



Program: General Education

Assessed/Compiled by: Greg Miller & the General Education Committee

2016-2017 Assessment Cycle

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 specific Student Learning Outcomes are used to assess student growth in the achievement of the General Education program goals:

- 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.

- 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.

- 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.

- 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.

Executive Summary

Methods

In 2016-2017 two measures of student learning outcomes assessment were given to Malone first year and senior year students:

The Malone General Education Essay Assessment, a direct-measure assessment based on GEN 100 and GEN 460 papers, was utilized. This instrument provided information concerning student growth and achievement in critical thinking, writing skills, and understanding Christian faith with application to a social issue.

The Collegiate Learning Assessment Plus (CLA+) was administered to first year and senior students. This nationally-normed, direct-measure assessment provided information concerning student growth and achievement in critical thinking and writing skills.

In addition, for the first time a direct measure assessment of student learning outcome A was administered to students taking courses in the Global Encounters menu.

Results

Results of the 2016-17 Malone General Education Essay Assessment demonstrated comparable results for senior students to previous assessments in the areas of critical/creative thinking and effective communication but low scores in the area of the students' ability to apply Christian faith to social or ethical issues.

Scores for first year students were lower in the areas of critical/creative thinking and effective communication from previous assessments, but extraordinarily low in the area of the students' understanding of the foundations of the Christian faith and their ability to apply Christian faith to social or ethical issues. Fully 78% of the sample of incoming students scored "inadequate" in this area and only 2% even "met expectations." However, the value added of a Malone education was

particularly clear. Only 12% of senior students scored inadequate and 53% met or exceeded expectations.

Senior students demonstrated solid Critical Thinking and Effective Communication in Writing abilities, with **material** value-added gains from first year student scores.

In the nationally-normed Collegiate Learning Assessment, Malone seniors averaged at the 28th percentile of all participating universities and Malone first year students averaged at the 48th percentile in the performance task. While both of these scores all low, this particular sample of seniors were expected to score only in the 8th percentile based on CLA's predictive model.

The various sub-scores of the Collegiate Learning Assessment demonstrated no area of obvious weakness concerning critical thinking, quantitative reasoning, or writing ability among our senior students. Overall, Malone senior students ranked “basic.”

The Malone General Education Essay Assessment pointed to continued lower-than-desired levels in students understanding of the foundations of the Christian faith and the application of faith to social and ethical issues. While some of this may be the result of the inherent tensions at an intentionally Christian college with a material non-Christian or marginal-Christian student population, we are taking concrete action steps to more deeply and intentionally integrate Scripture and Theology throughout the entire General Education program.

General Education Assessment Plan:

2016-2017 was the fourth year of a four-year transition to a comprehensive, holistic model of General Education Student Learning Outcome Assessment. Now fully implemented, our assessment plan will utilize four instruments:

- 1) the Malone General Education Essay Assessment, a direct-measure of outcomes B., C., and D. administered to first and final year students,
- 2) the National Study of Student Engagement (including the Global Perspectives Module), an indirect measure of outcomes A., B., C., and D. administered to first and final year students,
- 3) the Collegiate Learning Assessment, a nationally-normed direct measure of outcomes B. and C. administered to first and final year students,
- and 4) the Global Encounters Essay Assessment, a direct-measure of outcome A. administered during the students' *Global Encounters* general education requirement.

During 2016-2017 the Malone General Education Essay Assessment was utilized for the fourth time. The NSSE was not administered. During 2016-2017 the CLA was administered for the third time. The Global Encounters Essay Assessment direct measure of SLO A was developed in 2015-16 and implemented for the first time in 2016-17.

Tabular Summary of the Student Learning Outcomes Assessment

Program Intended Student Learning Outcomes	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.</p>	<p>This SLO was assessed for the first time in 2016-17 by the General Education Essay Assessment. Sample essays were evaluated from all Global Encounters menu courses. This is the closest to a post-test location as we have in the curriculum.</p>	<p>The strongest area for our students was concerning "Acknowledge that both the self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics." where 54% of students achieved benchmark expectations. There was also some strength in "Recognize how culture and/or dominant institutions empower some and disempower others." with 50% of students achieving benchmark expectations. Lower than expected results were found in "Understand how culture and/or dominant institutions form normative identities" where only 33% of students achieved benchmarks and in "Demonstrate willingness to both constructively engage and seek reconciliation with others from significantly different cultures." where 34% of students achieved benchmarks. Of particular</p>	<p>Since this is the first year that this assessment tool is being used, we have little basis for evaluation. However, the results of the assessment will be distributed to departments and key faculty teaching Global Encounters courses and we will meet in January to discuss potential adjustments to pedagogy, curriculum, or assessment.</p>

		concern is that fully 24% of students had inadequate responses in the latter area.	
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Program Intended Student Learning Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
B. Students will exhibit critical and creative thinking.	<p>1. Malone General Education Essay Assessment was administered to first and final year students.</p> <p>2. The CLA+ was administered to first and final year students.</p>	<p>1. In the Malone Essay Assessment, 68% of senior students met benchmark goals, with 2% rated inadequate. This is a slight decline from last year's results. A material value-added overall gain was made between in the combination of the two top categories (from 24% to 68%) from first year results and a much larger percentage of senior students (20%) was in the 'exceeds' category compared to first year students (1%). The percentage of students scoring in the inadequate range dropped from 20% to 2% between first and final years.</p> <p>2. In the nationally-normed CLA+ measuring both critical thinking and writing skills, Malone senior students ranked in the 28th percentile of all participating higher education institutions on the performance task portion. According to analysis conducted by the</p>	<p>These are strong scores in the Essay Assessment, both in terms of benchmark goals for graduating students and in value-added.</p> <p>We will continue to develop our already strong emphasis on critical thinking skills in the General Education program through an implementation of CLA-style performance tasks across the General Education curriculum.</p> <p>All courses in the Understanding Persons in Society component of the General Education curriculum are now required to have an embedded, applied quantitative reasoning component to strengthen this objective.</p> <p>This year's CLA scores were significantly lower than past years. It points to the fact that our retention success is based on more than entering academic ability. In regard to the CLA, we may need to find ways to motivate student participation. Only 13% of</p>

		<p>Council for Aid to Education (CAE) Malone seniors were expected to rank 6% based on their predictive model. This represents a material value-added. This year's freshman class greatly out performed the senior class. The aggregate freshmen national ranking was 48% on the performance task portion and 56% overall. In the performance task sub-score for analysis and problem solving, 6% of seniors scored below a 3 (6 point scale) while 20% of freshmen did. 40% of seniors scored a 4 or higher while 33% of seniors did. The seniors outscored the freshmen on all three selected response sub-scores: Scientific and Quantitative Reasoning 515 to 498 (range 200-800), Critical Reading and Evaluation 518 to 516, and Critique and Argument 563 to 533.</p>	<p>students reported that they used their "best effort" while 48% reported only a moderate amount of effort or less.</p> <p>No specific weaknesses in quantitative reasoning or any other critical thinking skills were uncovered by the CLA.</p>
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Program Intended Student Learning Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
C. Students will engage in rhetorically effective communication.	1.Malone General Education Essay Assessment was administered to first and final year students.	1.On the Malone Essay Assessment, 74% of senior students attained benchmark goals. This represents a material improvement from first year students (41%). The percentage of students scoring in the inadequate range	Continued emphasis will be made on writing across the entire General education curriculum in order to deepen this existing strength.

	<p>2.The CLA+ was administered to first and final year students.</p>	<p>dropped from 17% to 2% between first and final years. These are compatible results from previous years.</p> <p>2. In the nationally-normed CLA+ measuring writing skills, on the performance sub-score for writing effectiveness only 8% of Malone senior students scored less than a 3 (on a 6 point scale) while 13% of first year students did so. Of senior students, 58% scored a 4 or higher while only 27% of first year students did so. On the performance sub-score for writing mechanics, only 4% of seniors scored less than 3 while 3% of freshman did so. 62% of seniors scored 4 or higher while only 43% of freshman did so. This represents a material value-added.</p>	<p>Both in terms of our own internal measure and the CLA, this remains the strongest area of success in achieving General Education Student Learning Outcomes.</p>
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Program Intended Student Learning Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
D. Students will apply an understanding of	Malone General Education Essay	On the Malone Essay Assessment only 53% of	In response to these scores, the General Education

<p>Christian faith to ethical or social issues.</p>	<p>Assessment was administered to first and final year students.</p>	<p>senior students reached benchmark goals. Of the sampled senior essays, 12% were rated as inadequate. This remains the lowest result of the four main General Education SLOs but a slight increase from last year.</p> <p>However, material value-added is evident: only 2% of first year students scored in the "met expectation" or "exceeds expectation" category whereas 18% of seniors exceeded expectations. 78% of first year students scored "inadequate" while only 12% of seniors did. Although the value added is evident, it is clear that fewer incoming students understand much about the foundations of the Christian faith.</p>	<p>Committee led a major initiative in 2016-2017 to strengthen faith-learning integration across the core curriculum and through the co-curriculum. (see the appendix for task force objectives, guidelines, and recommendations.)</p> <p>The decline from previous years in these scores can not be attributed to the change in the General Education Bible requirement, as these senior students would have been under the previous requirements.</p> <p>The extraordinarily high percentage of incoming students who scored inadequate needs to be addressed.</p>
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Detailed Narrative of General Education Student Learning Outcomes Assessment

Program Intended Student Learning Outcome A:

In Spring 2016 a task force led by Jason Moyer consisting of representatives from the General Education Committee and faculty who teach in the Global Encounters menu developed an in-house direct measure assessment for student learning outcome A. The instrument utilized a sampling of a common prompt final paper from all sections/courses in the Global Encounters menu. These papers asked students to reflect on four aspects of the General Education goal that all students would understand the theories and cultural influences that have shaped the world. A rubric was developed to assess the papers (See Appendix 4). The General Education Committee established a goal that 70% of all senior students would meet or exceed expectations and that less than 10% of senior students would be inadequate (allowing for 20% of students to be in the ‘needs improvement’ category). The sample size is targeted at 33% of all students taking courses in the menu.

The strongest area for our students was concerning "Acknowledge that both the self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics. [Self and Others]" where 54% of students achieved benchmark expectations. There was also some strength in "Recognize how culture and/or dominant institutions empower some and disempower others. [Institutions and Empowerment]" with 50% of students achieving benchmark expectations. Lower than expected results were found in

"Understand how culture and/or dominant institutions form normative identities [Normative Identities]" where only 33% of students achieved benchmarks and in "Demonstrate willingness to both constructively engage and seek reconciliation with others from significantly different cultures. [Engagement and Reconciliation]" where 34% of students achieved benchmarks. Of particular concern is that fully 24% of students had inadequate responses in the latter area.

Since this is the first year that this assessment tool is being used, we have little basis for evaluation. However, the results are much lower than expected. The results of the assessment will be distributed to departments and key faculty teaching Global Encounters courses and we will meet in January to discuss potential adjustments to pedagogy, curriculum, or assessment.

Program Intended Student Learning Outcome B:

Students will think critically and creatively

1. Means of Assessment and Criteria for Success:

General Education Essay Assessment

In Spring 2014 a task force of representatives from all the schools of the university developed an in-house direct measure assessment of student learning outcomes B, C, and D, the Malone General Education Essay Assessment. The instrument utilized for first year students was a sampling of final papers from the General Education program common entry point, GEN 100: The College Experience. These papers asked students to reflect on the intersection of Christian Faith and academic life. The instrument utilized for senior students was a sampling of the final paper from the General Education capstone course GEN 460: Faith in the World. These papers required students to reflect on how reading and discussing the multiple academic and theological perspectives in this course challenged or widened perspectives on the particular theme of the class. The same rubric was utilized to assess both papers (See Appendix 1). The General Education Committee established a goal that 70% of all senior students would meet or exceed expectations and that less than 10% of senior students would be inadequate (allowing for 20% of students to be in the 'needs improvement' category). The sample size for the GEN 100 papers is targeted at 33% of all first year students. The sample size for the GEN 460 papers is targeted at 40% of all seniors.

(See Appendix 1 and Appendix 2)

Collegiate Learning Assessment+

Beginning during the 2014-15 academic year, we began using the Collegiate Learning Assessment+ to evaluate General Education Student Learning Outcomes B (Critical Thinking) and C (Effective Communication). Recent literature suggests that success on the CLA+ assessment is a better indicator of future employment success than other standard measures such as grade point average. In addition, use of the standardized CLA+ allows us to compare our students with those at more than 150 other colleges and universities in the USA.

Early in the fall semester we evaluated 30 first year students from three representative GEN 100 sections. At the end of the spring semester we sampled 48 senior students from two representative GEN 460 sections.

Summary of Data Collected:

Malone General Education Essay Assessment

In the Malone Essay Assessment, 68% of senior students met benchmark goals, with 2% rated inadequate. This is a slight decline from last year's results. A material value-added overall gain was made between in the combination of the two top categories (from 24% to 68%) from first year results and a much larger percentage of senior students (20%) was in the 'exceeds' category compared to first year students (1%). The percentage of students scoring in the inadequate range dropped from 20% to 2% between first and final years.

Collegiate Learning Assessment+

In the nationally-normed CLA+ measuring both critical thinking and writing skills, Malone senior students ranked in the 28th percentile of all participating higher education institutions on the performance task portion. According to analysis conducted by the Council for Aid to Education (CAE) Malone seniors were expected to rank 6% based on their predictive model. This represents a material value-added. This year's freshman class greatly out performed the senior class. The aggregate freshmen national ranking was 48% on the performance task portion and 56% overall. In the performance task sub-score for analysis and problem solving, 6% of seniors scored below a 3 (6 point scale) while 20% of freshmen did. 40% of seniors scored a 4 or higher while 33% of seniors did. The seniors outscored the freshmen on all three selected response sub-scores: Scientific and Quantitative Reasoning 515 to 498 (range 200-800), Critical Reading and Evaluation 518 to 516, and Critique and Argument 563 to 533.

(See Appendix 5)

Use of Results for SLO B:

We will continue to develop our already strong emphasis on critical thinking skills in the General Education program through an implementation of CLA-style performance tasks and essay

assessments across the General Education curriculum. During 2015-16 we implemented one performance task assessment for Quantitative Literacy in every section of the Understanding Persons menu and have implemented a menu-wide essay assessment for use in all Global Encounters courses.

This Malone area of strength needs to be communicated to faculty, students, and other constituencies.

Program Intended Student Learning Outcome C:

Students will communicate effectively in multiple contexts

1. Means of Assessment and Criteria for Success:

Malone General Education Essay Assessment

In Spring 2014 a task force of representatives from all the schools of the university developed an in-house direct measure assessment of student learning outcomes B, C, and D, the Malone General Education Essay Assessment. The instrument utilized for first year students was a sampling of final papers from the General Education program common entry point, GEN 100: The College Experience. These papers asked students to reflect on the intersection of Christian Faith and academic life. The instrument utilized for senior students was a sampling of the final paper from the General Education capstone course GEN 460: Faith in the World. These papers required students to reflect on how reading and discussing the multiple academic and theological perspectives in this course challenged or widened perspectives on the particular theme of the class. The same rubric was utilized to assess both papers (See Appendix 1). The General Education Committee established a benchmark goal that 70% of all senior students would meet or exceed expectations and that less than 10% of senior students would be inadequate (allowing for 20% of students to be in the 'needs improvement' category). The sample size for the GEN 100 papers is targeted at 39% of all first year students. The sample size for the GEN 460 papers is targeted at 40% of all seniors.

(See Appendix 1 and Appendix 2)

Collegiate Learning Assessment+

Beginning during the 2014-15 academic year, we began using the Collegiate Learning Assessment+ to evaluate General Education Student Learning Outcomes B (Critical Thinking) and C (Effective Communication). Recent literature suggests that success on the CLA+ assessment is a better indicator of future employment success than other standard measures such as grade point average. In addition, use of the standardized CLA+ allows us to compare our students with those at more than 150 other colleges and universities in the USA. (Please see appendix 3 for an impressive list of the institutions that participate in CLA+.)

Early in the fall semester we evaluated 30 first year students from three representative GEN 100 sections. At the end of the spring semester we sampled 48 senior students from two representative GEN 460 sections.

Summary of Data Collected:

Malone General Education Essay Assessment

On the Malone Essay Assessment, 74% of senior students attained benchmark goals. This represents a material improvement from first year students (41%). The percentage of students scoring in the inadequate range dropped from 17% to 2% between first and final years. These are compatible results from previous years.

(See Appendix 3)

Collegiate Learning Assessment+

In the nationally-normed CLA+ measuring writing skills, on the performance sub-score for writing effectiveness only 8% of Malone senior students scored less than a 3 (on a 6 point scale) while 13% of first year students did so. Of senior students, 58% scored a 4 or higher while only 27% of first year students did so. On the performance sub-score for writing mechanics, only 4% of seniors scored less than 3 while 3% of freshman did so. 62% of seniors scored 4 or higher while only 43% of freshman did so. This represents a material value-added.

On “Writing Effectiveness” 93% of seniors scored 3 or higher (53% scored 4 or higher). On “Writing Mechanics” 100% of seniors scored 3 or higher (73% scored 4 or higher). This was materially better than first year scores. (On “Writing Effectiveness” 71% scored 3 or higher; 20% scored 4 or higher. On “Writing Mechanics” 84% scored 3 or higher; 34% scored 4 or higher.)

(See Appendix 5)

Use of Results for SLO C:

Despite faculty concerns about students’ writing abilities, both the in-house assessment and the nationally-normed Collegiate Learning Assessment demonstrate that by the time our students finish the General Education program, they are solid writers. In addition, material value-added is evident between the writing abilities of first year and senior students. While the General Education program cannot take full credit, these results demonstrate that for most students a Malone University education has demonstrable outcomes in our students’ ability to communicate effectively in writing. This is our strongest area of achievement in General Education Student Learning Outcomes.

Program Intended Student Learning Outcome D:

Students will understand the foundations of the Christian faith and the role of service to the church, community, and world

1. Means of Assessment and Criteria for Success:

In Spring 2014 a task force of representatives from all the schools of the university developed an in-house direct measure assessment of student learning outcomes B, C, and D, the Malone General Education Essay Assessment. The instrument utilized for first year students was a sampling of final papers from the General Education program common entry point, GEN 100: The College Experience. These papers asked students to reflect on the intersection of Christian Faith and academic life. The instrument utilized for senior students was a sampling of the final paper from the General Education capstone course GEN 460: Faith in the World. These papers required students to reflect on how reading and discussing the multiple academic and theological perspectives in this course challenged or widened perspectives on the particular theme of the class. The same rubric was utilized to assess both papers (See Appendix 1). The General Education Committee established a benchmark goal that 70% of all senior students would meet or exceed expectations and that less than 10% of senior students would be inadequate (allowing for 20% of students to be in the ‘needs improvement’ category). The sample size for the GEN 100 papers is targeted at 33% of all first year students. The sample size for the GEN 460 papers is targeted at 40% of all seniors.

(See Appendix 1 and Appendix 2)

Summary of Data Collected:

On the Malone Essay Assessment only 53% of senior students reached benchmark goals. Of the sampled senior essays, 12% were rated as inadequate. This remains the lowest result of the four main General Education SLOs but a slight increase from last year.

However, material value-added is evident: only 2% of first year students scored in the "met expectation" or "exceeds expectation" category whereas 18% of seniors exceeded expectations. 78% of first year students scored "inadequate" while only 12% of seniors did. Although the value added is evident, it is clear that fewer incoming students understand much about the foundations of the Christian faith.

(See Appendix 3)

Use of Results for SLO D:

In response to these scores, the General Education Committee is leading a major initiative in 2016-2017 to strengthen faith-learning integration across the core curriculum and through the co-curriculum. (see the appendix for task force objectives, guidelines, and recommendations.)

The decline from previous years in these scores can not be attributed to the change in the General Education Bible requirement, as these senior students would have been under the previous requirements.

The extraordinarily high percentage of incoming students who scored inadequate needs to be addressed.

(See Appendix 6)

Appendix 1: Malone General Education Essay Assessment Rubrics

SLO B	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Inadequate (1)
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 (4)	Meets Expectations (3)	Needs Improvement (2)	Inadequate (1)

<p>The student will engage in rhetorically effective communication.</p>	<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>
<p>SLO D</p>	<p>Exceeds Expectations (4)</p>	<p>Meets Expectations (3)</p>	<p>Needs Improvement (2)</p>	<p>Inadequate (1)</p>
<p>Students will apply an understanding of Christian faith to ethical or social issues.</p>	<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</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</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>

	thinking about the issue and demonstrates a thorough grasp of Christian thinking or living.	social issue in a way that demonstrates both critical thinking about the issue and a grasp of Christian thinking or living.		
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Pre- and Post- General Education Student Learning Outcomes Essay Rubric

Appendix 2: Sample GEN 460 Final Essay Instrument

GEN 460-4: Work and Vocation

Fall 2014

Final Reflection Paper (100 points, 19% of final grade), 4-5 pages double-spaced [12 point font, 1-inch margins]

“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 Work and Vocation. 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 the relationship between vocation and work. 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 material insights you take away from this seminar that will likely stay with you long after your time at Malone University?

[Fill in specific guidelines about what you covered in your course here. What follows is an example of such instructions in my Work and Vocation class.]

Audience and specific materials to cover: In a letter to a Malone faculty member, identify the major lessons that you will retain from this course. What insights from this course can you describe? Specifically, how do the Bible passages and books we studied in Units 2 and 4 (including reflections by Nelson, Guinness, Keller, and Vogt) speak to your own current situation with work and vocation? How do the insights you glean from these Christian readings relate to the problems of the contemporary economy and workplace we studied in Unit 1 (including “the noise,” sweetspot theology, degree inflation, and high expectations) and Unit 3 (including capitalism, technology and mechanization; violence; overwork for no pay; loss of craftsmanship; flexibility and “no long term;” flexible work scheduling; and gender imbalances)?

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.

Overall, an excellent essay will give evidence that you are able to:

Read about and make sense of the ideas of others, promoting your own understanding and discernment regarding important topics, events, issues, etc. (Gen Ed Outcome C)

Demonstrate knowledge of various social and/or ethical issues and how Christians, as well as others, differ in the way in which issues are viewed and problems addressed. (Gen Ed Outcome D)

Draw on multiple approaches to problems studied in the course. (Gen Ed Outcome B)

Integrate Christian faith and learning in serious academic study, including how your worldview influences your thinking. (Gen Ed Outcome B)

Clearly and convincingly express your ideas. (Gen Ed Outcome C)

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 (4-5 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 (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: Malone General Education Essay Assessment Results Summary Chart: 2013-14, 2014-15, 2015-16, and 2016-17

2013-14

Pre-test Rubric Scores

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	1	2.78	24	66.67	8	22.22	3	8.33	36
SLO "C"	2	5.56	19	52.78	14	38.89	1	2.78	36
SLO "D"	0	0	16	44.44	15	41.67	5	13.89	36
TOTAL	3	2.78	59	54.63	37	34.26	9	8.33	108

Post-test Rubric Scores

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	14	14.43	53	54.64	29	29.9	1	1.03	97
SLO "C"	6	6.19	69	71.13	22	22.68	0	0	97
SLO "D"	8	8.25	52	53.61	31	31.96	6	6.19	97
TOTAL	28	9.62	174	59.79	82	28.18	7	2.41	291

2014-15

Pre-test Rubric Scores

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	7	6.4	43	39.4	47	43.1	12	11.0	109
SLO "C"	8	7.3	58	53.2	34	31.2	9	8.3	109
SLO "D"	0	0	26	26.6	49	45.0	34	31.2	109
TOTAL	15	0.3	127	38.8	130	39.8	55	16.8	327

Post-test Rubric Scores

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	13	12.1	60	56.0	33	30.8	1	0.9	107
SLO "C"	17	15.9	71	66.4	19	17.8	0	0	107
SLO "D"	10	9.3	52	48.6	37	34.8	8	7.5	107
TOTAL	40	12.5	183	57.0	89	27.7	9	2.8	321

2015-16: Malone General Education Essay Assessment Results Summary Chart

Pre-test Rubric Scores (all fractions rounded to nearest whole percentage)

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	1	1	26	30	44	51	15	17	86
SLO "C"	1	1	24	28	45	52	16	19	86
SLO "D"	2	2	17	20	40	47	27	31	86
TOTAL	4		67		129		58		

Table 2 - Post-test Rubric Scores (all fractions rounded to nearest whole percentage)

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	31	27	55	47	31	27	0	0	117
SLO "C"	28	24	65	48	24	21	0	0	117
SLO "D"	23	20	42	29	34	29	18	15	117
TOTAL	82		162		89		18		

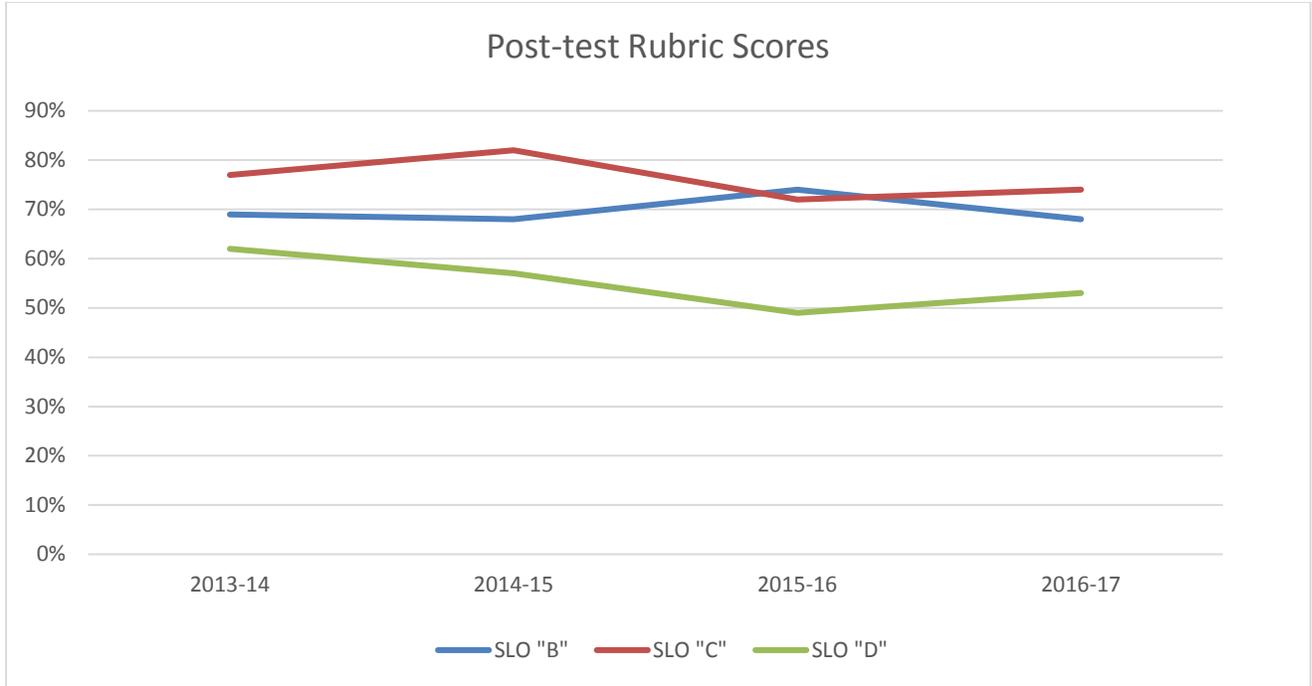
2016-17: Malone General Education Essay Assessment Results Summary Chart

Pre-test Rubric Scores (all fractions rounded to nearest whole percentage)

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	1	1	21	23	52	56	19	20	93
SLO "C"	2	2	36	39	39	42	16	17	93
SLO "D"	0	0	2	2	18	19	73	78	93
TOTAL	3		59		109		108		

Table 2 - Post-test Rubric Scores (all fractions rounded to nearest whole percentage)

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
SLO "B"	19	20	45	48	28	30	2	2	94
SLO "C"	12	13	57	61	23	24	2	2	94
SLO "D"	17	18	33	35	33	35	11	12	94
TOTAL	48		135		84		15		



Y axis is % students who met or exceeded expectations

Appendix 4: 2016-17: Malone General Education Objective A Essay Assessment Results Summary Chart

Essays Sampled out of all Global Connections Courses (all fractions rounded to nearest whole percentage)

	Exceeds Expectation (4)		Meets Expectations (3)		Needs Improvement (2)		Inadequate (1)		N*
	#	%	#	%	#	%	#	%	
Acknowledge that both the self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics. [Self and Others]	8	9	39	45	27	31	13	15	87
Understand how culture and/or dominant institutions form normative identities [Normative Identities]	6	7	26	30	43	49	12	14	87

Recognize how culture and/or dominant institutions empower some and disempower others. [Institutions and Empowerment]	9	10	35	40	29	33	14	16	87
Demonstrate willingness to both constructively engage and seek reconciliation with others from significantly different cultures. [Engagement and Reconciliation]	6	7	27	31	33	38	21	24	87

General Education SLO A Essay Assessment

Background and Context

The purpose of this document is to define the criteria that the General Education committee will use to assess General Education learning outcome A. This assessment will take place in the courses in the Global Encounters menu of the General Education curriculum.

Criteria for Understanding Theories and Cultural Influences that have Shaped the World

Acknowledge that both the self and others from significantly different cultures have been shaped by culture, key institution, and/or social dynamics.

Understand how culture and/or dominant institutions form normative identities.

Recognize 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..

Objective A Assessment Prompt

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:

Acknowledge that both you and other people from significantly different cultures have been shaped by culture, key institutions, and/or social dynamics.

Understand how culture and/or dominant institutions shape what is considered to be normal in society.

Recognize how culture and/or dominant institutions give power to some and deny power to others.

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.)

Rubric to Assess GEN ED SLO A

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	Analyzes and substantively connects how culture and/or dominant institutions empower some and disempower others in either	Acknowledges that culture and/or dominant institutions empower some and disempower others in either contemporary or	Makes little or no connection made between how culture and/or dominant institutions empower some and disempower others.

	historical or contemporary context.	historical or contemporary context.	historical context.	
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.

Appendix 5: CLA Summary Report

Report located under Malone Xpress> Committees> General Education> CLA Report 2016-17

Appendix 6: General Education Faith-Learning Integration Working Group

General Education Faith-Learning Integration Task Force

Rationale:

General Education assessment data has demonstrated that our graduating students’ achievement of objective D (“Students 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”) has been the weakest of our four primary student-learning outcomes. For example, according to our 2014-15 General Education Essay Assessment only 58% of seniors met benchmark goals.

In addition, during the 2014 General Education reductions, the GEC made a commitment to place an even stronger emphasis on faith-learning integration throughout the entire curriculum.

The work of this task force will be to address both of these issues.

Objectives:

To articulate the essential elements of “understanding the foundations of the Christian faith and the role of service” which will serve as the core of BIBL100/THEO211 and be reinforced throughout the entire General Education curriculum.

To articulate the essential elements of “applying an understanding of the foundations of the Christian faith to ethical and social issues” which will serve as the core of BIBL100/THEO211 and be reinforced throughout the entire General Education curriculum.

To develop practices for continued faculty development (both for full-time and adjuncts) concerning faith-learning integration in the General Education curriculum.

To create a self-assessment to help all General Education faculty concerning faith-learning integration in their courses.

To establish procedures for maintaining high quality faith-learning integration throughout the General Education curriculum.

To evaluate the Gen Ed assessment of SLO D and recommend changes as necessary.

To develop practices for better coordination between the Office of Spiritual Formation, Department of Bible, Theology, and Ministry, and the Biblical/Theological components of the General Education curriculum.

Timeline:

Recommendations to the General Education Committee should be made on all of these items by June 1, 2017.

Composition:

The task force will consist of members of the GEC, representatives of the Bible/Theology Department, the Director of the Office of Spiritual Formation, and the Director of General Education.

Recommendations made by the task force:

General Education Faith-Learning Integration Task Force 2016-2017

Objectives are listed in numerical order. Task Force recommendations are bullet points following each objective.

Objectives:

1. To articulate the essential elements of “understanding the foundations of the Christian faith and the role of service” which will serve as the core of

BIBL100/THEO211 and be reinforced throughout the entire General Education curriculum.

2. To articulate the essential elements of “applying an understanding of the foundations of the Christian faith to ethical and social issues” which will serve as the core of BIBL100/THEO211 and be reinforced throughout the entire General Education curriculum.

- Draft of the content to satisfy these objectives:

All faculty who teach in the General Education program will:

- 1) Make disciplinarily appropriate connections to the Narrative Arc of Scripture understood as Creation, Fall, Redemption, Restoration.

As appropriate this should include connections to the Trinity, the Church, Biblical Worship, and the Transformed Life

- 2) Include classroom discussion or activities which encourage students to develop a posture of other-centeredness and service.

That is, the faculty member will connect the particular content of each course to the university motto (Christ’s Kingdom First) and the two greatest commandments in order to emphasize the role of service to the Church, community, and world

- 3) Include classroom activities or assignments which require students to apply Scripture-based values to a social or ethical issue
- Faculty need to be informed of the results of the Faith-Learning Integration Survey in an understandable way.
 - Framing needs to be done. Faculty/Gen Ed faculty need to be able to edit and own this commitment.

3. To develop practices for continued faculty development (both for full-time and adjuncts) concerning faith-learning integration in the General Education curriculum.

- (re-)make short instructional videos

- revise the adjunct orientation course

- continue to support and coordinate with faculty faith-learning integration seminars
 4. To create a self-assessment to help all General Education faculty concerning faith-learning integration in their courses.

- based on the final results of #1 and #2, include a section of the annual faculty report for reflection

- for adjuncts, Department Chairs would ask for an end-of-course reflection on the same prompt
 5. To establish procedures for maintaining high quality faith-learning integration throughout the General Education curriculum.

- the faculty annual report becomes a part of the p/t/p-t process

- for adjuncts, answers to the prompt become part of Dept Chair evaluation for continued use

- faculty annual report section and adjunct responses are sampled and evaluated by the GEC
 6. To evaluate the Gen Ed assessment of SLO D and recommend changes as necessary.

- suggested alterations to the GEN100 prompt to make it a better pairing with the GEN460 prompt

- make sure that indirect measures (SSI, NSSE, etc) are utilized every time available
 7. To develop practices for better coordination between the Office of Spiritual Formation, Department of Bible, Theology, and Ministry, and the General Education Committee.

- Reconfigure the Spiritual Formation Cmte to serve as the primary coordinating body. This will require an amendment to the faculty constitution.