture
- education
- health and illness
- person orientation and task orientation

In your essay, draw upon specific themes/topics/readings/resources from the course, such as:

[Each instructor will create a customized list of course resources]

Be sure to illustrate your points with compelling concrete examples.

RUBRIC

| Criteria for assessing <i>Ability to engage constructively with diverse cultures</i> | Exceeds Expectations (4) | Meets Expectations (3) | Needs Improvement (2) | Inadequate (1) |
|---|-----------------------------|---------------------------|--------------------------|----------------|
|---|-----------------------------|---------------------------|--------------------------|----------------|

| | | | | |
|--|--|---|---|--|
| <p>UNDERSTANDING: The essay demonstrates an understanding of key differences between cultures</p> | <p>Demonstrates a sophisticated grasp of more than one key difference in the list (religious beliefs . . . task orientation) by explaining the significance of those differences</p> | <p>Demonstrates a grasp of more than one key difference in the list (religious beliefs . . . task orientation)</p> | <p>Demonstrates partial understanding of at least one key difference in the list (religious beliefs . . . task orientation)</p> | <p>Demonstrates little or no understanding of any key differences in the list (religious beliefs . . . task orientation)</p> |
| <p>ILLUSTRATING: The essay illustrates cultural differences</p> | <p>Sophisticated, compelling illustration of more than one cultural difference</p> | <p>Insightful illustration of more than one cultural difference</p> | <p>Somewhat insightful illustration of at least one cultural difference</p> | <p>Little or no illustration of cultural differences</p> |
| <p>VALUING: The essay demonstrates a willingness to engage constructively with diverse cultures</p> | <p>Expresses an informed and deep personal commitment to engaging in constructive intercultural relationships</p> | <p>Expresses an informed perspective and a favorable view of engaging in constructive intercultural relationships</p> | <p>Expresses a positive but underdeveloped disposition toward constructive intercultural relationships</p> | <p>Expresses little or no concern for constructive intercultural engagement.</p> |

Details of Coding Essays in June 2020

86 essays from Fall 2019 and Spring 2020 from these courses:

- 19 from Health-Focused Cultural Theory (NURS 402)
- 12 from History and Politics of the Modern Middle East (HIST/POL 356)
- 18 from Introduction to World Politics (POL 212)
- 19 from World Literature (ENG 322)
- 18 from World Cinema (ENG/COMM 270)

After training on the rubric to ensure inter-rater reliability, four faculty members each coded 20 essays separately, applying the rubric.