

2012

Seaver Academic  
General Education  
Program Review

# Seaver College General Education (GE) Assessment – Christianity & Culture Academic Year 2011-2012

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## **I. Program Learning Outcome**

Students will be able to analyze the religious aspects of culture and use Christian scripture and tradition to assess ethical and religious issues.

## **II. Institutional Educational Outcomes (IEOs)**

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Service*

Respond to the call to serve others.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

### **Community & Global Understanding**

#### *Service*

Demonstrate commitment to service and civic engagement.

#### *Leadership*

Use global and local leadership opportunities in pursuit of justice.

## **III. Student Learning Outcome(s)**

The Student Learning Outcomes for the Christianity and Culture component of the General Education program are as follows:

1. Students will be able to explain the theological ideas of the Old and New Testament writings in view of their respective contents, historical and social contexts, and literary features.
2. Students will be able to recognize and analyze the religious dimensions of culture.
3. Students will be able to use Christian scripture and tradition to assess ethical and religious dimensions of contemporary society.

#### **IV. Curriculum Map**

For each Student Learning Outcome listed under III above, the following chart shows the Religion GE course(s) where the SLO is **I**ntroduced (= I), where students **D**evelop their skills, knowledge, abilities, etc. related to the SLO (= D), and where students demonstrate **M**astery of the SLO (= M)

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>
<b>REL 101</b>	I, D	I	I
<b>REL 102</b>	I, D	D	D
<b>REL 301</b>		M	M

#### **V. Assessment Plan**

The plan for assembling and analyzing both direct and indirect evidence is described in “Appendix A: Assessment Plan.”

#### **VI. Rubrics**

Attached as Appendix B.

#### **VII. Criteria for Student Achievement / Success**

The Committee agreed that the Student Learning Outcomes could be considered to have been met at an appropriate level if seventy percent of the papers collected from REL 301 classes scored 3.5 or higher on the one-to-five scoring rubric. This number represents a reasonable benchmark between the “adequate” or “sufficient” performance represented by a score of 3 and the ideal represented by a score of 5.

#### **VIII. Evidence / Data**

Of the 77 papers collected from the 9 sections of REL 301, 57 (74%) scored 3.5 or higher. The mean score was 3.66. 43 of the 77 (55.8%) scored 3.7 or higher; and 24 of the 77 (31.2%) scored 4.0 or higher. Only 6 of the 77 (7.8%) scored lower than 3.0. See Appendix C1 for a full report of the raw numerical data.

As to the indirect data from the survey of graduating seniors, 41.7% of the respondents indicated that the GE curriculum contributed “sufficiently” to their knowledge, skills, and personal development in the area of ethical reasoning. 19.6% marked “considerably,” 26.9% marked “somewhat,” and 11.8% marked “very little.” In terms of how students perceived the GE curriculum to have contributed to their knowledge, skill, and personal development in using Christian scripture to evaluate the ethical and religious dimensions of

contemporary society and culture, 38.6% marked “sufficiently” and 27.9% marked “considerably.” 19.9% marked “somewhat,” and 13.6% marked “very little.” Appendix C2 provides a full report of the raw data from this survey.

## **IX. Summary**

As the benchmark for the REL 301 papers reviewed was set at 70% of the students scoring 3.5 or higher, and the result was that 74% scored 3.5 or higher, the Committee concluded that the learning outcomes are being successfully achieved. Fewer papers scored in the range of 4.0 or higher than we would like to see (31.2%), but there were also fewer than might be expected in the less-than-adequate range, i.e., below 3.0 (7.8%). The data suggest that students are achieving the desired outcomes at an appropriate level but that there is room for improvement.

A strength perceived from the study is that most students showed a good grasp of the ethical and religious dimensions of the various aspects of contemporary society discussed in the papers. On the whole students recognized the complexity of the issues, resisted simplistic solutions, engaged the topics philosophically and theologically, and attempted to bring Christian principles to bear on the issues. A recurring weakness is that many cited Christian scripture and tradition somewhat simplistically and uncritically, failing to take fully into account the historical, religious, and literary complexity of those sources. “I think” or “I feel” sometimes trumped sustained theological and philosophical argumentation and critical engagement with the canonical texts and the great theological minds who have addressed the respective topics.

The indirect data provided less specific information but nevertheless confirmed that (at least in student perception) the GE curriculum has enhanced students’ ability to draw on Christian scripture in assessing the ethical and religious dimensions of contemporary society. Two-thirds of the respondents (66.5%) indicated that the GE curriculum contributed “sufficiently” or “considerably” to this end, while one third (33.5%) indicated that it did so “somewhat” or “very little.” 61.3% indicated that the GE curriculum contributed to their knowledge, skills, and development in ethical reasoning “sufficiently” or “considerably,” while 38.7% indicated that it did so “somewhat” or “very little.” What these data do not indicate is whether the students’ *perception* of their ability to make informed use of Christian scripture and theological perspectives in evaluating societal problems and issues squares with the reality of their knowledge and skills. However, it is significant that the numbers from the indirect data correspond roughly to those from the direct data: both suggest that the stated Student Learning Outcomes are being achieved to a satisfactory degree but that there is room for improvement.

The goals growing out of this study are as follows:

- ◆ One-year: Report the findings to the Religion faculty. Encourage those who teach GE Religion courses to continue laying the biblical and theological foundations that undergird the positive findings from the study. Discuss and implement better ways of modeling the use of Christian scripture and tradition in analyzing contemporary

issues so that students are better equipped to draw on these resources in an informed and critical way.

- ◆ Three-year: Design and implement a more comprehensive assessment tool to provide better data on how well the intended Student Learning Outcomes are being achieved.
- ◆ Five-year: Pending the results of a follow-up study, develop resources to help faculty help students further improve their ability to use Christian scripture and tradition in a more informed way in discussing ethical and religious aspects of contemporary society. Some possible resources would include faculty workshops on best practices led by some of our most effective teachers and/or outside experts.

## **X. Recommendations (Closing the Loop)**

Two action items emerge from the foregoing analysis:

- (1) Report the positive findings of the study to the Religion faculty and encourage persistence in the laying of the solid the biblical and theological foundations evidenced in the study (Fall 2012).
- (2) Report to the Religion faculty the areas of needed improvement that surfaced in the study and begin formulating plans for improving in these areas (Fall 2012). Such plans should include at least the following:
  - ◆ the design and implementation of a follow-up assessment tool to provide further data on how we are doing in achieving the intended Student Learning Outcomes of this component of the GE curriculum (2013-14).
  - ◆ based on the findings of a follow-up assessment, the arrangement of faculty workshops on best practices let by some of our own most effective teachers and periodically by outside experts (2014-15 and beyond).

Inviting outside resource people to our campus would entail some expense, but not a huge amount. There are funds in the existing Religion Division budget for faculty development that would enable us to bring in at least some outside help.

## **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Randall D. Chesnutt	Professor of Religion	Religion

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Timothy M. Willis	Professor of Religion, Chairman, Religion Division	Religion
Dyron B. Daugherty	Associate Professor of Religion	Religion

## APPENDICES

### **Appendix A - Assessment Details**

“Appendix A: Assessment Plan” describes the method and process of collecting and analyzing data for the “Christianity and Culture” component of the General Education program.

### **Appendix B – Rubrics**

“Appendix B: Scoring Rubric” provides the scoring rubric used to assess the data assembled from the REL 301 classes in the Spring semester of 2012. See the Assessment Plan described in Appendix A.

### **Appendix C - Evidence /Data**

“Appendix C1: Scores for GE Assessment” provides the raw numerical data compiled after scoring the papers gathered from REL 301 classes in the Spring semester of 2012.

“Appendix C2: GE Assessment Spring 2012 (Survey of Graduating Seniors)” contains the survey (and the data it generated) employed as indirect evidence in this study.

### **Appendix D - Chronology**

“Appendix D: Chronology” details the sequence of the Committee’s work in assessing Student Learning Outcomes for the Christianity and Culture component of the General Education Program.

## **Appendix A: Assessment Plan**

### **Direct Evidence**

In the Spring semester of 2012, the Committee gathered data from assignments embedded in all nine sections of the required upper-division course, REL 301: Christianity and Culture. Some were from final exams; others were from essays written outside of class or major research projects. Most were questions or assignments already being used in REL 301 classes; in a few cases the Committee worked with individual faculty in advance to design assignments, or refine existing ones, that would provide data for the Committee's assessment. The assignments were not standardized but varied widely according to the diverse topics covered in the various sections. The assignments were appropriate to the individual sections but also provide ample data for assessing whether the Student Learning Outcomes for the "Christianity and Culture" component of the GE curriculum are being achieved.

The REL 301 faculty supplied the Committee a random sampling of seventy-seven papers. At the end of the Spring semester, the Committee members worked independently to score the papers according to the Scoring Rubric supplied in Appendix B. In May 2012 the Committee compiled and assessed the data, identified strengths and weaknesses, made recommendations regarding needed improvements, and established goals (one-year, three-year, and five-year) for this component of the GE program in light of its findings.

### **Indirect Evidence**

For indirect evidence, the Committee drew upon a survey of graduating seniors administered from March 13 to April 12, 2012. The response rate from the graduating class was 42% (35% for the questions considered in this study). Students were asked, "How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas?" Of the twenty-two areas listed, two are pertinent to this study:

#11: Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramification of alternative actions.

#17: Christianity: Christian Scripture and the use of Scripture to evaluate the ethical and religious dimensions of contemporary society and culture.

Students were asked to rate the contribution of the GE curriculum in these areas as "very little," "somewhat," "sufficiently," or "considerably." The survey and the raw data it generated are included as Appendix C2.

## Scoring Rubric

5

4

3

2

1

- 
- Topic or thesis is clearly defined.
  - Demonstrates good grasp of the issue(s).
  - Consistently perceives the religious assumptions and implications of social and cultural phenomena.
  - Synthesizes various resources adeptly.
  - Makes informed use of Scripture and tradition with careful attention to the nature of the sources.
  - Thoughtfully considers major alternative viewpoints.
  - Maintains focus, connecting ideas in a logical and sophisticated manner.
  - Supports statements consistently with substantial evidence.

- Topic or thesis is fairly well-defined.
- Demonstrates some grasp of the issue(s).
- Sometimes perceives the religious assumptions and implications of social and cultural phenomena.
- Synthesizes various resources adequately.
- Uses Scripture and tradition with some attention to the nature of the sources.
- Gives some consideration to alternative viewpoints.
- Usually maintains focus and connects ideas logically.
- Supports most statements with relevant evidence.

- Topic or thesis is ill-defined or vague.
- Reflects inadequate grasp of the issue(s).
- Rarely perceives the religious assumptions and implications of social and cultural phenomena.
- Fails to consider or synthesize appropriate resources.
- Cites Scripture and tradition simplistically without adequate attention to the nature of the sources.
- Ignores or superficially considers alternative viewpoints.
- Often fails to maintain focus and connect ideas logically.
- Supports statements insufficiently or with irrelevant evidence.

## Appendix C1: Scores for GE Assessment (Christianity and Culture) May 2012

Below are the scores on the 77 papers collected from the 9 sections of REL 301 in the Spring semester of 2012 (see the Scoring Rubric in Appendix B). For each paper the first number listed is the evaluation by Dr. Tim Willis, the second is that by Dr. Randy Chesnutt, and the third is that by Dr. Dyron Daugherty. The average of the three scores is given in parentheses.

1	4.0/4.0/4.0 (4.0)
2	3.0/3.5/4.0 (3.5)
3	5.0/4.2/4.0 (4.4)
4	3.5/4.0/4.0 (3.8)
5	3.5/4.0/5.0 (4.2)
6	3.0/3.5/4.0 (3.5)
7	2.5/3.5/4.0 (3.3)
8	2.5/3.0/4.0 (3.2)
9	3.5/4.2/5.0 (4.2)
10	3.0/3.0/3.0 (3.0)
11	4.0/4.2/4.0 (4.1)
12	2.5/2.0/4.0 (2.8)
13	3.0/4.0/5.0 (4.0)
14	3.0/3.8/4.0 (3.6)
15	5.0/4.0/3.0 (4.0)
16	2.5/3.2/4.0 (3.2)
17	2.5/4.0/2.0 (2.8)
18	2.5/4.2/3.0 (3.2)
19	??/3.2/4.0 (3.6)
20	4.0/3.5/3.0 (3.5)
21	4.0/3.5/4.0 (3.8)
22	3.5/3.5/4.0 (3.7)
23	2.5/1.5/3.0 (2.3)
24	4.0/3.0/4.0 (3.7)
25	3.0/3.0/3.0 (3.0)
26	2.5/3.5/4.0 (3.3)
27	3.5/3.5/4.0 (3.7)
28	3.5/3.0/3.0 (3.2)
29	4.5/3.0/4.0 (3.8)
30	5.0/4.0/4.0 (4.3)
31	4.0/3.2/4.0 (3.7)
32	5.0/4.0/4.0 (4.3)
33	3.5/3.8/5.0 (4.1)
34	5.0/4.0/4.0 (4.3)
35	4.0/4.0/4.0 (4.0)

36	3.0/2.8/3.0 (2.9)
37	3.5/4.0/4.0 (3.8)
38	3.0/3.7/4.0 (3.6)
39	3.5/4.0/3.0 (3.5)
40	3.0/3.5/3.0 (3.2)
41	2.5/3.5/3.0 (3.0)
42	2.5/4.0/4.0 (3.5)
43	4.5/2.8/3.5 (3.6)
44	3.0/3.5/4.0 (3.5)
45	5.0/3.5/3.5 (4.0)
46	4.5/4.0/4.0 (4.2)
47	4.5/4.0/3.5 (4.0)
48	4.5/4.0/4.0 (4.2)
49	4.5/4.0/4.0 (4.2)
50	5.0/4.2/4.0 (4.4)
51	4.0/3.5/4.0 (3.8)
52	3.0/3.6/4.0 (3.5)
53	4.5/4.0/4.0 (4.2)
54	4.5/3.7/3.5 (3.9)
55	4.5/3.5/3.5 (3.8)
56	4.0/4.0/3.0 (3.7)
57	4.0/3.0/3.5 (3.5)
58	4.0/4.0/4.0 (4.0)
59	4.5/4.0/3.5 (4.0)
60	3.5/4.0/4.0 (3.8)
61	3.5/2.5/4.0 (3.3)
62	4.5/4.0/4.0 (4.2)
63	3.5/3.5/3.5 (3.5)
64	3.0/3.2/3.0 (3.1)
65	5.0/3.0/4.0 (4.0)
66	3.5/3.0/4.0 (3.5)
67	4.5/3.0/4.0 (3.8)
68	4.0/4.2/4.5 (4.2)
69	4.0/3.7/4.0 (3.9)
70	3.0/3.5/3.5 (3.3)
71	3.0/2.5/3.0 (2.8)
72	4.5/3.8/3.5 (3.9)
73	3.0/2.5/2.5 (2.7)
74	3.0/4.0/4.0 (3.7)
75	3.5/4.0/4.0 (3.8)
76	4.0/3.5/4.0 (3.8)
77	3.0/3.5/3.5 (3.3)

## Appendix D: Chronology

Date	Members Participating (Initials)	Action
Oct. 2011	RDC, TMW, DBD*	Formation of assessment committee and design of an assessment plan
Dec. 2011	RDC, TMW, DBD*	Refinement of assessment plan; drafting of scoring rubric for sample papers to be collected in Spring 2012
Dec. 2011	RDC, TMW	Consultation with those scheduled to teach REL 301 in Spring 2012 to elicit their help in gathering data from their respective REL 301 classes
Dec.2011- Jan. 2012	RDC	Individual consultation with REL 301 faculty to finalize details for embedding test questions or other assignments in their classes to provide assessment data
March- April 2012	RDC	Collection of 77 papers from REL 301 classes to be used in the assessment
April 30- May 5, 2012	RDC, TMW, DBD	Individual reading and scoring of the 77 collected papers according to the scoring rubric; compilation of data; consultation regarding the assessment project and what can be learned from it
May 17, 2012	RDC	Final drafting and submission of this report

\*Dr. Dyron Daugherty was in Pepperdine's Buenos Aires program in the 2011-2012 academic year. Consultation with him prior to May 2012 was in the form of email correspondence and telephone conversations.

# Seaver College General Education (GE) Assessment – Critical Thinking Academic Year 2011-2012

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You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## **I. Program Learning Outcome**

Students analyze issues, ideas, behaviors, and events to develop opinions, solutions, or conclusions.

## **II. Institutional Educational Outcomes (Objectives)**

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Purpose*

Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

## **III. Student Learning Outcome(s)**

<b>SLO #1</b>	Students describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context.
<b>SLO #2</b>	Students employ terms and concepts in an informed manner, allowing them to acknowledge and examine their own assumptions.
<b>SLO #3</b>	Students make valid inferences when formulating arguments.
<b>SLO #4</b>	Students use adequate, appropriate, and properly cited evidence to support claims.
<b>SLO #5</b>	Students consider multiple salient and opposing viewpoints in formulating a position.

## **IV. Curriculum Map**

Critical thinking is, purportedly, pervasive across the general education curriculum (GE) at Seaver College. Strictly speaking, then, critical thinking *should* be a salient feature of every course of the GE. Consequently, to provide a “curriculum map” of courses that address critical thinking would be to map the entire general education curriculum, which is not practicable. Accordingly, the assessment committee gathered samples of student writing from across the general education—particularly from upper-division courses—in order to assess whether the GE actually does what it purports to do with respect to developing students’ ability to think critically.

## V. Assessment Plan

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Assessment of writing sample drawn from various GE courses	Student and Alumni Surveys
<b>SLO #2</b>	Assessment of writing sample drawn from various GE courses	Student and Alumni Surveys
<b>SLO #3</b>	Assessment of writing sample drawn from various GE courses	Student and Alumni Surveys
<b>SLO #4</b>	Assessment of writing sample drawn from various GE courses	Student and Alumni Surveys
<b>SLO #5</b>	Assessment of writing sample drawn from various GE courses	Student and Alumni Surveys

***Narrative Description of Assessment Plan:*** The assessment committee gathered and evaluated a collection of representative samples of student work produced in various general education (GE) courses. In consultation with the Director of Seaver College’s Junior Writing Portfolio (JWP), Dr. Theresa Flynn, the assessment committee acquired this aforementioned collection of samples by obtaining 70 papers from the electronic archives of JWP from the academic year 2010-2011. Specifically, the gathered samples were originally written for various upper-division GE courses in which students should have demonstrated appropriate critical thinking skills. With an eye toward the assessment rubric listed below (Sect. VI; cf. Appendix B), the committee (a) read each of the samples to determine whether and to what extent the sample in question provided evidence that the five SLOs had been achieved. Then, the committee (b) noted and recorded the level of achievement displayed in the sample with respect to each of the SLOs. Ultimately, (c) for each of the SLOs, the committee noted how many of the samples ranked 5 (highest), 4, 3, 2, and 1 (lowest) for each of the SLOs. These results together comprise the “direct evidence” of the GE’s performance relative to critical thinking.

Additionally, the committee compared the “direct evidence” described above to the “indirect evidence” of the GE’s performance relative to critical thinking. The relevant “indirect evidence” consists in the results of a survey administered by Seaver College to graduating seniors of the Class of 2012. The committee paid special attention to the results of the following question on the aforementioned survey: *“How has the General Education curriculum [of Seaver College] contributed to your knowledge, skills and personal development in the following areas?...2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.”*

## VI. Rubrics

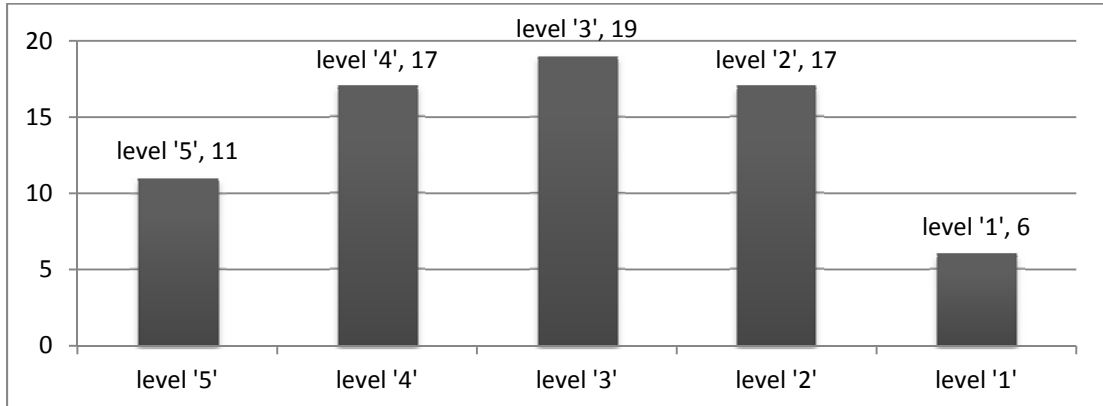
See **Appendix B** for the “Seaver College General Education (GE) Assessment – Critical Thinking Rubric.”

## VII. Criteria/Benchmarks for Student Achievement / Success

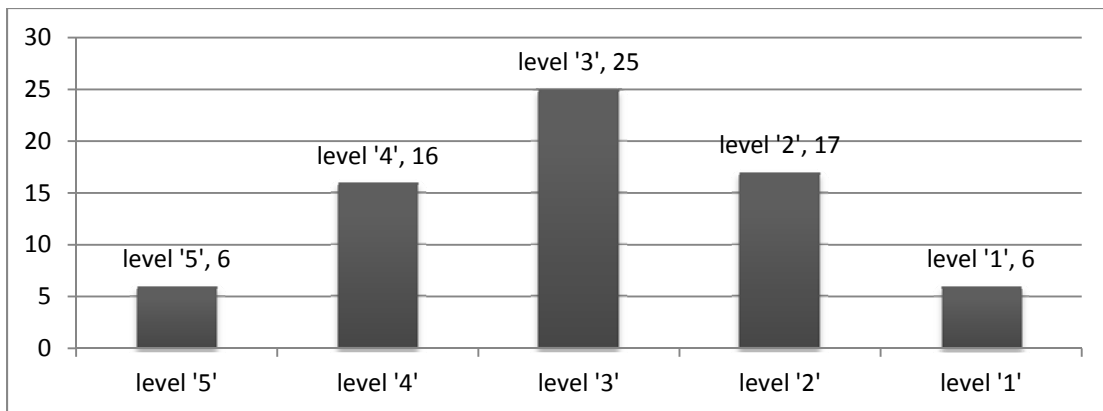
The designated criterion/benchmark for adequate student performance in the area of critical thinking is that, **for each SLO, seventy percent (70%) of the assessed samples achieve level ‘3’ or higher** (as specified on the assessment rubric).

## VIII. Evidence / Data

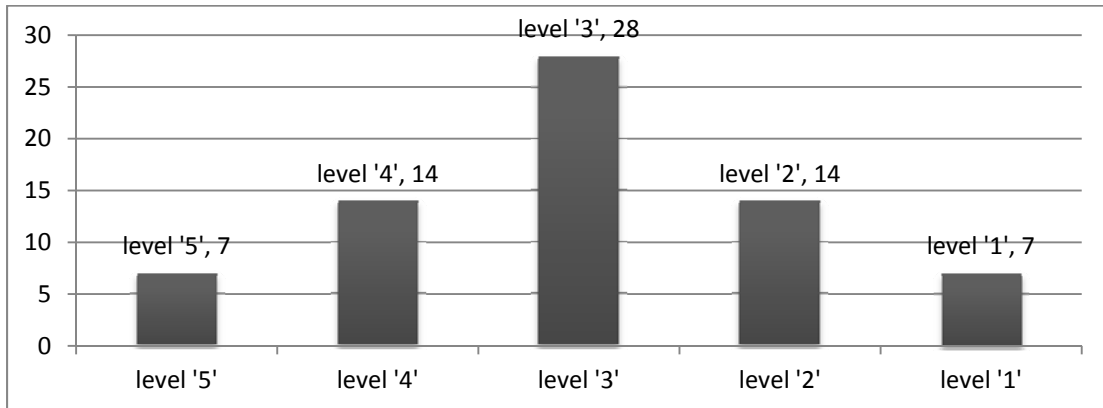
In the subsections below, we present (in summary form) the evidence/data gathered and indicate our findings based upon the evidence. Appendix C reports the raw or original data.

**VIII.A. RESULTS FOR SLO #1**

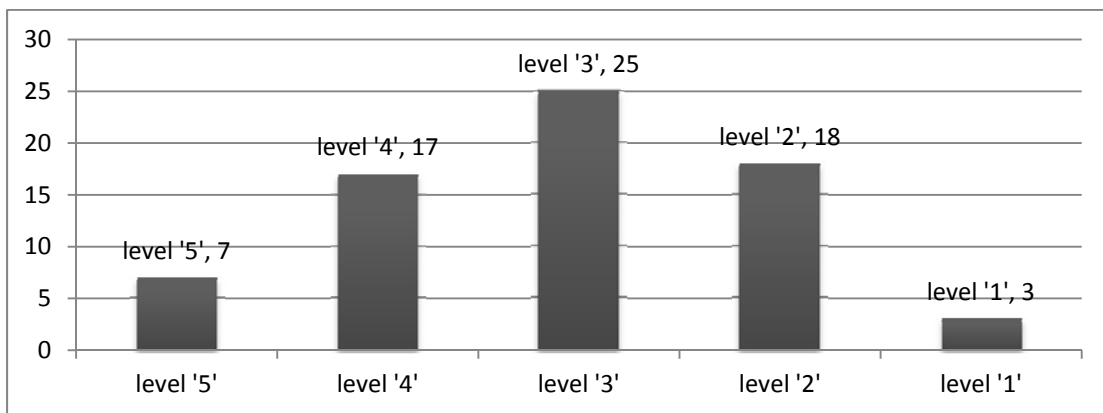
***Narrative Description of Results for SLO #1:*** With respect to SLO#1 (= Students describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context), the assessment committee found that 11 (or 15.7%) of the assessed samples performed at level '5'; 17 (or 24.3%) of the samples performed at level '4'; 19 (or 27.1%) of the samples performed at level '3'; 17 (or 24.3%) of the samples performed at level '2,' and 6 (or 8.6%) of the samples performed at level '1'. What this means is that a **total of 47 or 67.1%** of the assessed samples performed at level '3' or higher with respect to SLO #1. Accordingly, with respect to SLO #1, the committee found that the student achievement was *slightly less than satisfactory*, given the designated criterion for student achievement/success specified in Sect.VII of this document.

**VIII.B. RESULTS FOR SLO #2**

***Narrative Description of Results for SLO #2:*** With respect to SLO #2 (= Students employ terms and concepts in an informed manner allowing them to acknowledge and examine their own assumptions), the assessment committee found that 6 (or 8.6%) of the assessed samples performed at level '5'; 16 (or 22.9%) of the samples performed at level '4'; 25 (or 35.7%) of the samples performed at level '3'; 17 (or 24.3%) of the samples performed at level '2'; and 6 (or 8.6%) of the samples performed at level '1'. What this means is that a **total of 47 or 67.1%** of the assessed samples performed at level '3' or higher with respect to SLO #2. Accordingly, with respect to SLO #2, the committee found that the student achievement was *slightly less than satisfactory*, given the designated criterion for student achievement/success specified in Sect.VII of this document.

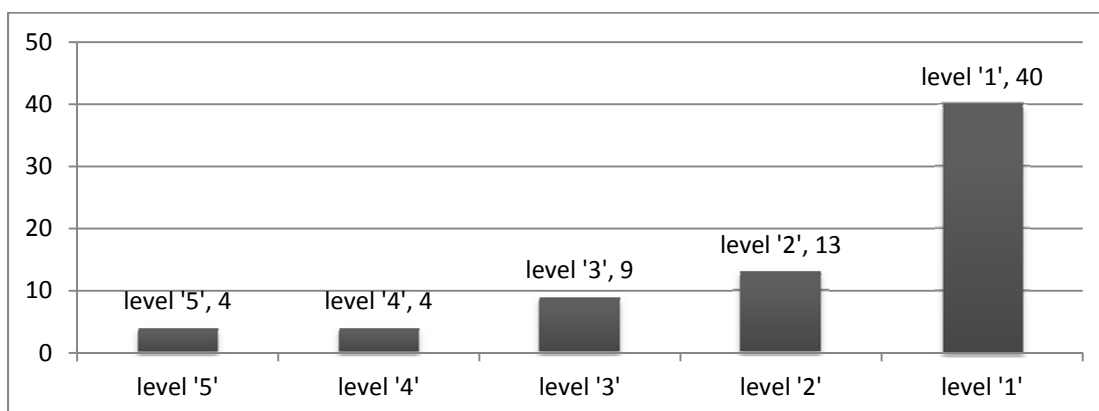
**VIII.C. RESULTS FOR SLO #3**

***Narrative Description of Results for SLO #3:*** With respect to SLO #3 (= Students make valid inferences when formulating arguments), the assessment committee found that 7 (or 10%) of the assessed samples performed at level '5'; 14 (or 20%) of the samples performed at level '4'; 28 (or 40%) of the samples performed at level '3'; 14 (or 20%) of the samples performed at level '2'; and 7 (or 10%) of the samples performed at level '1'. What this means is that a **total of 49 or 70%** of the assessed samples performed at level '3' or higher with respect to SLO #3. Accordingly, with respect to SLO #3, the committee found that the student achievement was ***satisfactory***, given the designated criterion for student achievement/success specified in Sect. VII of this document.

**VIII.D. RESULTS FOR SLO #4**

***Narrative Description of Results for SLO #4:*** With respect to SLO #4 (= Students use adequate, appropriate, and properly cited evidence to support claims), the assessment committee found that 7 (or 10%) of the assessed samples performed at level '5'; 17 (or 24.3%) of the samples performed at level '4'; 25 (or 35.7%) of the samples performed at level '3'; 18 (or 25.7%) of the samples performed at level '2'; and 3 (or 4.3%) of the samples performed at level '1'. What this means is that a **total of 49 or 70%** of the assessed samples performed at level '3' or higher with respect to SLO #4. Accordingly, with respect to SLO #4, the committee found that the student achievement was ***satisfactory***, given the designated criterion for student achievement/success specified in Sect. VII of this document.

### VIII.E. RESULTS FOR SLO #5



**Narrative Description of Results for SLO #5:** With respect to SLO #5 (= Students consider multiple salient and opposing viewpoints in formulating a position), the assessment committee found that 4 (or 5.7%) of the assessed samples performed at level '5'; 4 (or 5.7%) of the samples performed at level '4'; 9 (or 12.9%) of the samples performed at level '3'; 13 (or 18.6%) of the samples performed at level '2'; and 40 (or 57.1%) of the samples performed at level '1'. What this means is that a **total of 17 or 24.3%** of the assessed samples performed at level '3' or higher with respect to SLO #5. Accordingly, with respect to SLO #5, the committee found that the student achievement was *not satisfactory*, given the designated criterion for student achievement/success specified on Sect. VII of this document.

### VIII.F. INDIRECT EVIDENCE OF CRITICAL THINKING

The "indirect evidence" of the GE curriculum's performance with respect to critical thinking was gathered by means of a survey conducted by Seaver College to the graduating Class of 2012. The survey asked respondents to answer the following question: *"How has the General Education curriculum [of Seaver College] contributed to your knowledge, skills and personal development in the following areas?...2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion."*

The results of the survey administered to 2012 graduating seniors were as follows:

	Very Little	Somewhat	Sufficiently	Considerably	Response Count
2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion	8.1% (22)	29.0% (79)	39.7% (108)	23.2% (63)	272

## IX. Summary

**Narrative Summary of Overall Findings:** Based on the "direct evidence" compiled in Sect. VIII.A-E of this document, the assessment committee found that the Seaver College GE curriculum currently *falls short of meeting its goal*. The designated criterion for adequate performance in critical thinking is that, *for each SLO*, seventy percent (70%) of the assessed samples achieve level '3' or higher (as specified on the assessment rubric). The committee found that, *with respect to three different SLOs, this designated achievement criterion was not met*.

Specifically, the committee found that, with respect to SLO #1 (= Students describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context), only 67.1% of the samples were satisfactory, which is slightly less than the desired achievement standard. Similarly, with respect to SLO #2 (= Students employ terms and concepts in an informed manner allowing them to acknowledge and examine their own assumptions), only 67.1% of the samples performed satisfactorily. Again, this is slightly less than the desired achievement standard. What this means is that with respect to SLO #1 and #2, student performance was just under the designated achievement standard. These data do not indicate any extreme failures with respect to these SLOs, but they do indicate that *there is some work to be done in improving with respect to SLO #1 and #2*. Less satisfactory are the results for student performance with respect to SLO #5 (= Students consider multiple salient and opposing viewpoints in formulating a position). With respect to the SLO #5, only 24.3% of the samples were satisfactory. This level of performance is far below the desired achievement standard; accordingly, the data indicate that *there is a great deal of improvement needed with respect to SLO #5*. Fortunately, with respect to SLO #3 (= Student make valid inferences when formulating arguments) and SLO #4 (= Students use adequate, appropriate, and properly cited evidence to support claims), student performance was indeed satisfactory. However, the level of performance only met, but did not exceed, the minimum threshold for satisfactory performance. Thus, while the assessment committee is pleased to report that, *with respect to SLO #3 and #4, student performance is satisfactory*, we also note that the desired achievement criterion was only barely met, and this result is less than ideal.

*In sum*, then, the assessment committee notes that, on the basis of the “direct evidence” above, the Seaver College GE program needs improvement when it comes to assisting students in their abilities to do the following:

- (i) Describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context. (SLO #1)
- (ii) Employ terms and concepts in an informed manner, allowing them to acknowledge and examine their own assumptions. (SLO #2)
- (iii) Consider multiple salient and opposing viewpoints in formulating a position. (SLO #5)

Thus, given the “direct evidence” gathered, it seems safe to say that the goals of the GE program for the future should be to improve in these three areas of critical thinking in particular. Accordingly, the assessment committee recommends that Seaver College initially pursue a resource neutral course of action to work with faculty who teach GE courses to make them aware of these specific areas of improvement and to provide the resources/recommendations with which they can start to improve in these areas within the existing courses.

The committee notes that the “direct evidence” of the GE curriculum’s performance with respect to critical thinking is fairly consistent with the “indirect evidence” mentioned in Sect. VIII.F of this document. According to the survey of 2012 graduating seniors, 8.1% (or 22) respondents indicated that the GE contributed “very little” to their personal development in the area of critical thinking, while 29.0% (or 79) said it contributed “somewhat,” 39.7% (or 108) said it contributed “sufficiently,” and 23.2% (or 63) said it contributed “considerably.” Taken together, these data can be interpreted to mean that only 62.8% of the seniors surveyed believe that the GE contributed sufficiently enough to their development in the area of critical thinking and that 37.2% of those seniors surveyed do not believe that the GE contributed sufficiently to their development in the area of critical thinking. This conclusion is fairly consistent with the committee’s findings on the basis of the direct evidence mentioned immediately above.

## **X. Recommendations (Closing the Loop)**

Based upon the committee’s analysis, the following actions are necessary to correct weaknesses and improve this area of the General Education program.

- Action Item #1:** In general, the administration would work with the faculty of GE courses to address the indicated weaknesses with respect to critical thinking. Specifically, these faculty should be:
- (1) made aware of the five critical thinking SLOs in Sect. III of this document and given a copy of the rubric used to assess critical thinking by this committee;
  - (2) informed as to the specific areas of weakness (i.e., SLO #1, SLO #2, and SLO #5);
  - (3) asked to align their specific GE course SLOs with the GE critical thinking SLOs; and

(4) asked to provide some in-class attention to, or also devise specific assignments which explicitly enhance, student performance in the areas of weakness indicated above.

**Evidence to support this proposed action:** At present, student performance with respect to SLO#1, SLO #2, and (particularly) SLO #5 is lacking, as indicated in Sect. IX of this document.

**Expected outcome (if the action item is implemented):**

If the action indicated above is implemented, there should be improvement with respect to SLO #1, SLO #2, and SLO #5. At the least, the designated criterion of *adequate* achievement should be met.

**Expected timeline:** Very likely, it would take a few semesters—perhaps four to six academic semesters—of implementation of this action before evidence of improvement would become available.

**Type of Action:**  Resource Neutral       Resources Required

**Resource Detail:** N/A

## XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

Committee Chairperson	Position Title	Academic Division
Dr. Caleb Clanton	Associate Prof. of Philosophy	Humanities & Teacher Ed.

Committee Members	Position Title	Academic Division
Dr. Sarah Stone-Watt	Assistant Prof. of Communication (and Director of Debate Team)	Communication
Dr. Chris Doran	Assistant Prof. of Religion	Religion
Dr. Garrett Pendergraft	Assistant Prof. of Philosophy	Humanities & Teacher Ed.
Dr. Mason Marshall	Assistant Prof. of Philosophy	Humanities & Teacher Ed.

## APPENDICES

### **Appendix A - Assessment Details**

*The following assessment was used to assess Student Learning Outcome #1-5.*

The assessment committee gathered and evaluated a collection of representative samples of student work produced in various general education (GE) courses. In consultation with the Director of Seaver College's Junior Writing Portfolio (JWP), Theresa Flynn, the assessment committee acquired this aforementioned collection of samples by obtaining 70 papers from the electronic archives of JWP from the academic year 2010-2011. Specifically, the gathered samples were originally written for various upper-division GE courses in which students should have demonstrated appropriate critical thinking skills. With an eye toward the assessment rubric listed below (Sect. VI; cf. Appendix B), the committee (a) read each of the samples to determine whether and to what extent the sample in question provided evidence that the five SLOs had been achieved. Then, the committee (b) noted and recorded the level of achievement displayed in the sample with respect to each of the SLOs. Ultimately, (c) for each of the SLOs, the committee noted how many of the samples ranked 5 (highest), 4, 3, 2, and 1 (lowest) for each of the SLOs. These results together comprise the "direct evidence" of the GE's performance relative to critical thinking.

Additionally, the committee compared the "direct evidence" described above to the "indirect evidence" of the GE's performance relative to critical thinking. The relevant "indirect evidence" consists in the results of two surveys administered by Seaver College: (i) a survey of graduating seniors (class of 2012) and (ii) a survey of Seaver alumni. The committee paid special attention to the results of the following question: *"How has the General Education curriculum [of Seaver College] contributed to your knowledge, skills and personal development in the following areas?...2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion."*

### **Appendix B - Rubrics**

*The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #1-5.*

#### **SEAVER COLLEGE GENERAL EDUCATION (GE) ASSESSMENT – CRITICAL THINKING RUBRIC\***

LEVEL OF ACHIEVEMENT					
	5	4	3	2	1
<b><i>Overview and Explanation of Issue and Context</i></b>	Thesis/topic/hypothesis/aim of sample is made explicit and is clearly described, delivering all relevant information needed for a full understanding of the issue at hand and providing appropriate attention to the relevant background and context.		Thesis/topic/hypothesis/aim of sample is stated, but vaguely or with some ambiguity, somewhat obscuring, but not fully impeding an understanding of, the sample's ambition. Sample investigates the relevant background and context, but not fully.		Thesis/topic/hypothesis/aim of sample is scarcely explicated, leaving the sample's ambition barely, if at all, detectable. Sample does not give proper attention to background or context.
<b><i>Informed Use of Terms and Responsible Examination of Assumptions</i></b>	Sample uses key terms/concepts/ideas properly and in an informed way, defining them when necessary, and acknowledges any crucial assumptions that might be questionable, evaluating and defending them when necessary.		Sample uses many of the key terms/concepts/ideas properly, offering some apt definitions when necessary, and acknowledges some but not all of its crucial assumptions that might be questionable.		Sample misuses key terms/concepts/ideas, omitting definitions when they are needed, and is silent about its assumptions, or even reflects an unawareness of them.

<b><i>Proper Inferences</i></b>	All of the sample's inferences are sensible/valid/strong, meaning that the sample's arguments are such that, if the claims in the arguments are warranted, then its conclusions are fully appropriate.	Many but not all of the sample's inferences are sensible/valid/strong.	None or only some of the sample's inferences are sensible/valid/strong.
<b><i>Adequate and Appropriate Evidence</i></b>	All of the sample's claims are supported by adequate, appropriate, and properly cited evidence/reasons/data/information, meaning that the sample provides adequate and appropriate justification for thinking that the claims are correct.	Many but not all of the sample's claims are supported by adequate, appropriate, and properly cited evidence/reasons/data/information.	None or only a few of the sample's claims are supported by adequate, appropriate, and properly cited evidence/reasons/data/information.
<b><i>Consideration of Multiple Salient Viewpoints</i></b>	Sample address a variety of concerns that a diverse range of readers may have about the position endorsed. Sample considers obvious objections to the author's position and addresses them when necessary.	Sample acknowledges conflicting or opposing viewpoints, but without fully giving them their due.	Salient and diverse viewpoints are unacknowledged or shortchanged.

“2” = Exhibits most characteristics of ‘1’ and some characteristics of ‘3’

“4” = Exhibits most characteristics of ‘3’ and some characteristics of ‘5’

\* This rubric is adapted from AACU's “Critical Thinking VALUE Rubric” and Oklahoma State University's “General Education Assessment Rubric for Assessing Critical Thinking”

## **Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome # 1-5.

### **SEAVER COLLEGE GE ASSESSMENT, CRITICAL THINKING – COMPLETE DATA SET**

<b><u>Sample No.</u></b>	<b><u>Sample File Name</u></b>	<b><u>SLO #1</u></b>	<b><u>SLO #2</u></b>	<b><u>SLO #3</u></b>	<b><u>SLO #4</u></b>	<b><u>SLO #5</u></b>
1	Arth 422 Flynn.docx	2	2	3	3	2
2	ARTH 422 Martin.doc	5	4	5	4	5
3	ARTH 426 Brewster.docx	5	3	3	3	2
4	ARTH 426 Jones.docx	5	4	3	3	2
5	ARTH 430 Berry.docx	3	4	4	3	5
6	ARTH 434 Brinkerhoff.doc	5	3	5	4	4
7	ARTH 434 Collazo.docx	3	4	3	3	3
8	ASIA 305 Beck.docx	5	3	2	2	3
9	ASIA Jones.docx	4	3	3	3	3
10	ASIA 310.docx	2	2	1	1	1
11	Asia 331 Chung.docx	3	1	2	2	1
12	ENG 315 Che.docx	2	2	3	4	1
13	Eng 315 Ezaby.docx	5	2	4	4	1

14	ENG 315 Fike.docx	2	1	3	3	3
15	ENG 315 Lawrence.docx	5	4	5	4	5
16	ENG 315 Lise.docx	4	3	3	4	1
17	ENG 315 Lupin.docx	2	3	4	4	1
18	ENG 315 Scheffler.docx	2	3	4	4	1
19	ENG 326 Macleay.doc	2	3	4	3	1
20	ENG 326.02.docx	3	3	4	4	1
21	ENG 370 Diciolli.docx	4	4	5	5	1
22	ENG 370 Jack.docx	3	3	4	3	1
23	ENG 380 - Brunett.docx	4	3	4	3	1
24	ENG 380 Aldeghaither.doc	3	5	5	5	1
25	ENG 380 Bellanger.docx	3	4	4	5	1
26	ENG 380 Barryman.doc	3	3	3	3	1
27	ENG 380 Erickson.docx	3	3	4	4	1
28	ENG 380 Hall.docx	1	1	1	1	1
29	ENG 380 Harris.docx	5	5	5	5	1
30	ENG 380 Jeran.docx	4	5	5	5	1
31	ENG 380 Jiang.docx	1	2	2	2	1
32	ENG 380 Mistral.pdf	2	2	3	2	1
33	ENG 380 Newlon.docx	4	2	3	3	1
34	English 390 Bomar.docx	4	2	3	3	1
35	English 315 Bright.docx	2	3	2	2	1
36	Enligh 380 Barreto.docx	3	2	2	2	1
37	English 380 Baylock.docx	4	2	2	2	1
38	English 380.3 Abouaf.docx	3	2	3	2	2
39	HIS 304 Compton.docx	2	2	2	2	2
40	HIS 304 Cook.docx	1	3	3	3	1
41	HIS 304 DeMeistre.docx	4	4	4	4	2
42	HIS 304 Ellington.docx	4	4	3	3	2
43	HIS 304 Gutterrez.docx	3	4	3	3	2
44	HIS 304 Johnson.docx	2	4	3	3	2
45	HIS 304 Jung.docx	2	3	2	2	1
46	HIS 304 Kikng.docx	5	5	4	4	4
47	HIS 304 Magos	1	3	1	3	1
48	HIS 304 Martell.docx	4	1	2	3	1
49	HIS 310 Hartley.docx	4	4	3	4	3
50	HIS 390 Kesonen.docx	4	3	3	4	1
51	HIS 390 Kim.docx	3	4	3	3	1
52	HIST 304 ESSAY-1.docx	2	3	2	3	4
53	hist 304 Ryan Atilano.docx	3	2	1	2	1
54	History 304 Branch.docx	4	4	1	3	1
55	History 304.docx	4	3	3	4	1
56	History 305 Barclay.docx	5	1	1	2	2
57	History 390 Costello.docx	3	5	2	4	5
58	HUM 313 Carrera.pdf	4	2	4	3	1
59	HUM 313 Chang.docx	1	2	2	2	1

60	HUM 313 Chicuchiarelli.docx	2	3	1	2	1
61	HUM 313 Diaz.docx	3	5	3	2	2
62	HUM 313 Enos.docx	2	1	2	2	1
63	HUM 313 Kim.docx	2	3	3	2	2
64	REL 301 Clayton.docx	3	4	3	4	3
65	REL 301 Coleman.docx	1	2	2	1	3
66	REL 301 Elkins.docx	3	2	3	3	2
67	REL 301 Haar.docx	5	3	3	5	3
68	REL 301 JWP Matt Brown Pent.docx	3	3	3	3	3
69	REL 301 Kuo.docx	2	3	3	2	1
70	RELIGION 501 Downing.docx	4	4	4	5	4

### **Appendix D - Chronology**

*The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.*

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
8/31/11	CC, SSW, CD	First meeting between Associate Dean Michael Feltner and the chair of the committee for GE assessment (for critical thinking); initial core committee formed; committee discussed the basic contours of the project at hand.
9/3/11	CC, CD, MM, GP	Having been authorized by the committee, chair formulated an initial draft of the assessment rubric for critical thinking in consultation with several faculty colleagues and after reviewing the AACU's critical thinking rubric, as well as dozens of others used at other institutions. (Rubric samples provided by Dean Feltner.) Faculty consulted include Mason Marshall, Garrett Pendergraft, Chris Doran, and colleagues at Vanderbilt University. Chair also met with the director of Pepperdine's Junior Writing Portfolio (JWP), Theresa Flynn, to discuss possible uses of archives samples of student writing from GE courses.
9/6/11	CC	Chair met with Dean Feltner to discuss assessment process; initial efforts made to articulate SLOs, assessment criteria, and a plan of assessment.
9/8/11	CC, SSW, CD	Chair edited and slightly modified assessment rubric before submitting it to the other members of the assessment committee. After slight revisions to the initial draft, committee accepted the final assessment rubric
9/13/11	CC	Chair met with other team leaders in GE Assessment and Dean Feltner to discuss progress so far. Feltner went over assessment template. Chair discussed the progress on the template with Feltner and discussed curriculum map, the achievement criteria, and the sample.
9/20/11	CC	Chair submitted initial draft of the critical thinking assessment template to Dean Feltner.
9/27/11	CC	Feltner returned edited assessment template to Clanton. Clanton revised template and plan accordingly.
10/12/11	CC, GP, MM	In consultation with Dean Feltner and the other committee members, Chair invited

		two additional faculty members to serve on the assessment committee: Mason Marshall and Garrett Pendergraft.
10/12/11	CC	Chair contacted each of the committee members to notify them of the remaining process and that they would be receiving the assessment samples in a few days; explained the process by which assessment of samples would be executed in an effort to calibrate each of the members.
10/13/11	CC	Chair requested sample of papers from the Director of Seaver College's Junior Writing Portfolio (JWP), Theresa Flynn.
10/20/11	CC	Flynn delivered electronic copies of the requested samples from JWP to chair.
10/22/11	CC	Chair delivered electronic copies of samples of student work to each member of the committee for assessment. Deadline for return of assessment results set for November 12, 2011. Chair edited and further prepared the assessment template.
11/11/11	CC, GP, MM, SSW, CD	Committee members submitted their graded assessment rubrics to Chair. Chair compiled the complete data set and noted the various results.
11/12/11	CC	Chair completed the relevant features of the assessment template.
11/13/11	CC	Chair submitted the draft of the completed assessment template to the other members of the assessment committee for their review, comments, and approval.
11/14/11	CC, GP, MM, CD, SSW	Chair received final comments and approval from the committee on the completed assessment template
11/15/11	CC	Chair compiled the completed assessment template, all of assessed samples, and all of the graded assessment.
12/1/11	CC	Chair submitted a completed rough draft of the assessment project in digital format to Michael Feltner. Feltner acknowledged receipt and gave his verbal approval concerning the quality and completion of the project. However, Feltner noted that the committee would need to amend the assessment when the senior/alumni surveys were completed by Seaver College.
3/28/12	CC	Chair met with other team leaders in GE Assessment and Dean Feltner to discuss final stages of assessment. Among other things, Feltner discussed the role of indirect evidence in completing the assessment. Chair further discussed the progress on the template with Feltner.
4/17/12	CC	Chair received indirect evidence of critical thinking (gathered by senior surveys) provided by Feltner. With the permission of the committee, Chair updated the assessment template to reflect these data and compared them to the finding based on direct evidence.
5/15/12	CC	Chair received word that we would not be able to include the data from alumni surveys in this year's report, due to timing issues. Accordingly, the report is now complete. Chair did one last edit.
5/15/12	CC	Chair submitted a completed, final draft of the assessment project to Feltner (PDF and hard copy)

**First-Year Seminars**  
**Seaver College**  
 December 2011  
 Prepared by Constance M. Fulmer

**I. Program Information**

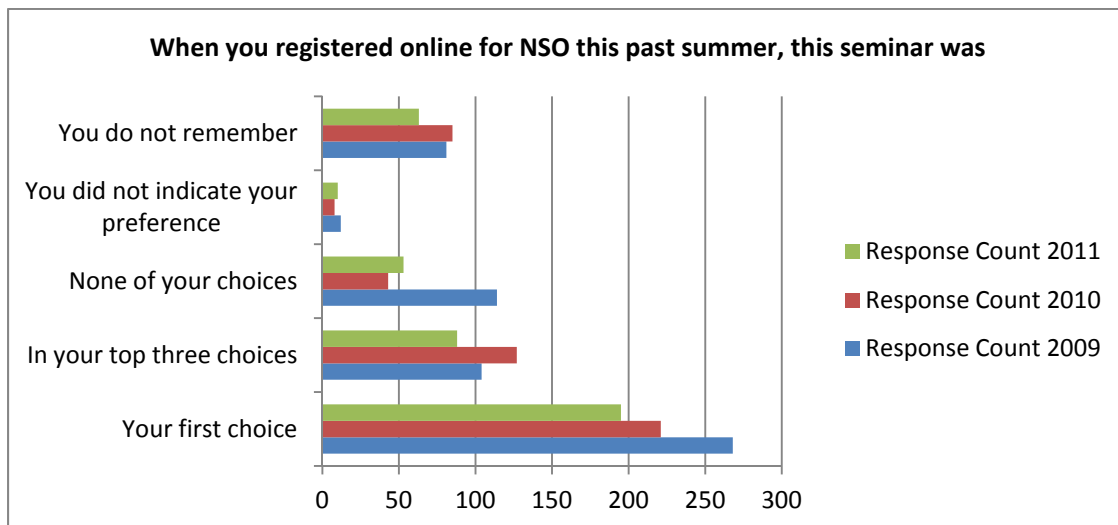
All incoming freshmen are enrolled in a first-year seminar as part of our General Education curriculum. In the fall semester of 2011 there are 38 seminars with 12 to 19 students in each; a total of 664 students. This very successful program has been in existence since the late 1980's. These seminars introduce the students to both the college experience and to academic inquiry. Topics vary from section to section, but all sections are designed to meet the Program Learning Outcomes. Students may not withdraw from this course unless they are withdrawing from the University.

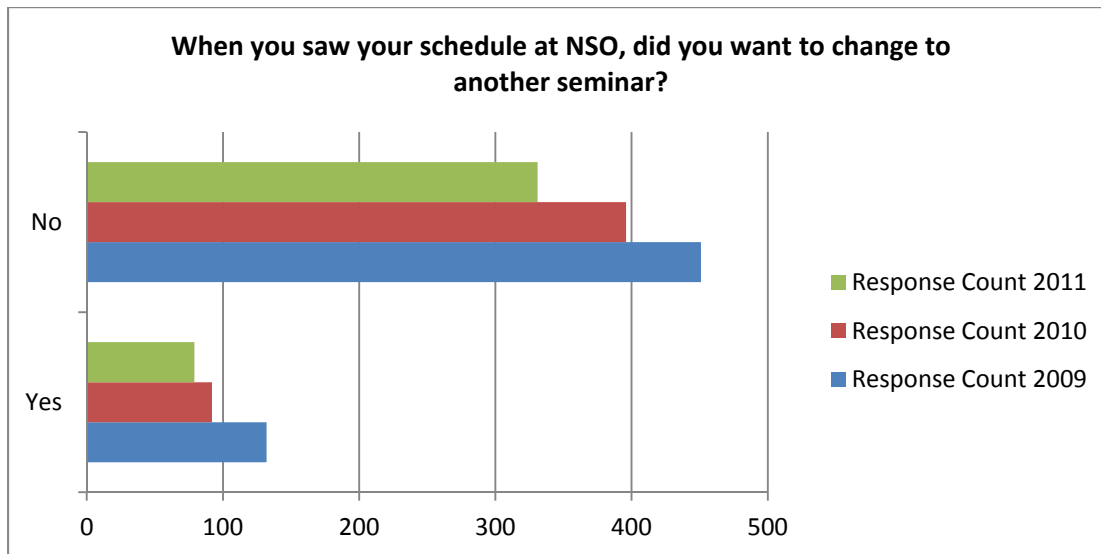
For the past three years each student who was enrolled in a first-year seminar was asked to complete an anonymous survey; data from that survey will be used throughout.

**First Year Seminar Surveys**

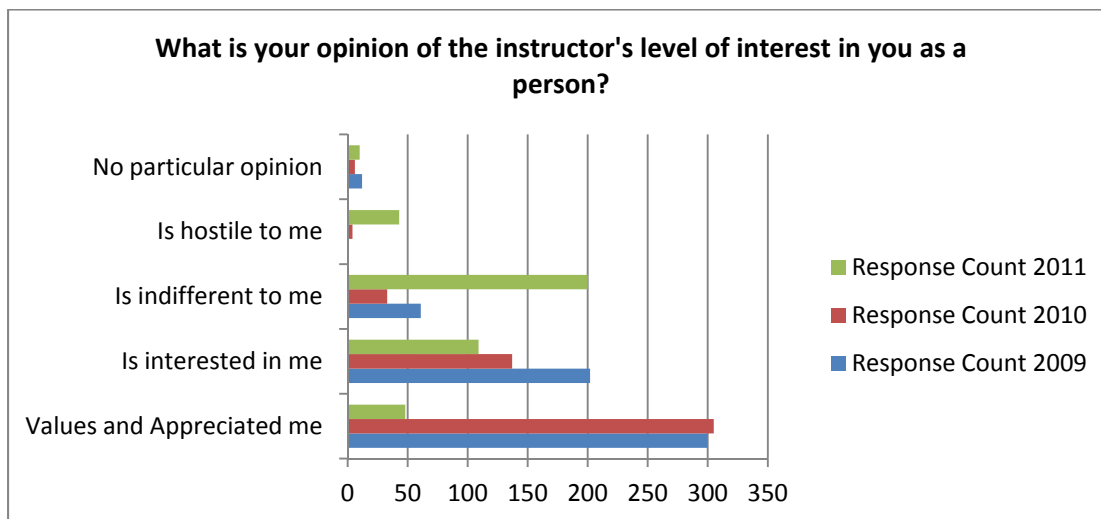
November 2009	580 of 759	76% response
November 2010	490 of 608	81% response
November 2011	412 of 664	62% response

After new students successfully complete the application process, they may go online to a website describing the orientation process. After reading descriptions of the seminars, they indicate in order of preference their top five choices. A large percent of students are placed in one of their top three choices. (To see the ways students are introduced to the seminars, see <http://seaver.pepperdine.edu/nso/about/seminars.htm>.)





**Instructors are selected from the eight Academic Divisions as well as from the Student Affairs staff; all are highly qualified in terms of their academic achievements, academic experience, and personal qualities including caring and concern for students as individuals.**



## II. Description of Program Design

**Eleven of the thirty-eight are the first course in a four-semester sequence.**

- **Seven are the first course in the Great Books Colloquium**, a four-course sequence focused on classic literary works of the Western tradition. The first course in the Colloquium introduces students to classic works of Ancient Greece and Rome. It aims to

enliven and enrich students' understanding through the practices of close reading, regular writing assignments, and communal inquiry and conversation.

- **Four are the first course in the Social Action and Justice Colloquium (SAAJ)**, a four-course, inter-disciplinary program focused on issues of social justice, such as human rights, poverty, the environment, the interplay of religion and culture, and the role of social activists in American and global societies. This series of courses requires 20 hours of community service outside of class each semester and participation in several social justice events on campus, as well as regular course readings, extensive writing, and discussion.

**The other twenty-seven are one semester courses.**

- **Nine of these are part of a special group of seminars sponsored by a Keck grant.** Each of these focuses on engaging the students in independent research. Students produce a team research proposal and an individual research proposal which can be submitted for funding to conduct original research while still a Pepperdine student. The topics are:

Talking through Technology: What Happens?  
Biodiversity and Genomics  
Discovering the Secret of Inspirational Teaching  
Telling Lives: Biography and History  
Communication Meltdown? Exploring the Challenges of Nuclear Discourse  
Uncovering the Voice of the Marginalized Writer  
Body Image and Disordered Eating  
Spanish Cinema/Spanish Society

- **Three are "faith and reason" courses** in which the student read, discuss, and write essays on readings from some of the world's greatest writers who are asking life's biggest questions. The courses are entitled "Love, Happiness, Doubt, and Faith: What Does it Mean to be Human?"

- **Two are one-semester courses which deal with social issues:**

Leading an Extraordinary Life: Exploring the Call of Social Justice  
Rich Christians in an Age of Hunger

- **Nine are on topics Related to Self-Understanding and Self-Development:**

What's Your Story? Discerning, Writing and Understanding Vocational Narrative  
Discovering Your Strengths  
Preparing for a Life of Purpose, Service and Leadership  
Interpersonal Relationships and Communication  
Becoming a Physician  
"A Still, Small Voice": Perspectives on Silence

Spiritual Formation: Fashioning a Christ-Shaped Life  
College Mental Health: Understanding Challenges and Developing Healthy Coping

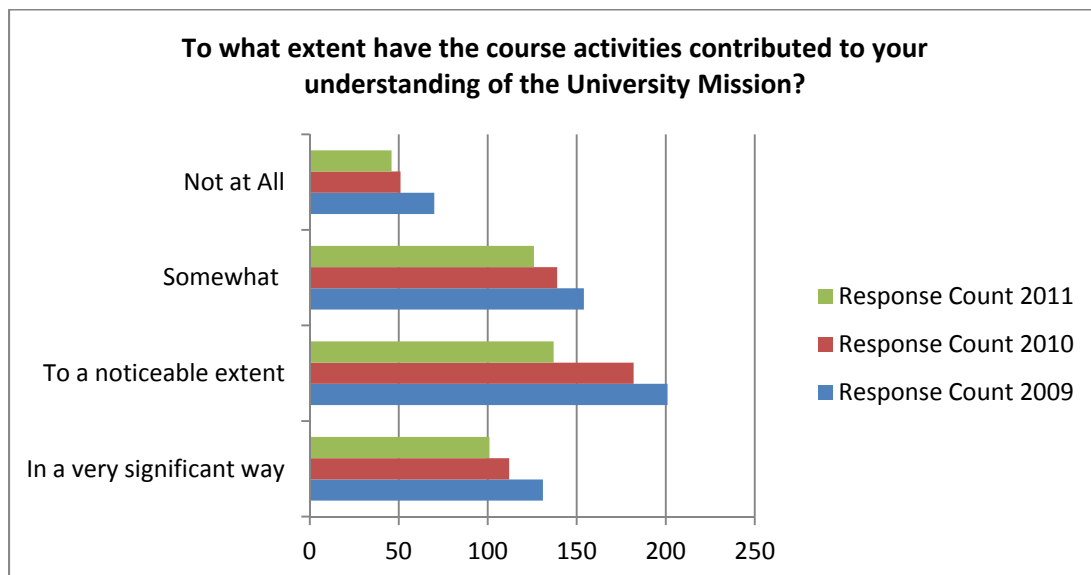
- **Five are on topics related to global understanding:**
  - Evil in Hitler's Germany
  - Jewish Cultures
  - The Crusades
- **Three are on topics of current interest:**
  - Why Sports? Understanding Its Impact on Society
  - Growing Up on TV: The TV Family in Primetime

### III. Learning Outcomes

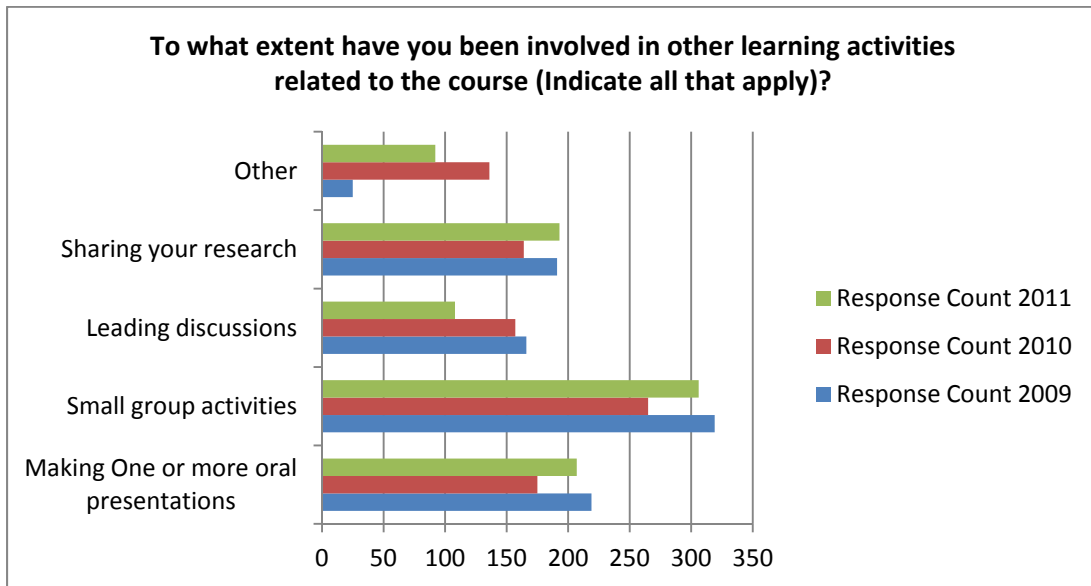
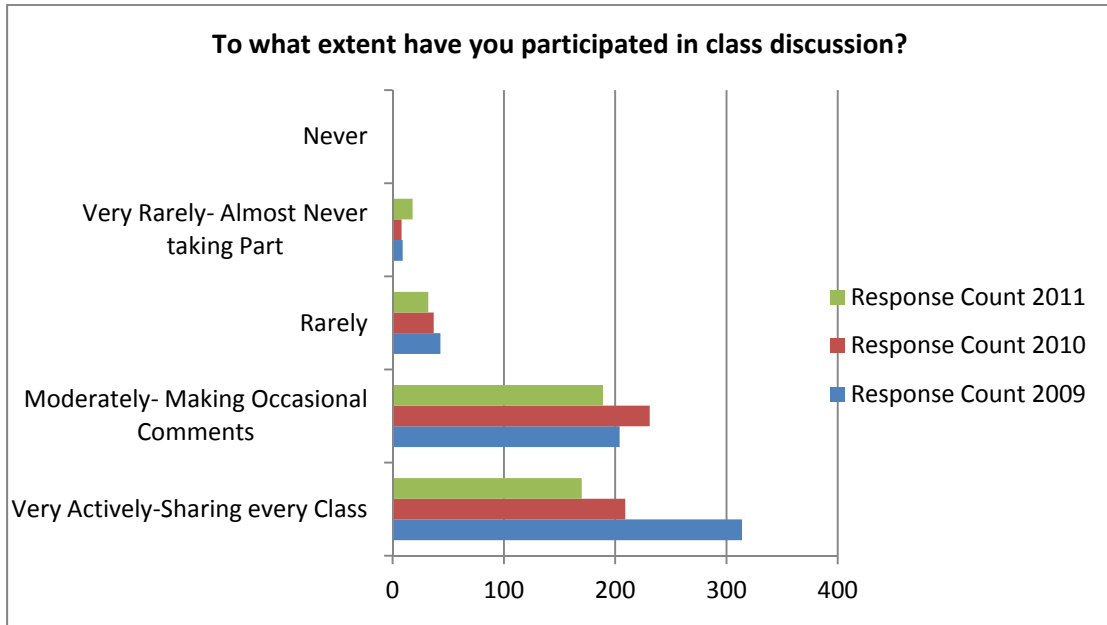
#### Program Learning Outcomes for First-Year Seminars

A student who completes a first-year seminar should be able to:

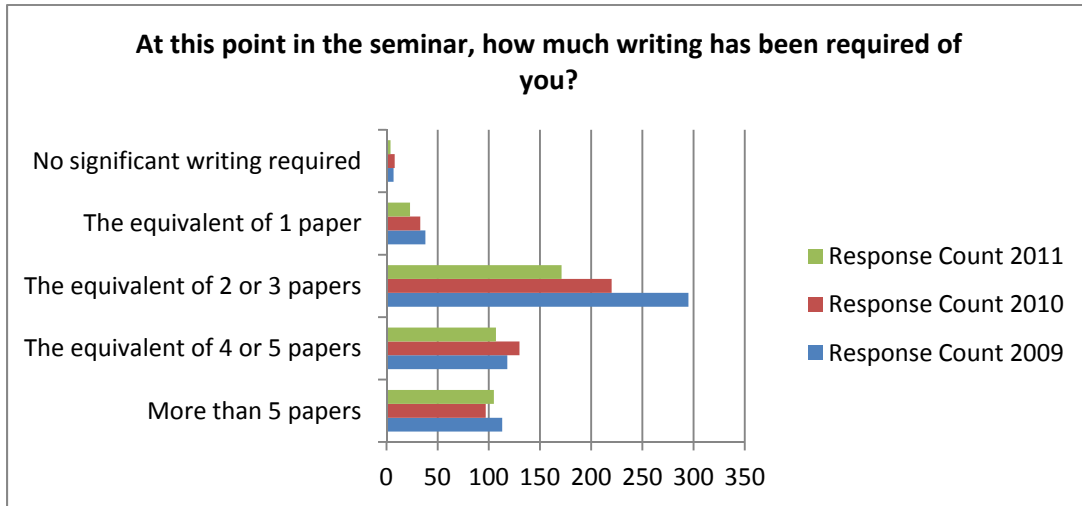
- **articulate an understanding of the Christian mission of the University**



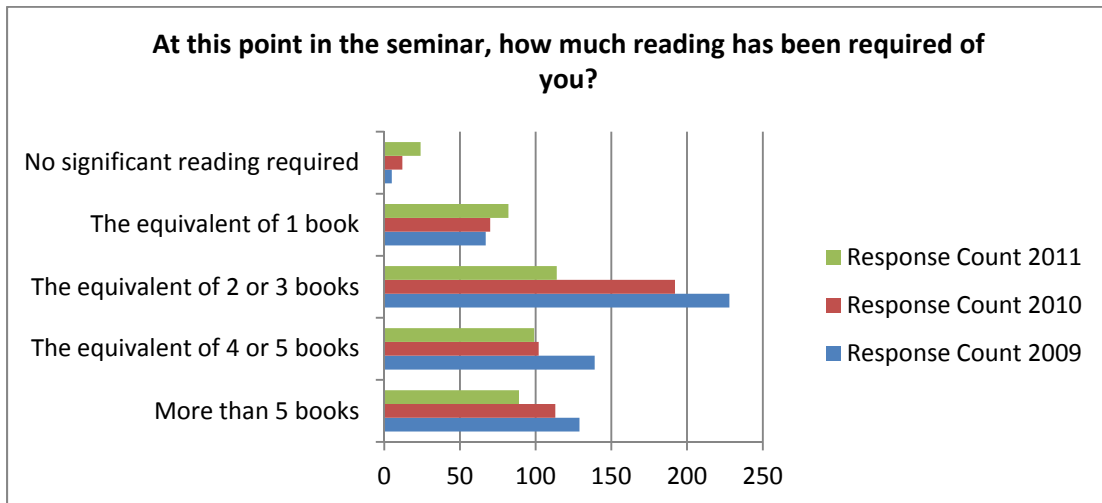
- **communicate clearly in well-organized and persuasive oral presentations**



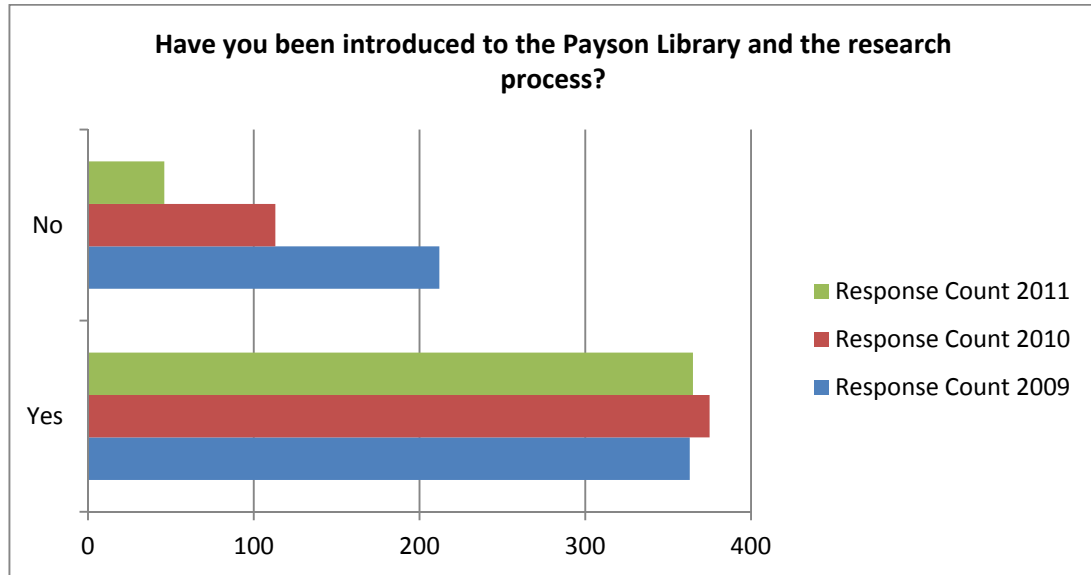
- **communicate effectively in well-organized and clear written discourse**



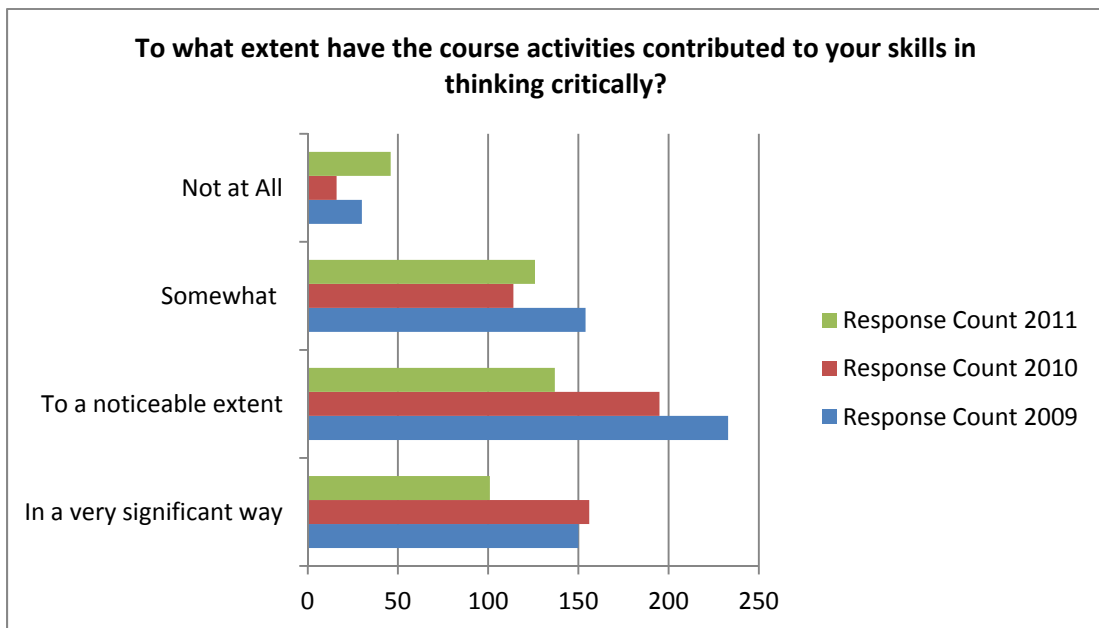
- **demonstrate the ability to interpret research findings appropriate to the subject matter covered in the seminar**



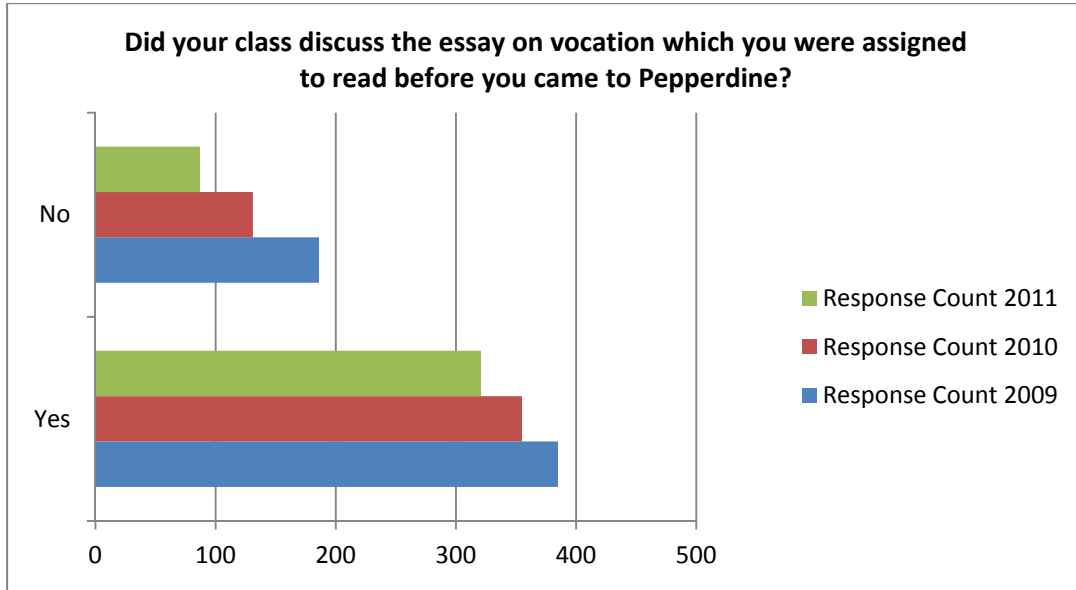
- demonstrate the ability to document sources using a format appropriate to the subject matter covered in the seminar



- demonstrate critical-thinking and problem-solving skills appropriate to the subject matter covered in the seminar



- **articulate an understanding of vocation in a Christian context**



## **The Program Learning Outcomes also align with the General Education Learning Outcomes which are:**

### **Critical thinking**

Students analyze issues, ideas, behaviors, and events to develop opinions, solutions, or conclusions.

### **Quantitative reasoning**

Students reason and solve quantitative problems and explain mathematical concepts and data.

### **Scientific reasoning**

Students use the scientific method to investigate the natural or physical world.

### **Oral communication**

Students communicate effectively in oral form.

### **Written communication**

Students communicate effectively in written form.

### **Human response to art**

Students critically appraise and appreciate the arts and make connections to their moral, ethical, and spiritual values.

### **Human response to literature**

Students critically appraise and appreciate literature and make connections to their moral, ethical, and spiritual values.

### **Christianity & culture**

Students apply biblical lessons and principles to make ethical decisions.

### **American experience**

Students explain the political and historical developments that have shaped American democracy and integrate that knowledge with their civic responsibility and views of diversity.

### **Foreign language**

Students listen, speak, read, and write within the appropriate cultural context of a chosen language (list all languages).

### **Human institutions & behavior**

Students describe the major concepts of economics, psychology, or sociology to explain institutional and human behavior.

### **Western heritage**

Students express broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of western civilizations.

### **Nonwestern heritage**

Students express broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of non-western civilizations.

### **Research & inquiry**

Students apply the processes of inquiry and analysis appropriate to the discipline of their academic major.

#### IV. Program Participation/Access

Since all incoming first-year students take the seminars, the ethnicity data for total Freshman enrolled in Fall 2009, 2010 and 2011 (not including transfer students) reflects the enrollment in these classes.

	Fall 2009	Fall 2010	Fall 2011
Domestic students			
Hispanic or Latino	105	91	112
American Indian or Alaska Native	6	4	3
Asian	95	80	93
Black or African American	49	53	52
Native Hawaiian or Other Pacific Islander	11	3	2
White	398	266	285
Two or more Races	0	53	54
Race/ethnicity unknown	56	42	30
International Students	46	36	45
Total Degree-seeking Freshman Enrolled (Not including Transfers)	766	628	676

#### V. Assessment of Program Effectiveness

Both direct and indirect assessment of program effectiveness are underway.

##### A. Direct Assessment

Fall 2011 was the first time direct assessment was used. Indirect assessment has been used since the program was begun in the late 1980s.

The direct assessment is of the Program Learning Outcome which is most distinctive from the General Education Learning Outcomes: it is "A student who completes a first-year seminar should be able to articulate an understanding of vocation in a Christian context."

Each first-year student who is admitted to Seaver College is asked to read an essay entitled "Finding Your Heart's True Calling" by Dr. Gary Selby, Director of the Center for Faith and Learning, and Professor in

Communication. Then he or she is asked to write a reflective response to be submitted to the first-year seminar professor at the beginning of the course. The professors then lead the students in further exploration both of Dr. Selby's article and of the students' own essays reflecting on the idea of vocation. Several professors provided additional opportunities throughout the semester for the students to consider the idea of vocation. These assignments, fieldtrips, discussions, and reflections encourage each student to pay close attention to his or her own gifts and interests and to listen to his or her own heart as he or she thinks seriously about the question of vocation.

**On November 3, 2011, the professors who are currently teaching seminars were sent an email saying:**

**"Perhaps your students have done those or other writing assignments which have encouraged them to think about the idea of vocation and/or their own sense of vocation.**

**Perhaps you have assigned ( or will assign before the end of the semester) other writing assignments based on a reading, fieldtrip, discussion, or some other experience in which they reflect on the idea of vocation. These could be papers written in class, out of class, or as part of the final exam or final experience. They may be as short as one page or less.**

**Or perhaps you would consider assigning a paper as an in-class or out-of-class assignment or as a question on the final exam. The papers can be a page or less and simply need to be reflections on their understanding of vocation (and how that has changed as a result of your seminar)."**

**Two essays were collected from each student who was enrolled in four first-year seminars. One of these was written in August before the students came to Seaver; the second was written in December near the end of the courses. These papers were used to assess student learning in the first-year seminars.**

**1) Nine professors who taught first-year seminars met on Wednesday, February 22, 2012. All nine professors, Valerie Skinner, and I read the same set of two essays written by the same student using a suggested rubric.**

**2) In order to establish inter-rater reliability we then compared our results and made some changes in the rubric.**

**3) Each of us then read a random sampling of the pairs of essays collected from the four courses. Seventy-six essays were read and rated.**

**Rubric for Assessment of Essays on Vocation  
First-Year Seminars  
Fall 2011**

	0	1	2	3	4
	Not Evident	Evident but Superficial	Satisfactory	Emerging	Exemplary
<b>Understanding of Vocation as a calling not just a career in</b>	9	38	19	10	0

the August essay					
Understanding of Vocation as a calling not just a career in the December essay	14	28	13	17	4
Evidence of application of understanding of Vocation in the student's own plans in the August essay	13	34	20	9	0
Evidence of application of understanding of Vocation in the December essay	15	29	16	11	5
Evidence of taking into consideration the Christian context in the August essay	16	36	14	7	3
Evidence of taking into consideration the Christian context in December essay	18	27	16	9	6
Evidence that any change in understanding of Vocation in a Christian context actually resulted from the seminar	40	14	10	6	6

### Conclusions and Suggestions for Closing the Loop

In the summer workshop which Associate Dean Fulmer offers annually, this data will be presented, and professors who are teaching first-year seminars in Fall 2012 will be urged to:

1. Make a more concerted effort not only to introduce their students to the concept of vocation in a Christian context but to make it a real part of the course so the learning outcome can be met in more specific ways.
2. Use a common assignment for the December essays. Part of the workshop time will be used to design a common prompt.

After completing the August reading assignment relating to vocation and the December essay written in response to the common prompt, a first-year student should be able to:

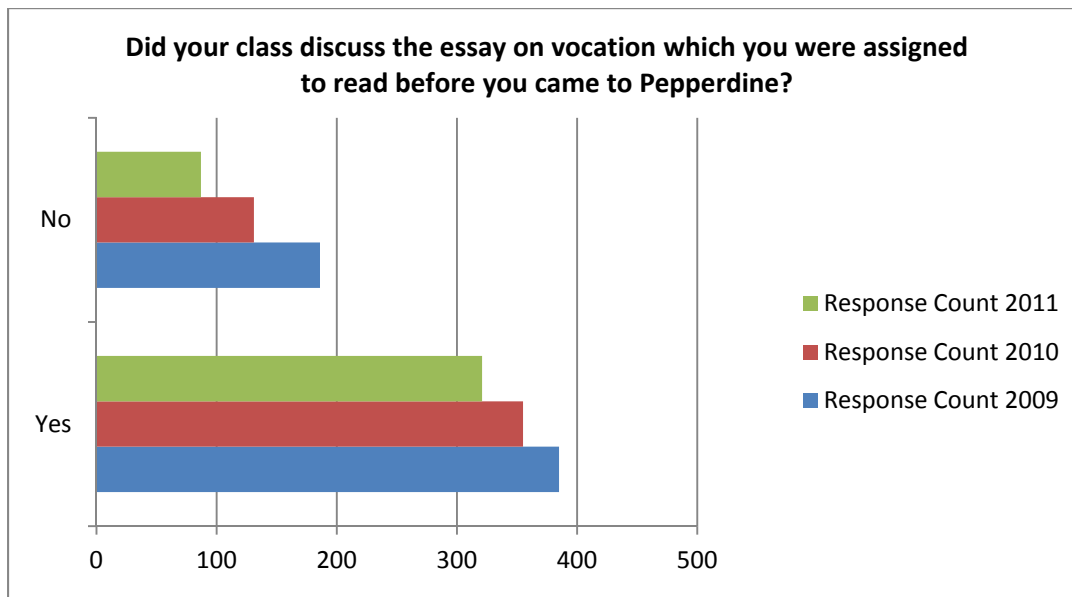
- recognize the difference between vocation as a career and vocation as a calling;
- reflect on his or her unique talents, attributes, or gifts;
- reflect on what God may have called him or her to do;
- consider what would make his or her own life meaningful in the deepest sense;
- consider the possibility of a vocation which also could make life more meaningful for others.

## Indirect Assessment Relating to the Essay on Vocation

For the past three years each student who was enrolled in a first-year seminar was asked to complete an anonymous survey; one of the questions related directly to the vocation essay.

### First Year Seminar Surveys

November 2009	580 of 759	76% response
November 2010	490 of 608	81% response
November 2011	412 of 664	62% response



## B. Indirect Assessment of First-Year Seminars

In Fall 2007 an assessment of first-year seminars was conducted by a faculty committee under the leadership of Christopher Heard, currently Associate Professor of Religion, who was Chair of the Academic Affairs Committee.

Seven Goals were Identified by the committee for the first-year seminars:

1. create a learning community
2. teach one shared reading assignment
3. sharpen critical thinking and problem-solving skills
4. improve written and oral communication skills
5. teach information literacy skills
6. connect topic to the Christian mission
7. focus on life-management skills

The following strengths were identified:

- variety and choice
- relationship to mission
- creation of a learning community

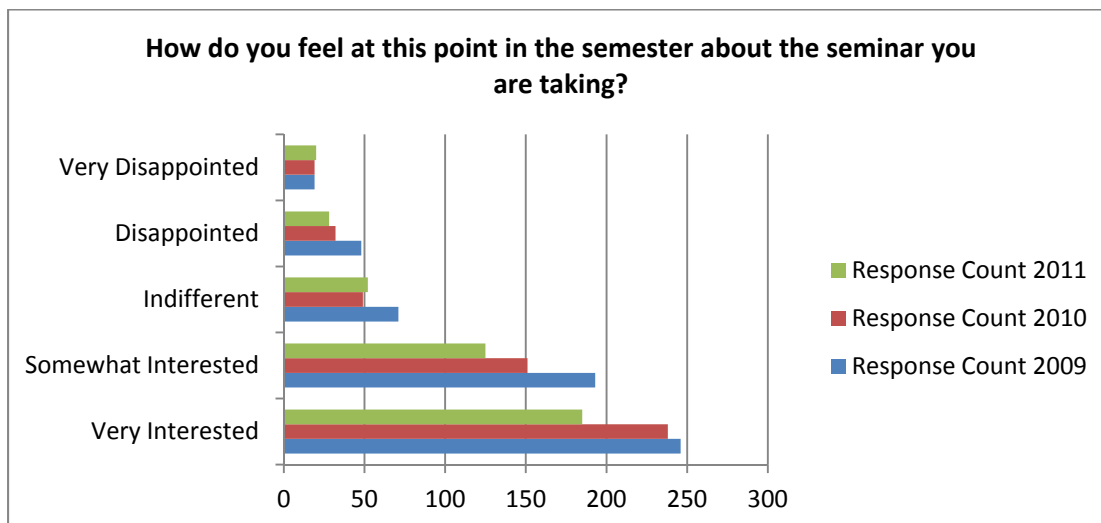
The following weaknesses were identified:

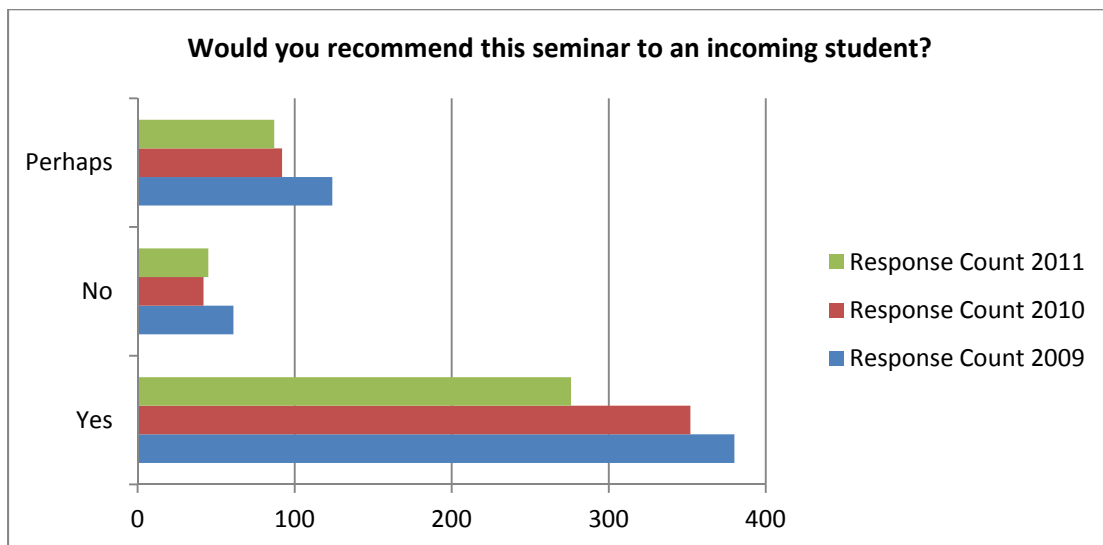
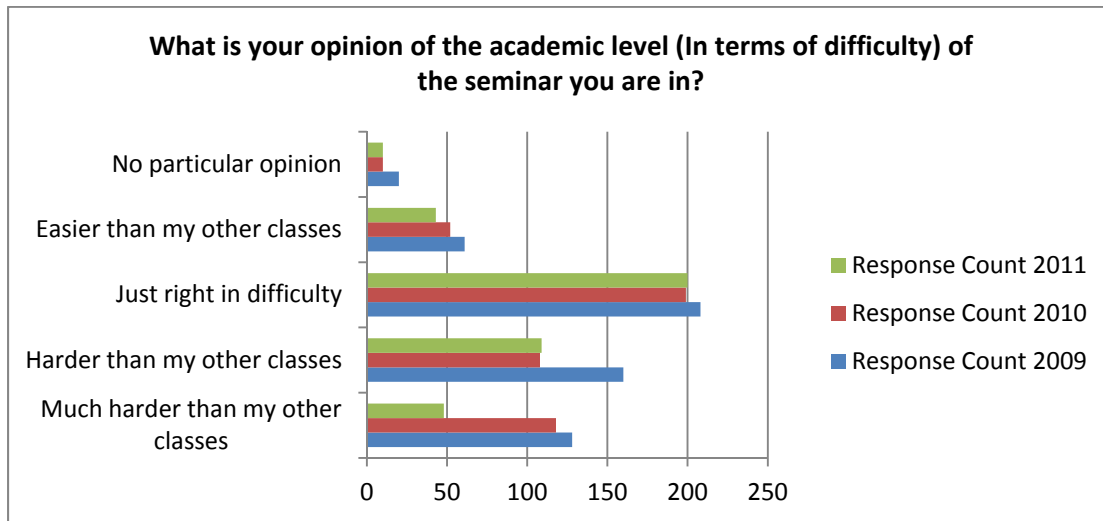
- workloads vary
- no standards for reading, writing, presentations, testing
- ambiguity about goals, objectives, parameters, best practices
- no training in pedagogy
- no ownership in an academic unit

Beginning in 2009 Constance M. Fulmer, then Assistant Dean for Teaching, began to work toward eliminating these weaknesses by offering a workshop during the summers of 2009, 2010, and 2011 for all of the faculty who were teaching the first-year seminars in the following fall. These were well-attended and addressed these specific areas--particularly the weaknesses. The topics which were addressed in the workshop were informed by information collected in a student survey which was sent in November of 2009 and 2010 to all of the students who were enrolled in the seminars.

Each seminar is administered through and "owned by" one of the eight academic divisions. The summer Workshops provided training in pedagogy and made a concerted effort to eliminate ambiguity about goals, objectives, parameters, and best practices. Standards for assignments were discussed using the data collected in the student survey which was provided to each faculty member so that he or she could compare his or her practices to those of others--and hopefully to adjust them accordingly.

For the most part the Student Surveys in 2009, 2010, and 2011 reflected student satisfaction with the first-year seminars. The surveys were administered in November each year.





## VI. Conclusions

**Comments regarding program access by diverse populations of students:** since all incoming first-year students are enrolled in the seminars, having a more diverse population depends of the Admissions Office and the students who are recruited and admitted.

**Comments regarding program assessment:** more attention needs to be given to direct assessment of student learning in the individual classes.

**Comments regarding current evidence of student learning -- recommendations for improvement:** presently evidence is largely self-reported by students. Each faculty member should collect direct

evidence of student learning in his or her own class using a clearly defined and carefully administered assessment plan which is consistent in all of the first-year seminars.

## **VII. How is data affecting decisions?**

The results of the Student Surveys administered over the past three years:

- provided the basis for material discussed in the workshops for faculty
- was useful in considering which faculty should be allowed to continue teaching first-year seminars
- provided information for the faculty to use in self-reflection and planning the seminar for the following year
- helped to indicate that the weaknesses which were listed in the 2007 Survey of First-year seminars were being addressed in a positive way

Data resulting from direct assessments would be even more useful in each of these areas.

# GENERAL EDUCATION

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## PROGRAM REVIEW

### INTRODUCTION

Seaver College is a Christian liberal arts college that places the total development of the student at the heart of its educational strategy, emphasizing breadth and depth of knowledge through the development and integration of core intellectual skills and applied learning. The General Education program is the foundation of the liberal arts program and is central to the undergraduate education and the mission of Seaver College at Pepperdine University.

General Education at Pepperdine University is intended to:

1. Construct a broad foundation of knowledge to support inquiry into the relationships among subject areas and facilitate success in a specialized course of study,
2. Develop the student's ability to read, observe, and listen with comprehension,
3. Enhance the student's skills in communicating effectively,
4. Expand the student's capacity for critical thinking, problem solving, and information literacy,
5. Assist the student in understanding and respecting diversity in people, beliefs, and societies, and
6. Develop the student's understanding of the Christian faith, basic philosophical and ethical implications of Christianity, and integrate the understanding of faith with learning and real-world situations.

The aggregate experience of the Seaver graduate is designed to cultivate a well-rounded education that represents a complex and modern, global worldview; therefore, many subjects are studied that are not included in the traditional categories of the liberal arts. The college is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse. It is likewise devoted to the relentless search for truth in an atmosphere of freedom of inquiry: to think, to question, to doubt, to believe, and to affirm. Therefore, the General Education (GE) program acts to fulfill the Mission of Pepperdine University:

***Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.***

### GENERAL EDUCATION FRAMEWORK

The GE curriculum at Pepperdine is best characterized as a *distribution model* (or "fluid model") with "*integrative*" features. Students work on their general education courses while simultaneously completing courses for their degree major (not viewing them as separate forms of education). The distribution/integrated model at Seaver College is designed with the intent and expectation that, as Ken Waltzer states, "encounter(s) with such courses and experiences will breed among students

transdisciplinary intellectual values and perspectives, critical thinking abilities, broad knowledge and learning, and a range of capacities useful to leading [purposeful] lives and achieving enhanced success in additional specialized study.”<sup>1</sup> More specifically, the Seaver College student is exposed to core competencies (critical thinking, oral communication, written communication, quantitative reasoning, and information literacy) within the general education curriculum as they learn more in their majors, applying these skills in coursework that relates to their long-term interests or careers.

Central to the GE program are 14 learning outcomes that are designed to provide foundational knowledge and promote the development of intellectual skills. These learning outcomes are outlined in the following table. The GE program exists to provide learning in the following areas:

<b>GENERAL EDUCATION LEARNING OUTCOMES (PLOs)</b>	
<i>Critical Thinking</i>	Students analyze issues, ideas, behaviors, and events to develop opinions, solutions, or conclusions.
<i>Quantitative Reasoning</i>	Students reason and solve quantitative problems and explain mathematical concepts and data.
<i>Scientific Reasoning</i>	Students use the scientific method to investigate the natural or physical world.
<i>Oral Communication</i>	Students communicate effectively in oral form as demonstrated by their ability to structure, deliver and implement critical thinking skills.
<i>Written Communication</i>	Students communicate effectively in written form.
<i>Human Response to Art</i>	Students explain the historical, cultural, or technical significance of the art form.
<i>Human Response to Literature</i>	Students will demonstrate close reading skills, will analyze texts through oral and written assignments, and will develop a deeper understanding of literature in relation to its historical and cultural contexts.
<i>Christianity &amp; Culture</i>	Students analyze the religious aspects of culture and use Christian scripture and tradition to assess ethical and religious issues.
<i>American Experience</i>	Students identify and explain significant political and historical developments that have shaped America’s democracy and its diverse society and apply that knowledge to develop a personal vision about its meaning.
<i>Foreign Language</i>	Students listen, speak, read, and write within the appropriate cultural context of a chosen language (list all languages).
<i>Human Institutions &amp; Behavior</i>	Students describe the major concepts of economics, psychology, or sociology to explain institutional and human behavior.
<i>Western Culture</i>	Students express broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of western civilizations.
<i>Nonwestern Culture</i>	Students express broad cultural perspectives informed by their study of the history, literature, philosophy, or artistic achievements of civilizations outside Western civilizations.
<i>Research &amp; Inquiry</i>	Students apply the processes of inquiry and analysis appropriate to the discipline of their academic major.

<sup>1</sup> Waltzer K. (2000) Presentation: “Liberal General Education at Michigan State University – Integrative Studies” at the Council of Colleges of Arts and Sciences conference. Conference topic, *General Education Models: Pros & Cons of General Education Strategies*. Toronto, Canada, Nov. 9, 2000.

Student learning for each GE learning outcome is assessed by a series of content-specific student learning outcomes.

The GE curriculum advances the mission, objectives, and institutional educational objectives (IEO) of Pepperdine University. In this context, the major objectives of Pepperdine University are formed by two components: core commitments and institutional values. The core commitments of the university are *knowledge and scholarship, faith and heritage, and community and global understanding*. Each commitment is implemented and evaluated through the lens of the institutional values of purpose, service, and leadership. The Institutional Educational Objectives and their relationship to the GE program learning outcomes are shown in the following tables:

### Institutional Educational Objectives

	Knowledge & Scholarship	Faith & Heritage	Community & Global Understanding
<b>PURPOSE</b>	<b>IEO#1</b> Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	<b>IEO#2</b> Appreciate the complex relationship between faith, learning, and practice.	<b>IEO#3</b> Develop and enact a compelling personal and professional vision that values diversity.
<b>SERVICE</b>	<b>IEO#4</b> Apply knowledge to real-world challenges.	<b>IEO#5</b> Respond to the call to serve others.	<b>IEO#6</b> Demonstrate commitment to service and civic engagement.
<b>LEADERSHIP</b>	<b>IEO#7</b> Think critically and creatively, communicate clearly, and act with integrity.	<b>IEO#8</b> Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	<b>IEO#9</b> Use global and local leadership opportunities in pursuit of justice.

GE Learning Outcomes	IEO#1	IEO#2	IEO#3	IEO#4	IEO#5	IEO#6	IEO#7	IEO#8	IEO#9
Critical Thinking	✓	✓		✓			✓	✓	
Quantitative Reasoning				✓			✓		
Scientific Reasoning	✓			✓			✓		
Oral Communication	✓	✓		✓			✓	✓	
Written Communication							✓		
Human Response to Art	✓	✓			✓			✓	
Human Response to Literature	✓	✓			✓			✓	
Christianity & Culture		✓		✓	✓	✓		✓	✓
American Experience			✓	✓					
Foreign Language			✓	✓			✓		
Human Inst. & Behavior		✓	✓	✓			✓	✓	
Western Heritage	✓	✓	✓				✓		
Nonwestern Heritage			✓						
Research & Inquiry	✓								

The IEOs are representative of the comprehensive Mission of Pepperdine University; therefore the specific alignment of these IEOs to the curriculum of the GE program illustrates the integrality of the GE curriculum in advancing the Mission of the University.

### **HISTORY OF GE AT SEAVER COLLEGE**

In order to understand how Seaver College arrived at the current structure of the GE program, a brief discussion of the history of the GE curriculum is essential. Upon its founding date in 1937, Pepperdine University was established as a Christian institution that provided breadth across the disciplines as well as depth in a focused area of study. These two areas of study, distribution and concentration, were not considered separate endeavors; courses in and outside the students' major field of study were simultaneously completed and all interrelated parts of the larger framework of the Pepperdine mission. The organizational principles of the 1937 Pepperdine, concentration, distribution, and integration, remain in place today.

*Primary periods of curriculum change germane to General Education:*

**1972:** The Pepperdine-Malibu campus (renamed Seaver College in 1975) opened as a liberal arts school; the centrifugal force of the undergraduate campus was interdisciplinary academic programs that would serve to unify knowledge rather than fragment it. A basic general studies program was initiated, where general education courses comprised 50% of the proposed curriculum, and did not include mathematics or foreign languages. Students' chosen course of study included six upper-division classes (24 units), with a fairly wide latitude in the choice of courses.

**1985:** The focus of curriculum change was on intentional stipulation of core and distributed courses in the GE framework. While the total number of units did not change substantially from the earlier curriculum, the recommended configuration of courses in 1985 was significantly different from the previous structure. Fundamental changes included an increased emphasis on English, foreign language, and mathematics. Comprehensively and more specifically, the re-design of the GE curriculum concluded as follows:

*Core requirements*

- Three-course lecture/discussion sequence in Western heritage
- Two-course sequence in English composition/literature
- Two-course sequence in religion

*Freshman Colloquium emphasizing oral and written skills*

*Distribution requirements*

- Laboratory science (Natural Sciences) course
- Psychology, sociology, or anthropology course
- Two-course sequence in American history, economics, or political science
- Mathematics or computer science course
- Upper-division seminar in any discipline outside student's major
- Four units of physical education
- Competency in one foreign language

### *Great Books sequence*

- Students permitted to take a four-semester sequence of ‘great books’ courses in lieu of freshman seminar, English composition, one American heritage requirement, and the upper-division religion.

**1992:** A review deemed the 1985 GE curriculum a significant improvement from pre-1985 curriculum. The focus of discussion on curriculum changes surrounded the distribution requirements of the General Education program. Primary ideas included a) reducing the unit value of all but two courses from four to three units, b) separating Fine Arts from Western heritage sequence to become free-standing courses, and c) addition of another science course. Conflicting views on necessary changes prevented formative curricular changes.

**1997:** The committee report on “Opportunities for Liberal Learning in the Twenty-first Century” by The Blue Ribbon Commission on Liberal Learning in the Twenty-first Century explored a detailed history of the inception and progression of liberal education at Pepperdine. The committee, and subsequently the report, explored the qualities, skills, and knowledge that would be required for productive lives in the twenty-first century. The research and overall committee work was an important effort to ensure that the GE curriculum offered at Pepperdine would challenge and prepare the students for their postgraduate endeavors; general education would not simply be a sampling of courses, but in addition to providing an introductory level of knowledge and skills, upper-division courses in the GE curriculum would be mandatory in order to develop and master certain areas of knowledge and skills. In the report, they note:

*A new concept of general education is emerging. No longer does general education equate with breadth and involve a sampling of courses from the broad array of academic disciplines. Simple exposure to different fields of study is inadequate. General education should instead:*

- *provide students with a generous orientation to the intellectual expectations, curricular rationale, and learning resources of the institution;*
- *enable students to acquire specific skills of thought and expression, such as critical thinking, writing, speaking and listening, that should be learned “across the curriculum” in several different courses;*
- *permit students to learn about another culture and the diversity that exists within our own culture in terms of gender, race, ethnic background, class, age, and religion;*
- *help students integrate ideas from across disciplines to illuminate interdisciplinary themes, issues, or social problems;*
- *encourage students to study subjects not part of their majors at advanced levels;*
- *provide students with an opportunity near the end of their course of study to integrate their learning experiences in a senior seminar or project; and*
- *ensure that students experience a coherent course of study, one that is more than the sum of its parts.<sup>2</sup>*

*Significantly, the current Seaver College general education curriculum reflects much of the new paradigm. Freshmen Seminars provide a measure of orientation to the resources of the college; the non-Western requirement provides insight to other cultures; Western heritage employs an interdisciplinary approach; most majors require some kind of minor or concentration outside the*

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<sup>2</sup> Ibid., iii-iv.

*specialized field of study; and many majors require a senior project. But in other ways, the current curriculum is lacking, especially in “across the curriculum” activities, capstone learning experiences, coherent courses of study, opportunities to pursue detailed studies beyond the major, and interdisciplinary illumination of themes or social problems.*

*Fundamental to any successful general education program, of course, is a clear articulation of learning objectives. At Seaver College, we feel, those objectives are not always apparent. Students, faculty, and staff should engage in a great conversation about the goals of general education and the learning experiences required to meet those goals.*

*To begin that conversation, we propose as general education outcomes student acquisition of certain skills that are learned within particular contexts, explicated by certain individual perspectives, and deduced from the interconnectedness of the learning process.<sup>3</sup>*

*We define the components of the proposed general education program as follows:*

### **Skills**

*Effective Thinking. Seaver students should think effectively in a variety of reasoning processes, including critical, creative, and scientific. One who thinks critically can logically interpret the ideas of others through analysis and evaluation. A creative thinker takes risks, draws on inner resources to advance original ideas, and recognizes connections between seemingly unrelated ideas. One who thinks scientifically engages systematically in observation, presumption, experimentation, and analysis. Students should be able to combine the critical, creative, and scientific thinking methods to solve problems in vastly different fields and endeavors.*

*Effective Communication. Seaver graduates should be able to receive and convey known facts and interpretations without difficulty. Effective communicators read, listen, and view actively. They transmit clearly the result of their own thinking in written, spoken, and visual presentations.*

*Information Literacy. Students who graduate from Seaver should be able to identify, access, manipulate, use, and present information from a variety of sources and media.*

*Life Management, Career, and Interpersonal. Because the complicated problems of society and workplace require creative solutions, Seaver students in the Twenty-first Century must have the ability to work as part of a team, to conduct independent research, to execute project-oriented tasks, to engage in life-long learning, and to complete assignments accurately when requested. Moreover, graduates must possess a sense of self-worth, the ability to make informed decisions, the desire to act as agents of change, and the willingness to challenge as well as passively accept the status quo.*

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<sup>3</sup> In the preparation of these specific outcomes, we have been influenced by the experiences of Northeastern University in Boston, Massachusetts, and Saint Francis College in Loretto, Pennsylvania, and the recommendations of Robert Sandin. See “Contexts, Perspectives, Connections: Grounding General Education Outcomes in Professional and Liberal Arts Majors” (a paper presented to the AAC&U Annual Meeting, Washington, D.C., January, 1996), “Report from the General Education Task Force” (a report presented to the faculty of Saint Francis College, Loretto, Pennsylvania, April 20, 1993), and Sandin, chpt. 4.

## **Global Contexts**

*The Natural World. The men and women who graduate from Seaver College should be comfortable with scientific vocabulary, method, and reasoning in their cultural role as stewards of the natural world. They should be able to apply the skills of effective thinking, effective communication, and information literacy to the natural world. They should appreciate and understand science as a cultural imperative, given its relationship to health, safety, and environments, whether natural or man-made. Students should also understand the limits of scientific knowledge and the proper use of scientific experts.<sup>4</sup>*

*The Social and Cultural World. Seaver students prepared for the next millennium will understand that human beings live in a heterogeneous world remarkable for its interdependence and diversity. To contribute to this world, graduates must base their decisions about other individuals and groups on historical, philosophical, economic, linguistic, and political realities. Graduates will know that members of one culture behave and speak differently from another. Moreover, they will be able to place their academic, professional, and personal experiences within international and multi-cultural contexts.<sup>5</sup>*

## **Individual Perspectives**

*Spiritual. Without an understanding of the Christian faith as revealed in Scripture, students will leave Seaver with an incomplete education. In a world where competing ideologies are commonplace, students must systematically grasp the basic philosophical and ethical implications of Christianity and understand the relevance of those ideas to the life-situation of man. Moreover, they must be able to discriminate between the Christian faith and non-Christian philosophies and religions. Students should understand that an individual's concepts of virtue, truth, character, and of a "life worth living" are determined by their faith in God, His revelation in Israel, and in Jesus Christ. Students should also appreciate the historical contributions of the Churches of Christ, especially that tradition's strong commitment to biblical Christianity and to rational religious thought.*

*Historical. History links the past and present and points the way to the future. It offers both explanations and predictions. The historical perspective enables students to see that, over time, the natural world and the social/cultural world have been connected. Students can also unify their accomplishments through personal histories that connect past experiences with present and future achievements.<sup>6</sup>*

*Aesthetic. Education is incomplete unless it nurtures an aesthetic sensibility that awakens receptivity to the beauty around us. A mathematical proof might be elegant, a bridge's outline striking, a film moving, a concerto exquisite, an idea beautiful, or an essay finely crafted and harmoniously presented. Exposure to the major accomplishments of world cultures, both past and present, should incite a continuing appreciation of, and appetite for, those artistic elements that enrich the entire human experience.*

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<sup>4</sup> Morris H. Shamos, "The Myth of Scientific Literacy," *Liberal Education* 82 (Summer, 1996), 49.

<sup>5</sup> For the international requirements on the curriculum, see American Council on Education, *Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education* (Washington, D.C.: American Council on Education, 1995).

<sup>6</sup> Lynne Cheney in *50 Hours* proposes a six-semester core course to address this context. See pp. 19-25.

*Personal.* Intellectual understanding does not always imply engagement. To become one's own person, the student must apply and internalize concepts, approaches, and knowledges from a personal perspective. Rendering an ethical judgment transforms a person; acting out of a sense of social responsibility reflects commitment; service to another enhances learning.

### **Interconnectedness**

*Connections.* "The student who can begin early in life to see things as connected...has begun the life of learning," said Mark van Doren. Technological, economic, and demographic changes have guaranteed that the world of the future will be highly interconnected. A coherent education will help prepare students for this unique environment. Students must have structured opportunities to apply skills learned in one context to solve problems presented in another. An inter-connected curriculum impresses upon students that learning does not end at the classroom door or the college gate, but rather continues throughout life.<sup>7</sup>

The extensive committee work and report of the GE curriculum in 1997 would ultimately serve as a gateway for intensive and open discussion about the current and future directions of the GE curriculum. The full report, "Opportunities for Liberal Learning in the Twenty-First Century," by the Blue Ribbon Commission on Liberal Learning in the Twenty-First Century, is available at <http://seaver.pepperdine.edu/dean/links/blueribbonreport.pdf>.

During the academic years spanning 1997-2002, the GE curriculum was a series of broad and intensive learning experiences crossing disciplinary lines. The requirements for the GE program included 17 to 20 courses and two units of physical education, totaling 65 to 77 units; with the aim that students would complete as many of the GE requirements as possible within the first two years of college.

**2003-2004:** Following a three-year period of review by appointed and elected faculty committees, the GE curriculum was modified extensively. The following changes were made:

- The two-course English Composition and Literature requirement was separated into two distinct GE requirements: English Composition and Literature.
- The English Composition requirement continued to include English Composition I (ENG 101), but the previously required English Composition II course (ENG 102) was deleted. The emphasis on written communication in the GE program was maintained by the introduction of two zero-unit requirements: the Junior Writing Portfolio (JWP) and a Writing Intensive (WI) course in each academic major.
  - The JWP demonstrates students' writing competency across the curriculum by submitting four papers from the completed coursework.
  - The WI requirement was implemented by adding a writing intensive educational component to a specific course in each academic major. Students fulfilling the WI requirement will have demonstrated discipline-specific writing skills necessary for continued study in the major, for careers, and for communication of discipline-specific knowledge to general audiences.
- The Literature requirement was fulfilled by a four-unit upper-division course designed to train students to understand and appreciate literary expression.

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<sup>7</sup> For the connection between values education and "across the curriculum" approaches, see Bruce Jennings, et al., "Values on Campus," *Liberal Education* 82 (Winter 1996): 26-31.

- A Research Methods/Presentation Skills (RM/PS) requirement was added to the GE program. This requirement was implemented by adding a research methods and presentation skill component to an existing course in each academic major. Students fulfilling the RM/PS requirement demonstrate the ability to:
  - Acquire and demonstrate both introductory and advanced methods of research and discovery used in a particular academic discipline.
  - Use research language effectively.
  - Develop extensive methods and procedures for conducting and recording effective research in different formats and settings.
  - Identify, synthesize, and assess research literature.
  - Plan, structure, and write a research paper.
  - Present research findings both formally and dynamically to an academic audience.
- The three-course Western Heritage (Culture) requirement was reduced from 12 units to 9 units to accommodate the introduction of a unique Fine Arts GE requirement.
- A two-unit Fine Arts requirement was introduced to focus on the aesthetics and creative process of a specific art form such as theatre, music, art, or dance.
- Economic Principles (ECON 200) was removed from the American Heritage (Experience) requirement and added as an elective to a newly created Human Institutions and Behavior GE requirement.
- The six- or seven-unit Human Institutions and Behavior GE requirement developed in students an awareness of the ways that human institutions and interpersonal behavior can be studied, understood, and predicted. Courses fulfilling this requirement include the Introduction to Psychology (PSYC 200) and Sociology (SOC 200) courses that previously acted in fulfillment of the Behavioral Science requirement and the Economic Principles course.
- A two-course eight-unit American Experience requirement designed to introduce and develop historical and contemporary issues in history, politics, and government was created from the HIST 200 (The United States of America) and POSC 200 (American Political Process) courses previously acting in fulfillment of the American Heritage requirement. Additionally, the content of the American History course was modified to reflect upper-division course requirements.

**2006-2007:** The Health and Lifestyles requirement was removed from the GE program.

**2007-Present:** Aside from minor changes within courses and course offerings, the GE curriculum has not undergone any significant curriculum changes in the past six years.

### **CURRENT GE PROGRAM**

Each candidate for the bachelor's degree must complete a series of broad and rigorous learning experiences crossing disciplinary lines. The requirements for general education are designed so that students have core courses in common; other requirements offer a selection of courses so that students can follow their interests. Many courses are sequenced to allow for a progression in students' learning acquisition. The curriculum highlights particular content areas and skill development, especially critical thinking, researching, writing, and speaking. The requirements for the General Education program include 19 courses, totaling 63–64 units. Additionally students fulfill the Junior Writing Portfolio requirement as well as the Presentation Skills, Research Methods, and Writing Intensive requirements in their major.

## GE PLOs, REQUIREMENTS, COURSES & CREDIT HOURS

GE Program Learning Outcome	GE Requirement	Number of Courses	Upper Division Credit Hours	Lower Division Credit Hours
<i>Critical Thinking</i>				
<i>Quantitative Reasoning</i>	Mathematics	1		3
<i>Scientific Reasoning</i>	Laboratory Science	1		4
<i>Oral Communication</i>	Speech and Rhetoric; Presentation Skills Requirement	1		4
<i>Written Communication</i>	English Composition; Junior Writing Portfolio; Writing Intensive Requirement	1		3
<i>Human Response to Art</i>	Fine Arts	1		2
<i>Human Response to Literature</i>	Literature	1	4	
<i>Christianity &amp; Culture</i>	Christianity and Culture	3	3	6
<i>American Experience</i>	American Experience	2	4	4
<i>Foreign Language</i>	Foreign Language	1		4
<i>Human Institutions &amp; Behavior</i>	Human Institutions & Behavior	2		6-7
<i>Western Culture</i>	Western Heritage	3	3	6
<i>Non-Western Culture</i>	Non-Western Cultures	1	4	
<i>Research &amp; Inquiry</i>	Research Methods Requirement	0		

The 2011-2012 Academic Catalog, including a detailed description of the courses that satisfy the curriculum requirements, is available beginning on page 77 of the 2012-2013 Seaver College Academic Catalog (<http://seaver.pepperdine.edu/academics/content/2012seavercatalog.pdf>).

### **SEAVER COLLEGE GENERAL EDUCATION - EXTERNAL CONTEXT**

While completely redesigned in 1997 and largely unchanged in 2006, the GE program at Seaver College reflects many of the best and current practices in general education:

First, the content of the GE curriculum aligns well with **AAC&U LEAP Essential Learning Outcomes** (<http://www.aacu.org/leap/vision.cfm>); these learning outcomes are met by the courses and sequence of courses in the GE curriculum as well as through the student's chosen major.

Second, the GE curriculum aligns well with future direction of the University's accrediting body, Western Association of Schools and Colleges (**WASC**). In the October 2011 report, "[Situating WASC Accreditation in the 21<sup>st</sup> Century: Redesign for 2012 and Beyond](#)", the WASC Task Forces and Steering Committee recommended that the next stage of WASC accreditation include institutional demonstration that graduates have achieved expected levels of proficiency in each of the areas already established in **CFR 2.2 (written and oral communication, quantitative skills, critical thinking, information literacy and appreciation of diversity)**. The current requirements in the Seaver College GE program (e.g., written and oral communication, quantitative reasoning, critical thinking, and research and inquiry) and the GE curriculums' alignment with the diversity

of the IEOs ensure that the program will allow us to continue to prepare and monitor the success of graduates for the 21<sup>st</sup> century.<sup>8</sup>

Third, the summative undergraduate degree requirements met by the GE and specific major curriculum aligns with current work being developed in the area of a [Degree Qualifications Profile](#) established by the Lumina Foundation for Education. Such that, regardless of the chosen area of specialized study, graduates of Seaver College have achieved broad/integrative knowledge, incorporating intellectual skills and applied learning, that provides a cumulative context for the students' specialized studies.

Seaver College is fully invested in the process of comprehensive, distinctive, and effective program review, including: 1) student learning outcomes that address fundamental, integrated, and advanced levels of learning, 2) assessment of learning outcomes, and 3) understanding the meaning of assessment results within the context of the distinctive characteristics and Mission of Pepperdine University.

### **STUDENTS**

The GE program serves the undergraduate students of Seaver College. The student body of Seaver College consists primarily of full-time residential students. Incoming students at Seaver College share the following characteristics:

- † *An outstanding record of academic performance and service activities.*
- † *Strong moral character, responsible and productive behavior, a spirit of servant hood, and commitment to volunteer participation.*
- † *An inquisitive mind and a willingness to learn.*
- † *Creativity and special talents, especially the capacity for leadership<sup>9</sup>.*

Exposure to intellectual, social, and cultural diversity is also essential in the liberating process of education. The student body of Seaver should therefore include persons of differing economic and social status; geographical origins, both foreign and domestic; and racial and cultural heritage.

The Seaver student body should represent a diversity of religious heritages, Christian and non-Christian, while at the same time reflecting the University's Christian character and its relationship with the Churches of Christ.

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<sup>8</sup> WASC (2011). [Working Draft] Situating WASC Accreditation in the 21<sup>st</sup> Century: Redesign for 2012 and Beyond.

<sup>9</sup> <http://seaver.pepperdine.edu/about/mission/student.htm>

All students at Seaver College must complete the GE program; the following demographic data characterizes the Seaver College student body.

Gender

Student gender by headcount and as a percentage of the total Seaver College student body is detailed in the following two tables.

	2007	2008	2009	2010	2011
<b>Male</b>	1331	1380	1389	1366	1343
<b>Female</b>	1723	1706	1743	1733	1789
<b>TOTAL</b>	3054	3086	3132	3099	3132

	2007	2008	2009	2010	2011
<b>Male</b>	43.6%	44.7%	44.3%	44.1%	42.9%
<b>Female</b>	56.4%	55.3%	55.7%	55.9%	57.1%

For the past five years, female students have comprised approximately 56% of the Seaver College student body. A class of 966 student submitted deposits to enroll at Seaver College in the fall of 2012; 60.7% of the deposited students are female.

Ethnicity

Student ethnicity by headcount and as a percentage of the total Seaver College student body is detailed in the following two tables.

	2007	2008	2009	2010	2011
<b>International</b>	218	207	204	213	247
<b>Native American</b>	45	47	39	34	26
<b>African American</b>	232	211	204	214	216
<b>Hawaiian/Pacific*</b>	305	270	318	38	28
<b>Hispanic</b>	291	281	332	372	415
<b>Asian*</b>				311	346
<b>Caucasian</b>	1,912	1,970	1,923	1,738	1,626
<b>Two or more race**</b>				62	124
<b>Undeclared</b>	136	210	221	223	218
<b>TOTAL</b>	3139	3196	3241	3205	3246

	2007	2008	2009	2010	2011
<b>International</b>	6.9%	6.5%	6.3%	6.6%	7.6%
<b>Native American</b>	1.4%	1.5%	1.2%	1.1%	0.8%
<b>African American</b>	7.4%	6.6%	6.3%	6.7%	6.7%
<b>Hawaiian/Pacific*</b>	9.7%	8.4%	9.8%	1.2%	0.9%
<b>Hispanic</b>	9.3%	8.8%	10.2%	11.6%	12.8%
<b>Asian*</b>				9.7%	10.7%
<b>Caucasian</b>	60.9%	61.6%	59.3%	54.2%	50.1%
<b>Two or more race**</b>				1.9%	3.8%
<b>Undeclared</b>	4.3%	6.6%	6.8%	7.0%	6.7%
<b>Non-Caucasian Ethnicities</b>	34.8%	31.8%	33.8%	38.8%	43.2%

Note the following in the previous tables:

\* Asian is disaggregated from the Asian/Hawaiian & Pacific Islander category since 2010.

\*\*Two or more race is a new ethnicity category required by iPEDS since 2010

Student diversity at Seaver College has increased in the past five years. Caucasian student now comprise approximately 50% of the student body, a decline of 10% since 2007.

The ethnicity of the class entering Seaver College in the fall of 2012 has increased diversity relative to the current student body. Only 42% of the students in the 2012 entering class are Caucasian and over 53% of the incoming students are from non-Caucasian ethnicities.

	Headcount	Percentage
<b>International</b>	114	11.8%
<b>Native American</b>	17	1.8%
<b>African American</b>	78	8.1%
<b>Hawaiian/Pacific*</b>	3	0.3%
<b>Hispanic</b>	152	15.7%
<b>Asian*</b>	153	15.8%
<b>Caucasian</b>	409	42.3%
<b>Two or more race**</b>		
<b>Undeclared</b>	40	4.2%
<b>TOTAL</b>	966	

Religious Affiliation

Student religious affiliation by headcount and as a percentage of the total Seaver College student body is detailed in the following two tables.

	2007	2008	2009	2010	2011
<b>Church of Christ</b>	596	565	559	517	478
<b>Baptist</b>	191	172	183	175	184
<b>Christian Church</b>	279	260	271	309	239
<b>Lutheran</b>	95	85	89	83	80
<b>Presbyterian</b>	209	221	242	224	239
<b>Protestant</b>	140	111	133	132	109
<b>Roman Catholic</b>	497	528	527	504	524
<b>Other Christian</b>	770	870	853	775	790
<b>Jewish</b>	18	20	18	19	18
<b>Other Religions</b>	58	66	55	56	51
<b>Undeclared</b>	209	226	237	344	441
<b>None</b>	77	72	74	67	93
<b>Total</b>	3139	3196	3241	3205	3246

	2007	2008	2009	2010	2011
<b>Church of Christ</b>	19.0%	17.7%	17.2%	16.1%	14.7%
<b>Baptist</b>	6.1%	5.4%	5.6%	5.5%	5.7%
<b>Christian Church</b>	8.9%	8.1%	8.4%	9.6%	7.4%
<b>Lutheran</b>	3.0%	2.7%	2.7%	2.6%	2.5%
<b>Presbyterian</b>	6.7%	6.9%	7.5%	7.0%	7.4%
<b>Protestant</b>	4.5%	3.5%	4.1%	4.1%	3.4%
<b>Roman Catholic</b>	15.8%	16.5%	16.3%	15.7%	16.1%
<b>Other Christian</b>	24.5%	27.2%	26.3%	24.2%	24.3%
<b>Jewish</b>	0.6%	0.6%	0.6%	0.6%	0.6%
<b>Other Religions</b>	1.8%	2.1%	1.7%	1.7%	1.6%
<b>Undeclared</b>	6.7%	7.1%	7.3%	10.7%	13.6%
<b>None</b>	2.5%	2.3%	2.3%	2.1%	2.9%

Over 97% of Seaver College students claim a faith/religious affiliation and over 80% of Seaver students are Christian. The percentage of Church of Christ students at Seaver College has declined by 4.3% over the past 5 years. For the class entering Seaver College in 2012, 117 of the 966 students (12.1%) identify their religious affiliation as Church of Christ.

The following information characterizes the academic profile of the Seaver College student body at the time of admission.

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>Freshman GPA</b>	3.65	3.69	3.65	3.64	3.65	3.57
<b>Freshman SAT Reading</b>	608	610	603	608	600	605
<b>Freshman SAT Math</b>	620	621	622	622	621	629
<b>Freshman SAT Total (Reading + Math)</b>	1228	1231	1225	1230	1221	1234
<b>Freshman ACT Comp</b>	27	29	29	29	29	29
<b>Transfer GPA</b>	3.35	3.48	3.46	3.56	3.49	3.57

The academic profile for students to Seaver College is largely unchanged for the past six years.

### **ASSESSMENT PROCESS**

In the 2011-2012 academic year, Seaver College assessed the 14 areas of the General Education (GE) program and the First Year Seminar (FYS) program. The assessment process is described in this section.

#### **Assessment Personnel**

The assessment process for the GE and FYS programs was coordinated by Dr. Michael Feltner, Associate Dean of Seaver College and Director of the GE Program. Dr. Feltner was supported in his efforts by Dr. Connie Fulmer, Associate Dean for Teaching and Assessment and Dr. Cooker Perkins, Associate Professor of Sports Medicine.

In August, 2011, Dr. Feltner, Dr. Fulmer and Dr. Perkins consulted with Dr. Amy Driscoll to organize and plan the GE assessment process. Dr. Driscoll retired as Director of Teaching, Learning, and Assessment at California State University, Monterey Bay, and is currently an Associate Senior scholar with the Carnegie Foundation for the Advancement of Teaching. Dr. Driscoll is widely published in the area of assessment and leads numerous workshops and seminars on assessment-related practices for WASC. With the support of Dr. Driscoll, draft versions of the 14 [GE Learning Outcomes](#) reported previously in this document were created and a plan to guide the year-long assessment process was developed. Additionally, a draft version of an assessment template to facilitate the assessment process was reviewed and modified.

In late August and early September, Dr. Feltner recruited faculty volunteers to serve as assessment leaders for each GE area. The faculty leaders are identified in the following table:

<b>GENERAL EDUCATION ASSESSMENT LEADERS</b>	
<i>Critical Thinking</i>	Dr. Caleb Clanton, Assistant Professor of Philosophy
<i>Quantitative Reasoning</i>	Dr. Brian Fisher, Assistant Professor of Mathematics
<i>Scientific Reasoning</i>	Dr. Rodney Honeycutt, University Professor of Biology Dr. Cooker Perkins, Associate Professor of Sports Medicine
<i>Oral Communication</i>	Dr. John Jones, Professor of Communication Dr. Greg Daum, Visiting Instructor of Communication
<i>Written Communication</i>	Dr. Heather Thomson-Bunn, Assistant Professor of English Dr. Theresa Flynn, Visiting Assistant Professor of Composition
<i>Human Response to Art</i>	Dr. Lincoln Hanks, Associate Professor of Music
<i>Human Response to Literature</i>	Dr. Maire Mullins, Professor of English
<i>Christianity &amp; Culture</i>	Dr. Randy Chesnutt, Professor of Religion
<i>American Experience</i>	Dr. Darlene Rivas, Professor of History and Latin American Studies Dr. Stewart Davenport, Associate Professor of History Dr. Megan Francis, Assistant Professor of Political Science
<i>Foreign Language</i>	Dr. April Marshall, Associate Professor of Hispanic Studies
<i>Human Institutions &amp; Behavior</i>	Dr. Michael Folkerts, Associate Professor of Psychology
<i>Western Culture</i>	Dr. Cyndia Clegg, Distinguished Professor of English
<i>Nonwestern Culture</i>	Dr. Tom Reilly, Associate Professor of Chinese History
<i>Research &amp; Inquiry</i>	Dr. Cooker Perkins, Associate Professor of Sports Medicine
<i>First-Year Seminar Program</i>	Dr. Connie Fulmer, Professor of English

The leader of each assessment group was empowered to select additional faculty, student or staff volunteers to assist with the assessment process. These individuals are recognized in the assessment reports for each GE area.

The GE Assessment Leaders were supported in their efforts by the Seaver Assessment of Learning Team (SALT). SALT was composed of faculty members trained and skilled in the assessment process and who possessed a strong servant spirit. Assessment leaders were encouraged to seek the wisdom of SALT members throughout the assessment process. SALT members in the 2011-2012 year were:

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#### **Seaver Assessment of Learning Team (SALT)**

Dr. Carolyn Galantine, Associate Professor of Accounting

Dr. Ken Waters, Professor of Communications

Dr. Brad Griffin, Assistant Professor of Theater

Dr. Cooker Perkins, Associate Professor of Sports Medicine

Dr. Stella Erbes, Assistant Professor of Teacher Education

Dr. Lila Carlsen, Assistant Professor of Hispanic Studies

Dr. Steve Rouse, Professor of Psychology

Dr. Tim Willis, Professor of Religion

Dr. Nathaniel Klemp, Assistant Professor of Political Science

Aaron Schot, student

Paulina Taylor, student

Dr. Lisa Bortman, Assistant Provost, Office of Institutional Effectiveness

Dr. Connie Fulmer, Professor of English

Dr. Michael Feltner, Professor of Sports Medicine

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#### Process Timeline

Each faculty team was granted the autonomy to develop and conduct the assessment process for each area of the GE program. To support and facilitate the efforts of each faculty team, several in-service training workshops were conducted.

On September 13, 2011, the first GE in-service training workshop was held. Topics covered at this meeting included:

- The GE assessment template
- GE Program Learning Outcomes (GE PLOs)
- Development of assessable SLOs
- Alignment of GE PLOs and SLOs with the Pepperdine University [Institutional Educational Objectives](#)
- Curriculum maps

On November 1, 2011 a second in-service training program was conducted for the GE assessment leaders. Topics covered at this meeting included:

- Development of assessment
- Review of assessment plans
- Types of evidence
  - Direct
  - Indirect, including survey plans to attain indirect evidence
- Rubrics

A third and final in-service training program was conducted on March 28, 2012. Topics covered at this meeting included:

- Review of rubrics
- Criteria / Benchmarks for Student Achievement
- Reporting of evidence/data and findings
- Action items
- Completion of the assessment template

Final assessment reports were submitted to Dr. Feltner on May 18, 2012. The assessment reports are published on the [GE assessment web site](#).

### Assessment Schedule

All components of the Seaver College GE program were assessed in the 2011-2012 academic year. Following a thorough review of the final assessment reports and possible revision of the assessment process to better align with the proposed new WASC framework for accreditation process a formal schedule for future reviews in each GE area will be published on the [GE assessment web site](#).

### Assessment Evidence

Direct evidence in support of the assessment process was collected using processes unique to each area of the GE program. The assessment plans, rubrics and criteria used to obtain and evaluate the direct evidence are detailed in the final assessment reports submitted for each area.

A survey instrument was developed to gather indirect information in support of the GE assessment process. The survey (<http://seaver.pepperdine.edu/dean/links/geseniorsurvey.pdf>) was administered to two groups: Seaver College graduating seniors and Seaver College alumni.

The GE survey was administered via Survey Monkey to Seaver College graduating seniors in over a four-week period in March and April, 2012. Responses to the survey questions were distributed to the GE assessment teams on April 17, 2012. The indirect evidence arising from this survey and specific to each GE area is contained in the final assessment reports submitted for each area.

The same survey questions were also included in the Higher Education Data Survey (HEDS) and administered to select Seaver College alumni in the spring of 2012. The results of from the HEDS survey were received on May 23, 2012 after the submission of the final assessment reports. This data will be reviewed during the summer of 2012 and a supplemental report, if necessary, will be posted to the GE assessment web site.

### Findings & Action Items

Detailed findings and action items for each GE area are contained in the final assessment reports submitted for each area. A summary document listing the findings and action items for all GE areas also is available on the [GE assessment web site](#).

### Closing the Loop

The loop is getting tighter, but cannot be closed until additional review of all assessment reports is concluded. The following committees and individuals will review all assessment materials during the summer of 2012 and the 2012-2013 academic year.

- Dean of Seaver College, Associate Dean of Seaver College & the Associate Dean for Teaching and Assessment, Seaver College
- Pepperdine University Assessment of Student Learning Committee (ASLC)
- Seaver Faculty Association Academic Affairs Committee

Following its review of the assessment reports and consideration of the feedback provided by the ASLC and the individuals identified above, the Academic Affairs committee will formally recommend action items regarding the GE curriculum to the Seaver College faculty.

Items requiring curricular revision will follow the “normal” curricular submission and review process used at Seaver College and Pepperdine University. Following faculty review and discussion, faculty in each GE area will submit formal proposals to the Seaver College Academic Council (SAC) for all curricular changes. If approved by SAC and the Dean of Seaver College, the proposals will be forwarded to and reviewed by the University Academic Council (UAC). If approved by the UAC and Provost, the proposal will be enacted in the Seaver College curriculum.

Items that do not require curricular revision will be initiated following review and approval by the Associate Dean of Seaver College and the Academic Affairs committee.

# GENERAL EDUCATION

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## PROGRAM REVIEW

### **SUMMARY REPORT OF FINDINGS AND ACTION ITEMS**

The findings and actions items recommended by the faculty of Seaver College as a result of their comprehensive assessment of the Seaver College General Education program during the 2011-2012 academic year are summarized in this document.

#### **Findings**

The reported findings are summarized for each GE component in this section.

##### **Critical Thinking**

- Students met the criterion level of achievement (70%) for two SLOs.
  - SLO 3. Students make valid inferences when formulating arguments. Performance level = 70%.
  - SLO 4. Students use adequate, appropriate, and properly cited evidence to support claims. Performance level = 70%.
- Students did not meet the criterion level of achievement (70%) for three SLOs.
  - SLO 1. Students describe and explain an issue or problem clearly and thoroughly, providing appropriate attention to context. Performance level = 67%.
  - SLO 2. Students employ terms and concepts in an informed manner, allowing them to acknowledge and examine their own assumptions. Performance level = 67%.
  - SLO 5. Students consider multiple salient and opposing viewpoints in formulating a position. Performance level = 24%.
- The GE program needs to improve in the three areas of critical thinking associated with SLOs 1, 2 and 5.

##### **Quantitative Reasoning**

- Students enrolling in mathematics courses designed for natural science majors tended to perform at or above the criterion levels of performance. 85% of students achieved medium competency and 27% achieved at a level of high competency exceeding the criterion levels of 80% and 20%, respectively.
- Students enrolled in quantitative reasoning courses designed for non-natural science majors overall failed to perform at or above the criterion levels of performance. 68% of students achieved medium competency and 7% achieved at a level of high competency falling below the desired criterion levels of 80% and 20%, respectively.
- Students' ability to read and interpret logical statements is correlated with the ability to interpret quantitative data in other forms.
- Based on the assessment findings, immediate efforts should be focused on improving instruction in quantitative reasoning courses designed for non-science majors.

### Scientific Reasoning

- All GE lab science courses assessed met or exceeded the benchmarked level of student achievement. All students in seven assessed classes met the benchmark level of achievement and at least 75% of students met the benchmark level of achievement in the three other assessed courses.
- GE lab sciences courses fall short of providing breadth of knowledge as it relates to science. While students met the designated benchmark levels of achievement, the assessment revealed limits in both student interest and understanding of science.

### Oral Communication

- Students met the criterion level of achievement (80%) for two of the three SLOs.
  - SLO 1. Students will effectively deliver oral presentations through informative and persuasive speeches. Performance level = 94%.
  - SLO 2. Students will demonstrate the ability to critically think by way of implementing an effective persuasive presentation. Performance level = 90%.
- The assessment methodology used for SLO 3. “Students will demonstrate knowledge of rhetorical theory” did not yield useful evidence. Thus, faculty need to assess and determine if students understand and can apply the knowledge of the theory of rhetoric.

### Written Communication

- Students met the criterion level of achievement (70%) for three SLOs.
  - SLO 1. Students will write in an engaging, effectively organized style that enhances reader's understanding of the topic. Performance level = 80%.
  - SLO 3. Students will use appropriate materials from a variety of resources to support ideas, consistently employing a standard documentation style. Performance level = 71%.
  - SLO 4. Students will demonstrate a sophisticated use of grammatical conventions with writing that is virtually free from the kinds of errors that distract from meaning and readability. Performance level = 70%.
- Students did not meet the criterion level of achievement (70%) for one SLO.
  - SLO 2. Students will effectively address an audience, providing substantial supporting evidence, insightful analysis, synthesis, and critique of the subject. Performance level = 68%.

### Human Response to Art

The diversity of courses (sculpture, graphic design, acting, dance, orchestra, opera and choir) that act to fulfill the Fine Arts component of the GE program necessitated unique course-level SLOs that were grounded in the common learning outcome for this GE component - Students explain the historical, cultural, or technical significance of the art form. The findings are summarized on a course-by-course basis.

- ART 270 – Sculpture I
  - All SLOs are being achieved at the criterion level of achievement.
- ART 416 - Computer Graphic Design
  - Most SLOs are being achieved at the criterion level of achievement, but the entering competency level of the some students results in lower than desired achievement.
- THEA 210 - Acting I: Introduction to Acting

- All SLOs are being achieved at the criterion level of achievement, but the entering competency of the students creates challenges for learning.
- THEA 226 - Dance for Music Theatre
  - Students are learning at an appropriate level for the course.
- MUS 105/305 - Concert Choir
  - All SLOs are being achieved at the criterion level of achievement.
- MUS 135/335 – Orchestra
  - All SLOs are being achieved at the criterion level of achievement.
- MUS 184/384 - Opera Workshop
  - All SLOs are being achieved at the criterion level of achievement, but only Fine Arts majors enrolled in the course.

#### Human Response to Literature

- Students met the criterion level of achievement (70%) for three SLOs.
  - SLO 1. Students will demonstrate critical thinking, reading, and writing skills through rigorous analysis of literary texts.
  - SLO 3. Students will communicate ideas about literature in its historical and cultural context through writing assignments, oral presentations, and class discussion.
  - SLO 4. Students will develop a deeper understanding of the ways in which the formal elements of language and genre shape meaning.
- Students did not meet the criterion level of achievement (70%) for one SLO.
  - SLO 2. Students will be introduced to the concept and practice of research.
- In terms of the knowledge content parameters set by the General Education curriculum for Literature, student samples demonstrated learning that expresses an introductory knowledge of literature.

#### Christianity & Culture

- The four SLOs were successfully achieved as 74% of all student papers exhibited student learning at or above the criterion level of achievement (70%).
- Strengths arising from the assessment were:
  - Students showed a good grasp of the ethical and religious dimensions of the various aspects of contemporary society.
  - Students recognized the complexity of the issues, resisted simplistic solutions, engaged the topics philosophically and theologically, and attempted to bring Christian principles to bear on the issues.
- A weakness noted in the assessment was:
  - Students often cited Christian scripture and tradition somewhat simplistically and uncritically, failing to take fully into account the historical, religious, and literary complexity of the sources.

#### American Experience

The findings for this GE component are summarized independently for the Political Science (POSC 104) and American History (HIST 304) courses.

- Political Science
  - 76% of all student essays evaluated demonstrated advanced or excellent levels of student learning meeting the criterion level of achievement for all political science SLOs.

- 83% of students were able to identify and explain significant political and historical developments that have shaped America's democracy and its diverse society in the context of the discipline of political science (SLO 1)
  - While not directly assessing the SLO 3 - Students apply their knowledge by developing a personal vision regarding diversity – student responses to essays used to assess SLO 1 exhibited a strong sense about how their own understandings of areas related to diversity have grown and changed over time.
- American History
  - 77% of all essays examined demonstrated acceptable levels of student learning for the SLO - Students identify and explain significant historical developments that have shaped America's diverse society in the context of the discipline of history. This level of achievement is below the criterion level of 80%.
  - 86% of all students were able to apply their knowledge by developing a personal vision regarding diversity, exceeding the criterion level of achievement (80%) for SLO 3.
  - A strength arising from the assessment was that students find the attention to diversity in HIST 304 applicable to their lives.
  - Weaknesses noted in the assessment were that only 77% of students were able to identify historical diversity and only 63% were able to explain historical diversity.

#### Foreign Language

Assessment of all languages fulfilling of the GE foreign language requirement, except Hebrew, was initiated in the 2011-2012 academic year. Enrollments in Spanish classes in the academic year provided sufficient evidence to reach valid findings and the assessment was completed in its entirety. Assessments in the other language courses (French, German, Italian, Japanese, Chinese and Arabic) did not have large enough enrollments to generate sufficient evidence to support valid findings. Thus, assessments in these languages were initiated, but remain ongoing to collect additional evidence. Summary assessment reports for these languages will be provided in future years.

- 100% of all students could communicate effectively in Spanish during their oral interviews indicating that student learning for SLO 1 - Orally narrate events using different time frames and express opinions and emotions – was demonstrated at the criterion level of achievement.
- 96% of all students had basic to good competence in written expression in Spanish. This indicates that student learning for SLO 2 - In writing, narrate events using different time frames, and express opinions and emotions – was demonstrated at the criterion level of achievement.
- All students (100%) were good to excellent in explaining the cultural aspects of Spanish-speaking countries during a concluding group oral presentation on a cultural topic demonstrating that student learning for SLO 3 - Explain cultural aspects of Spanish-speaking countries including traditions, important figures, art, and religious beliefs – exceeded the criterion level of achievement.

### Human Institutions & Behavior

The findings for this GE component are summarized independently for the Sociology (SOSC 200), Economics (ECON 200) and Psychology (PSYC 200) courses.

- Sociology
  - Students in SOC 200 achieved the SLOs at the criterion level of achievement (70%). Students exceeded the criterion achievement level (70%) in the areas of sociology concepts (83.54%; SLO 1) and theories (75.33%; SLO 2).
  - Students best demonstrated applied and factual knowledge for the concepts of culture and structure, but a shallow or poor understanding of functionalism. The concept of social institution was the next weakest topic with an average score of only 72.24%.
- Economics
  - 94% of all students in ECON 200 achieved the SLOs at the criterion level of achievement (70%).
- Psychology
  - Students in PSYC 200 did not achieve the SLOs at the criterion level of achievement (70%).
    - 69% of students met the standard of achievement for SLO 1 (identify major concepts of Psychology). PSYC 200 students understood the definition of psychology and correlation, but struggled with concepts of spontaneous recovery, obsessive compulsive disorder, and fundamental attribution error.
    - 69% of students met the standard of achievement for SLO 2 (apply Psychology theories to human behavior). PSYC 200 students understood the theories of nature versus nurture, dreaming, and Piaget's cognitive development; however, they struggled with theories of Sternberg's intelligence and Rational Emotive.

### Western Culture

- For SLO 1, demonstrate a historical and chronological understanding of Western cultures from the ancient world to the present, students met the criterion level of achievement (70%).
  - In HUM 111, 70% of the student samples demonstrated knowledge at the introductory level (the expected level of achievement for the course) with nearly 30% of student samples demonstrated knowledge at the more advanced level of developing.
  - In HUM 212, 82% of student samples demonstrated knowledge at the level of developing and mastery (the expected level of achievement for the course) with 30% exceeding expectations at the mastery level.
  - In HUM 313, 65% of student samples demonstrated knowledge at the level of mastery, 5% below the expected level of achievement.
- For SLO 2, demonstrate skill in analyzing and evaluating diverse voices in historical evidence from literature, the art and both primary and secondary historical texts, students met the criterion level of achievement (70%).
  - In HUM 111, slightly more than 70% of the students demonstrated skill in historical and cultural analysis the introductory level and almost 30% of student samples demonstrated skill in historical and cultural analysis knowledge at the level of developing.

- In HUM 212, 82% of student samples demonstrated skill in historical and cultural analysis at the level of developing and mastery. Almost a third (32%) of student samples exceeded expectations with performance at the mastery level.
- In HUM 313, 62% of student samples demonstrated skill in historical and cultural analysis at the level of mastery, 8% below the expected level of achievement.
- For SLO 3, write clearly and coherently on the formation and global implications of western cultural values—political, philosophical, aesthetic, religious—and the historical contexts in which they were formed, , students met the criterion level of achievement (70%).
  - In HUM 111, slightly more than 80% of the student samples demonstrated effective writing skills and articulated the formation of western values and their impact on other cultures the introductory level.
  - In HUM 212, 78% of student samples demonstrated effective writing skills at the level of developing and mastery with 18% exceeding expectations at the mastery level. 74% of student samples articulated the formation of western values and their impact on other cultures at the level of developing and mastery in this course.
  - In HUM 313, only 48% of student samples demonstrated effective writing skills at the level of mastery, 22% below the benchmark; however, 80% of all student essays demonstrated effectiveness at the level of practicing and mastery. 55% of student samples in HUM 313 articulated the role of values and their impact at the level of at the level of mastery, 15% below the benchmark.
- The Western Culture GE curriculum meets or exceeds the criterion levels for student achievement and satisfies faculty expectation for student learning. While the desired levels of performance were not found in HUM 313, expectation of mastery in this course is likely a problem of expectation instead of performance. In all but the area of writing, the samples from Humanities 313 came within a few percentage points of the level of mastery. All students' samples demonstrated learning that expresses broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of western civilization.

#### Nonwestern Culture

- Students successfully described aspects of the history, literature, religion, philosophy, or artistic traditions of a civilization outside Western civilization, and discussed how learning about these broadened their view of the world at the criterion level of achievement.

#### Research & Inquiry

- Assessment of this component of the GE program, including assessment of information literacy, is ongoing. This component of the GE program is fulfilled through the various academic majors offered at Seaver College. At present, information from current five-year and annual reviews of all academic programs is being conducted to assess the student achievement in the area of research and inquiry. The findings will be summarized by July 1, 2012.

#### First-Year Seminar Program

- Findings for the FYS program are summarized in the report at <http://seaver.pepperdine.edu/dean/links/firstyearseminar.htm>.
- Student surveys conducted in 2009, 2010, and 2011 indicate a high level of student satisfaction with the first-year seminar courses.

## Action Items

The action items recommended for each GE component are reported in this section.

### Critical Thinking

- The five critical thinking SLOs and the assessment rubric for critical thinking should be distributed to all Seaver faculty.
- Faculty should align their course-specific SLOs related to critical thinking with the GE critical thinking SLOs published in the assessment report.
- Faculty should devote instructional time to improve critical thinking and devise specific assignments related to critical thinking. The assignments should be structured to explicitly enhance student performance in the areas of weakness indicated in the assessment report.
  - Describing and explaining an issue or problem clearly and thoroughly, providing appropriate attention to context.
  - Using terms and concepts in an informed manner, allowing students to acknowledge and examine their own assumptions.
  - Requiring students to consider multiple salient and opposing viewpoints in formulating a position.

### Quantitative Reasoning

- Based on the assessment findings, immediate efforts should be focused on improving instruction in quantitative reasoning courses designed for non-science majors.
- Future assessment efforts should investigate the following areas:
  - Student understanding of logical statements.
  - Student understanding of how quantities are coordinated throughout an interval.
  - The apparent disconnect for students between their math courses and the rest of their academic program.

### Scientific Reasoning

- The faculty in the Natural Science Division involved in the GE curriculum should discuss ways to insure that GE lab science courses develop in students a clear understanding of and appreciation for science. This is especially true for courses offered primarily for non-majors.
- GE lab science courses offered in the International Programs need to be assessed. The Natural Science Division will communicate with each professor teaching a lab science course in the study abroad program and emphasize the need for an effective laboratory experience. Based upon the assessment results, any lab science course offered in the International Programs that is not achieving the desired levels of student performance on the GE lab science SLOs will no longer be offered.
- The process used to assess student learning related to the scientific method can be improved in order to acquire consistent quantitative information across all GE lab science courses. These changes will be implemented in the next assessment cycle.

### Oral Communication

- The committee recommends a one-day seminar for all faculty teaching COM 180. There is a strong need to encourage the continual mentoring, education and hiring of individuals who can effectively teach in the fields of critical thinking and oral presentations in this course.

- Senior professors in the COM Division and other tenured faculty from across Seaver with appropriate expertise should teach COM 180 program to advance the critical thinking and oral presentation skills of students

### Written Communication

- Writing Intensive courses in the majors must be assessed in order to fully integrate all components of written communication area of the GE program. A more focused oversight (assessment) of WI courses offered on the Malibu campus and in the International Programs is needed to ensure that students:
  - practice writing in their chosen field of study, and
  - meet the expected levels of achievement for writing in their chosen field of study.
 Student learning for SLO 2 and SLO 3 could be improved through this assessment as it would insure that students across all majors are regularly asked to synthesize and analyze information in writing (SLO 2) and to learn and practice the research and documentation style appropriate to their chosen discipline (SLO 3).
- To begin the assessment of WI courses, faculty teaching WI courses should provide feedback regarding their current practices and their concerns/questions about teaching writing, particularly in relation to the written communication SLOs.

### Human Response to Art

The diversity of courses (sculpture, graphic design, acting, dance, orchestra, opera and choir) that act to fulfill the Fine Arts component of the GE program necessitated unique course-level SLOs that were grounded in the common learning outcome for this GE component - Students explain the historical, cultural, or technical significance of the art form. The action items are summarized on a course-by-course basis.

- ART 270
  - Separate Sculpture 1, 2, and 3 into two separate offerings: Sculpture 1 and a combined Sculpture 2 and 3 course.
- ART 416
  - The course is not fulfilling its SLOS. The course needs to be reconsidered and either taught without the pre-requisite, redesigned as a lower-level course, or dropped from the GE program.
- THEA 210
  - The course is intended for non-majors and enrollment should be limited to non-majors.
- THEA 226
  - The course title and catalog description need to be revised.
  - The facility for the course is inadequate. A studio equipped appropriately for a dance class is required if dance is included in the curriculum.
- MUS 105/305
  - While the SLOs are being achieved, non-curricular factors present future challenges for maintaining a successful choir. These challenges include:
    - An academic schedule enabling students to enroll in choir.
    - The talent and aptitude levels of the students.
    - The quality of the rehearsal space.

- MUS 135/335
  - Rehearsal time with the students should be scheduled.
  - More students need to enroll in orchestra.
- MUS 184/384
  - MUS 184/384 be removed as a Fine Arts GE course.

#### Human Response to Literature

- Continue the assessment of the GE literature component in the 2012-2013 academic year in ENG 315, 325, 326, and 380 to determine if research is a component of the course and if students are meeting the expected level of achievement for SLO 2.
- Assess the Literature GE courses in the International Programs and during the Malibu campus summer program as part of the assessment plan.

#### Christianity & Culture

- The positive findings of the assessment should be reported to the Religion faculty to encourage persistence in the development of solid biblical and theological foundations in students. Attention also must be devoted to implementing better ways of modeling the use of Christian scripture and tradition in analyzing contemporary issues.
- Areas in need of improvement also need to be reported to the faculty and plans for improving in these areas need to be formulated. Such plans must include:
  - Design and implementation of a follow-up assessment tool to provide further data on achievement related to the Student Learning Outcomes for this component of the GE curriculum.
  - Based on the findings of this and the follow-up assessment, develop resources to allow faculty to more effectively address areas of where desired levels of learning are not being achieved. Faculty workshops on best practices, led by some of our own most effective teachers and periodically by outside experts, should be considered.

#### American Experience

The action items for this GE component are summarized independently for the Political Science (POSC 104) and American History (HIST 304) courses.

- Political Science
  - Professors need to be more deliberate in making connections between different political events and implement assignments that encourage students to reflect on political development over a long period of time.
  - Many international students struggle in POSC 104. To better serve our international students, we need to consider options or creation solutions to improve international student performance in this area.
- American History
  - The history component of the GE curriculum should be a lower division course; in other words, HIST 304 should become HIST 204.
  - Political Science 104 should no longer be required as prerequisite for the History GE class.

### Foreign Language

Action items for the Spanish-language courses are presented in this summary. Action items for other languages acting in fulfillment of the GE foreign language requirement will be reported in future years when the respective assessments are completed.

- Page 81 of Seaver College catalog should be revised to reflect all courses that fulfill this GE requirement. The list of courses that fulfill the Foreign Language GE requirement should now include Arabic (ARBC) 251.
- In light of the confusion that resulted when trying to discuss “culture” as related to the Foreign Language GE for this assessment, modify the GE PLO for foreign languages to state “Students listen, speak, read, and write within the appropriate SITUATIONAL context in Spanish,” thus eliminating the ambiguous term “cultural”.
- Continue discussions among all language faculty related to the definition and assessment of culture and determine if an additional SLO is necessary for the 251 courses.
- Consider adding a reading-specific SLO to directly address that component of the Foreign Language GE PLO.
- Revive the position of Lower Division Coordinator in charge of SPAN 151,152, 251 (the GE sequence) or create a Course Head role for the final class in the GE sequence.
- Work with IT’s Technology and Learning Group to consider efficient ways to record, preserve and archive the oral activities used to assess foreign languages.

### Human Institutions & Behavior

The action items for this GE component are reported separately for the Sociology (SOSC 200), Economics (ECON 200) and Psychology (PSYC 200) courses.

- Sociology
  - Create a class activity to provide students increased understanding and application regarding the theory of functionalism.
- Economics
  - Further assess marginal analyses in order to better understand student learning in ECON 200.
- Psychology
  - Discuss assessment results with other faculty teaching PSYC 200.
  - Broaden the assessment of the Psychology SLOs to more fully understand the scope of student learning by using different testing formats (MC/essay) and testing intervals (exams every 5 weeks versus quizzes every week).

### Western Culture

- Continue the assessment of student learning in HUM 313 during the 2012-1013 academic year to better understand the apparent lower levels of student learning in this course.
- Assess the Western Culture GE courses in the International Programs and during the Malibu campus summer program.

### Nonwestern Culture

- We want to change the assessment question for the Direct Evidence so that students are reflecting more how their perspectives or views on the world have changed as a result of completing the GE requirement. In this way the GE requirement will not only simply increase students’ knowledge of nonwestern culture, but to increase their knowledge in a manner that can transform students’ way of looking at the world, and their relation to it.

- We want to emphasize, more so than the present, that we study nonwestern civilizations not to confirm a currently held perspective, but to inform and change students' perspective. For example, when discussing an event such as the Cultural Revolution, our intent is not simply to confirm students' present beliefs regarding the evils of Communism, but rather to transform students to recognize the vulnerability of their own humanity in this event.
- Form a committee with the charge to evaluate and coordinate the Nonwestern Culture GE curriculum.

#### Research & Inquiry

- Assessment of this component of the GE program, including assessment of information literacy, is ongoing. The action items will be reported by July 1, 2012.

#### First-Year Seminar Program

- Direct assessment of student learning in the individual classes needs to be prioritized. This is being addressed by incorporating a common assessment activity in all FYS courses in the fall of 2012. Additionally, each faculty member should collect direct evidence of student learning in his or her own class using a clearly defined and carefully administered assessment plan which is consistent in all of the first-year seminars.
- In the summer FYS workshop, professors who are teaching first-year seminars in Fall 2012 will be urged to:
  - Make a more concerted effort not only to introduce their students to the concept of vocation in a Christian context, but to make it a real part of the course so the vocation SLO can be met in more specific ways.

# Seaver College General Education (GE) Assessment – Human Institutions & Behavior Academic Year 2011-2012

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You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## I. Program Learning Outcome

Students identify and apply the major concepts of economics, psychology, or sociology to explain institutional and human behavior.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Students will be able to identify major concepts of Economics, Psychology and Sociology.
<b>SLO #2</b>	Students will be able to apply major theories to institutional and human behavior.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	<b>SLO #1</b>	<b>SLO #2</b>
<b>ECON 200</b>	M	M
<b>PSYC 200</b>	M	M
<b>SOC 200</b>	M	M

An “M” designation was given with the understanding that students will demonstrate Mastery of the two SLOs at the 200 level only.

## V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Selected final exam questions (factual/applied) multiple choice	Click here to enter text.
<b>SLO #2</b>	Selected final exam questions (factual/applied) multiple choice	Click here to enter text.

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

Factual and applied multiple choice questions will be selected in advance from psychology, sociology and economics that specifically address SLO #1 and SLO #2.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#). All rubrics for Sociology, Psychology and Economics may be found in Appendix B.

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	For all three areas (Sociology, psychology and Economics), mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater. As this was our first attempt at evaluation, we used this benchmark of a minimal or “C” level of understanding.
<b>SLO #2</b>	For all three areas (Sociology, psychology and Economics), mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater. As this was our first attempt at evaluation, we used this benchmark of a minimal or “C” level of understanding.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

INDIRECT EVIDENCE (from survey of 2012 Seaver College graduating seniors):

[315 of the senior student population responded to the survey; however, only 272 answered question 5. Our response rates were 42% to the survey and 35% to question 5. Both are outstanding for a survey of this nature and represent a representative sample for assessment purposes. The survey opened on 3/13/12 and closed on April 12, 2012.]

This evidence is in support of our assessment of the General Education program. Questions 1-4 provide demographic and enrollment details for the respondents. From our sample, our student population is 65% female and predominately of Caucasian ethnicity (72%). Social Science majors (psychology, sociology, economics and political science) comprised 20% of respondents. Specifically, for our current GE assessment, our majors comprised 15% or seniors (ECON majors 3.8%, PSYC majors 9.5% and SOC majors 1.6%). Question 5 reports the responses to the question “How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas?” Specifically, in response to the *Human Institutions and Behavior* GE requirement (Psyc, Soc, Econ) subsection of this question (#20 on question 5), 40.4% of students answered “sufficiently”, another 23.2% reported “considerably”, while 26.1% reported “somewhat” and only 10.3% of students answered “very little.”

This indirect evidence, as pertains to this particular GE assessment is a self-reported survey with a single and quite general question encompassing all three areas (Psyc, Soc and Econ) together. This indirect evidence may be interpreted in line with our current assessment of our student data and rubrics. The best possible scenario is that we consider a graduating senior’s response of “somewhat” to be equivalent to the minimal criterion of our rubrics that “Students have “basic” understanding of the concepts and are “sometimes” able to correctly identify or use the definition in applied situations. In this light, 89.7% of responses (40.4% answered “sufficiently”, 23.3% reported “considerably”, and 26.1% reported “somewhat”) reached our minimal criterion of student learning.

## DIRECT EVIDENCE

### SLO #1

#### Evidence/Data

## **SOCIOLOGY**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Social Structure	1	Factual	95.2%
	2	Factual	98.4%
	3	Factual	64.5%
	4	Applied	100.0%
	5	Applied	87.1%
Culture	6	Factual	88.7%
	7	Factual	93.5%
	8	Applied	75.8%
	9	Applied	88.7%
	10	Applied	100.0%
Social Institution	11	Factual	93.5%
	12	Factual	40.3%
	13	Factual	77.4%

14	Applied	75.8%
15	Applied	74.2%

### Findings

**Sociology:** Three concepts (social structure, culture, and social institution) were analyzed. The overall average score, combining all three areas together, met criterion with 83.54%. There was no clear difference between applied or factual types of questions. The overall average score (average percentage correct of 5 questions) for the social structure concept was 89.04%. Note: individual question #3 result was 64.5% correct. Specifically, based on question #3, students failed to understand the issues of local and cosmopolitan networks within the concept of social structure. Overall, students have a full understanding of the concept of social structure. Students are mostly able to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the culture concept was 89.34% (all individual scores met the 70% criterion). Students have a full understanding of the concept of culture. Students are mostly able to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the social institution concept was 72.24%. Note: individual question #12 result was 40.3% correct. Specifically, based on question #12, students failed to understand the elements of religion within social life (specifically, the assumption of the existence of the supernatural) within the concept of social institution. Overall, students have a satisfactory understanding of the concept of social institution. Students are sometimes able to correctly identify or use the theory in applied situations.

### SLO #1

#### Evidence/Data

## **PSYCHOLOGY**

	Question	Type	% Correct
Psychological Theories	1	Factual	96.1%
	2	Factual	92.2%
	3	Applied	69.3%
	4	Applied	32.9%
	5	Factual	54.8%

### Findings

**Psychology:** One concept (psychological theories) was analyzed. The overall average score (average percentage correct of 5 questions) for the psychological theories concept was 69.06%. There was no clear difference between applied or factual types of questions. Note: individual questions #3, 4 and 5 results were below the 70% criterion at 69.3%, 32.9 and 54.8 percent respectively. Specifically, based on question #3, 4 and 5, students failed to understand the issues of spontaneous recovery, obsessive-compulsive disorders and fundamental attribution error within the concept of psychological theories. Overall, based on our set criterion of 70% success, students have shallow or no understanding of the definition of psychology. Students are unable to correctly identify or use the definition in applied situations.

**SLO #1**  
Evidence/Data

**ECONOMICS**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Economic Policy	6	Factual	100%
	7	Factual	100%
	8	Factual	88%
	9	Factual	91%
	10	Applied	100%

**Findings**

**Economics:** One concept (economic policy) was analyzed. The overall average score (average percentage correct of 5 questions) for the economic policy concept was 95.80% (all percentages for individual answers met the 70% criterion). There was no clear difference between applied or factual types of questions. Overall, students have a full understanding of Economic Policy. Students are able to correctly identify or use the concept in most or all applied situations.

**SLO #2**  
Evidence/Data

**SOCIOLOGY**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Conflict	16	Factual	93.5%
	17	Factual	95.2%
	18	Applied	96.8%
	19	Applied	50.0%
	20	Applied	69.4%
Functionalism	21	Factual	61.3%
	22	Factual	67.7%
	23	Applied	80.6%
	24	Applied	77.4%
	25	Applied	41.9%
Rational Choice	26	Factual	56.5%
	27	Factual	74.2%
	28	Applied	88.0%
	29	Applied	88.7%
	30	Applied	88.7%

**Findings**

**Sociology:** Three concepts (conflict theory, functionalism, and rational choice) were analyzed. The overall average score, combining all three areas together, met criterion with 75.33%. There was no clear difference between applied or factual types of questions. The overall average score (average percentage correct of 5 questions) for the conflict theory concept was 80.98%. Note: individual question #19 result was 50.0% correct. Specifically, based on question #19, students

failed to understand the issues of the conflict perspective within the concept of conflict theory. Note: individual question #20 result was 69.4% correct. Specifically, based on question #20, students failed to understand the issues of exchange (micro level) and conflict (macro level) theories within the concept of conflict theory. Overall, students have a basic understanding of conflict theory. Students are sometimes able to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the functionalism concept was 65.78%. Note: individual questions #21, 22, and 25 results were below the 70% criterion at 61.3%, 67.7 and 41.9 percent respectively. Specifically, based on question #21, 22 and 25, students failed to understand the structural and cultural insights of functionalists, the functionalism sociological perspective, and functionalist perspective of state expansion within the concept of functionalism. Students have shallow or no understanding of functionalism. Students are unable to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the rational choice concept was 79.22%. Note: individual question #26 result was 56.5% correct. Specifically, based on question #26, students failed to understand the characteristics of the Rational Choice Proposition within the concept of rational choice. Overall, students have a basic understanding of the concept of rational choice. Students are sometimes able to correctly identify or use the theory in applied situations.

**SLO #2**  
**Evidence/Data**

**PSYCHOLOGY**

	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Psychological Concepts	6	Applied	92.2%
	7	Factual	94.9%
	8	Factual	75.4%
	9	Applied	48.6%
	10	Applied	35.8%

**Findings**

**Psychology:** One concept (psychological concepts) was analyzed. The overall average score (average percentage correct of 5 questions) for the psychological concepts concept was 69.38%. There was no clear difference between applied or factual types of questions. Note: individual questions #9 and 10 results were below the 70% criterion at 48.6% and 35.8 percent respectively. Specifically, based on question #9 and 10, students failed to understand the concept of practical intelligence (Sternberg) and the Rational Emotive Therapy model (Ellis) within the concept of psychological concepts. Overall, based on our set criterion of 70% success, students have a shallow or no understanding of psychological concepts. Students are unable to correctly identify or use the concept in applied situations.

**SLO #2**  
**Evidence/Data**

**ECONOMICS**

Concept	Question	Type	% Correct
Marginal Analysis	1	Applied	85%
	2	Applied	100%
	3	Applied	100%
	4	Applied	94%
	5	Applied	91%
Scarcity and Incentives	11	Applied	97%
	12	Applied	97%
	13	Applied	94%
	14	Applied	97%
	15	Applied	85%

### Findings

Economics: Two concepts (marginal analysis) were analyzed. The overall average score, combining both areas together, met criterion with 94%. There was no clear difference between applied or factual types of questions. The overall average score (average percentage correct of 5 questions) for the marginal analysis concept was 94% (all percentages for individual answers met the 70% criterion). Overall, students have a full understanding of marginal analysis. Students are able to correctly identify or use the concept in most or all applied situations.

The overall average score (average percentage correct of 5 questions) for the Scarcity and Incentives concept was 94% (all percentages for individual answers met the 70% criterion). Overall, students have a full understanding of Scarcity and Incentives. Students are able to correctly identify or use the concept in most or all applied situations.

## IX. Summary

### **SOCIOLOGY**

Overall, the students in SOC 200 achieved the SLOs at the established standard of achievement. They exceeded the numerical expectation of a 70% average for both sociology concepts (83.54%) and theories (75.33%). SOC 200 students' best demonstrated applied and factual knowledge for the concepts of culture and structure, whereas the assessment activity revealed a shallow or poor understanding of functionalism. The concept of social institution, while meeting the standard of achievement, was the next weakest topic with an average score of only 72.24%. There is no clear pattern of more success for applied or factual questions. The two topic areas that most need attention are functionalism and social institution. For the future, a one year goal is to improve the quality of the assessment activity measures; a three year goal is to establish agreement among the faculty regarding how to teach key concepts and theories to ensure consistency across class sections; and a five year goal is to reassess again with improved (increased reliability/validity) measures and more unified teaching strategies on these concepts across sociology faculty.

### **ECONOMICS**

Concerning ECON 200 students, yes, the goals of this course are being achieved at a satisfactory level. The SLOs have been achieved at the established standard of achievement. Overall, for each concept and specifically, for each question, students

performed above the 70% criterion (both SLOs above 90%). As far as these scores, using the current measures, students appear to successfully understand the selected concepts. However, a weakness is the small sample size. A larger student sample would be beneficial to gain a clearer understanding of student competency levels. The primary area needed for improvement is more extensive data collection. For the future, a one year goal is to improve the quality of the assessment activity measures; a three year goal is to establish agreement among the faculty regarding how to teach key concepts and theories to ensure consistency across class sections; and a five year goal is to reassess again with improved (increased reliability/validity) measures and more unified teaching strategies on these concepts across the economics faculty.

## PSYCHOLOGY

Overall, the students in PSYC 200 did not achieve the SLOs at the established standard of achievement. They were slightly under the numerical expectation of a 70% average for both psychology theories (69.06%) and concepts (69.38%). Within the psychological theories assessment (SLO#1), PSYC 200 students understood the definition of psychology and correlation but struggled with concepts of spontaneous recovery, obsessive compulsive disorder and fundamental attribution error. Within the psychological concepts assessment (SLO#2), PSYC 200 students understood the theories of nature v nurture, dreaming and Piaget's cognitive development but struggled with theories of Sternberg's intelligence and Rational Emotive. There is no clear pattern of more success for applied or factual questions. For the future, a one year goal is to improve the quality of the assessment activity measures; a three year goal is to establish agreement among the faculty regarding how to teach key concepts and theories to ensure consistency across class sections; and a five year goal is to reassess again with improved (increased reliability/validity) measures and more unified teaching strategies on these concepts across psychology faculty.

## X. Closing the Loop & Quality Improvement Program

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

## SOCIOLOGY

- **Action Item #\_1\_:** Create a class activity that SOC 200 faculty may choose to use to provide students more exposure to the theory of functionalism and how to apply it.
- **Evidence to support this proposed action:** This action item responds to the result that students did not meet the numerical expectation for the theory of functionalism.
- **Expected outcome (if the action item is implemented):**  
Students will improve in their ability to identify and apply the theory of functionalism within the field of sociology.

- **Expected timeline:** This action item will be implemented the next time Elizabeth Essary teaches SOC 200, which is in the Spring semester of the 2012/2013 academic year.
- **Type of Action:**  Resource Neutral     Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## ECONOMICS

- **Action Item #\_2\_:** Collect more data and further investigate "marginal analyses" to obtain a clearer picture of student learning.
- **Evidence to support this proposed action:** Only 85% of students correctly answered the question correctly.
- **Expected outcome (if the action item is implemented):**  
 A clearer picture as to the true level of student's ability to apply marginal analysis correctly.
- **Expected timeline:** August 31, 2012 - April 30, 2013
- **Type of Action:**  Resource Neutral     Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## PSYCHOLOGY

- **Action Item #\_3\_:** Discuss results with other psychology faculty teaching PSYC 200 in Elkins (Rouse and Folkerts) and reassess SLOs with other faculty to more fully understand scope of student learning with different faculty (testing formats (MC/essay) and testing intervals (exams every 5 weeks v quizzes every week)).
- **Evidence to support this proposed action:** First time Miller-Perrin has taught PSYC 200 in Elkins and known varying assessment styles per different professors.
- **Expected outcome (if the action item is implemented):**  
 A clearer picture as to the true level of student's ability to apply psychological theories and concepts correctly.
- **Expected timeline:** August 31, 2012 - April 30, 2013
- **Type of Action:**  Resource Neutral     Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Michael Folkerts	Associate Professor of Psychology	Social Science

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Cindy Miller-Perrin	Professor of Psychology	Social Science
Elizabeth Essary	Assistant Professor of Sociology	Social Science
Eric Olson	Assistant Professor of Economics	Social Science

#### **XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

## APPENDICES

### Appendix A - Assessment Details

The following assessment was used to assess **Student Learning Outcome #\_1\_**. Faculty from psychology, sociology, economics will each select THREE major concepts from their respective disciplines. Students will be assessed on their ability to correctly answer FIVE factual or applied multiple choice questions for each of their major concept areas. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. A rubric will be provided by each professor in the form of the correct answer to each of the multiple choice questions.

### SOCIOLOGY

Major Concepts	Factual and Applied Questions
A. Social Structure	1. Within sociology, “social structure” is best defined as <ul style="list-style-type: none"> <li>a. <b>characteristics of a group, which impact individual behavior.</b></li> <li>b. any sort of building that individuals interact within.</li> <li>c. the collection of symbols that people use to communicate.</li> <li>d. society, because the two terms refer to the same thing.</li> </ul>
	2. Stratification <ul style="list-style-type: none"> <li>a. <b>involves the uneven distribution of resources and rewards.</b></li> <li>b. only exists in capitalist societies.</li> <li>c. is a relatively new characteristic of societies as a result of modernization.</li> <li>d. is based on the same dimensions across societies.</li> </ul>
	3. A person’s _____ network is likely made up of close friends and family members, whereas his/her _____ network probably consists of co-workers and acquaintances. <ul style="list-style-type: none"> <li>a. cosmopolitan; local</li> <li>b. secondary; primary</li> <li>c. primary; secondary</li> <li>d. <b>local; cosmopolitan</b></li> </ul>
	4. Michael came from a poor background with uneducated parents, but he has worked hard to reach the top of his law firm. A sociologist would describe Michael’s <i>current</i> position as <ul style="list-style-type: none"> <li>a. an ascribed status.</li> <li>b. <b>an achieved status.</b></li> <li>c. evidence of downward mobility.</li> <li>d. a caste status.</li> </ul>
	5. In which of the following situation are you most likely to find dealing with a member of your local network satisfying and appealing? <ul style="list-style-type: none"> <li>a. You are looking for someone to buy your home.</li> <li>b. <b>You are seeking someone to console you after a difficult break-up.</b></li> <li>c. You are looking to expand your reach of influence in political affairs.</li> <li>d. You are searching for a nearby internship opportunity.</li> </ul>
B. Culture	6. The term “culture” includes all of the following EXCEPT <ul style="list-style-type: none"> <li>a. objects created by people</li> <li>b. symbols and meanings</li> <li>c. learned norms and values</li> <li>d. <b>networks that transmit information</b></li> </ul>
	7. When an individual does not conform to a norm, it is ALWAYS considered a

	<p>form of</p> <ol style="list-style-type: none"> <li>conformity to subcultural norms.</li> <li><b>deviance.</b></li> <li>crime.</li> <li>solidarity.</li> </ol> <p>8. Which of the following is a reason that sociologists generally see "technology" as something "cultural?"</p> <ol style="list-style-type: none"> <li><b>Technology must be created.</b></li> <li>Technology is universal.</li> <li>Technology is physical.</li> <li>Technology only exists in advanced nations.</li> </ol> <p>9. A <i>cultural</i> explanation for the relative success of Jewish immigrants compared to Italian immigrants shows the importance of _____, which facilitated their advancement in the US economy of the early 20th century.</p> <ol style="list-style-type: none"> <li><b>norms of educational achievement</b></li> <li>strong family values</li> <li>social ties in a cosmopolitan network</li> <li>political involvement</li> </ol> <p>10. What do words, crucifixes, and flags all have in common?</p> <ol style="list-style-type: none"> <li>They are material components of culture.</li> <li>They are not subject to a variety of interpretations.</li> <li><b>They are symbols that convey meaning.</b></li> <li>They are more important for political science than sociology.</li> </ol>
C. Social Institution	<p>11. What constitutes a "family" is difficult to define. This is mostly because families</p> <ol style="list-style-type: none"> <li>are a very politicized topic.</li> <li>are emotionally important to us</li> <li>are not universal.</li> <li><b>take different forms cross-culturally.</b></li> </ol> <p>12. Stark claims that the ONE element of religion that sets it apart from other aspects of social life and accounts for its universal appeal is</p> <ol style="list-style-type: none"> <li><b>the assumption of existence of the supernatural.</b></li> <li>the collective nature of rituals and ceremonies.</li> <li>concern with questions of ultimate meaning.</li> <li>concern with the direction and meaning of history.</li> </ol> <p>13. According to Max Weber, states have a monopoly over _____, which is necessary for them to protect _____.</p> <ol style="list-style-type: none"> <li><b>the use of physical force; public goods</b></li> <li>legislation; private property</li> <li>foreign policy; national security</li> <li>economic markets; the power elite</li> </ol> <p>14. In Essaryistan, a relatively new country, every citizen gets to vote and the state constitution specifies several other civil rights. At the same time, only one political party is allowed by law and the party leadership hand-selects candidates for each election. According to your text, the state in this country</p> <ol style="list-style-type: none"> <li>can never exist in modern societies.</li> <li>is not likely to develop into a tyranny.</li> <li>is an example of a pluralist state.</li> <li><b>may still call itself a democracy.</b></li> </ol> <p>15. In class, Professor Essary explained that social institutions have a role in shaping the constructions of race and ethnicity within a society. Which of the following</p>

	<p>demonstrates this point?</p> <ol style="list-style-type: none"> <li><b>In 2000, the United States Census began to allow individuals to identify themselves as "bi-racial."</b></li> <li>When college students travel abroad, they are more aware of their racial or ethnic identities.</li> <li>Christian missionaries have been more successful in planting churches in countries that do not have much racial diversity.</li> <li>If a white girl goes dancing at a predominately black club, she dresses differently in order to better fit in.</li> </ol>
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## PSYCHOLOGY

Factual and Applied Concept Questions	
1. Psychology is defined as the scientific study of	<ol style="list-style-type: none"> <li>conscious experience</li> <li>feelings and behavior</li> <li><b>behavior and mental processes</b></li> <li>biological influences on behavior</li> </ol>
2. If those who watch a lot of TV violence are also particularly likely to behave aggressively, this would not necessarily indicate that watching TV violence influences aggressive behavior because:	<ol style="list-style-type: none"> <li>random sequences often don't look random.</li> <li>sampling extreme cases leads to false generalizations.</li> <li><b>correlation does not prove causation.</b></li> <li>events often seem more probable in hindsight.</li> </ol>
3. Shannon's parents worked very hard to eliminate her whining about bedtime by removing any positive consequences for this behavior. After several months, Shannon seemed able to go to bed without much difficulty. However, after sleeping over at her grandparent's house one Friday, Shannon again exhibited whining behavior on Saturday. The most likely explanation for these events is	<ol style="list-style-type: none"> <li>discrimination learning</li> <li>extinction</li> <li><b>spontaneous recovery</b></li> <li>disinhibition</li> </ol>
4. Cecil is preoccupied with thoughts of jumping of the window of his tenth-floor apartment. To reduce his anxiety, he frequently counts his heartbeats aloud. Cecil would most likely be diagnosed as experiencing	<ol style="list-style-type: none"> <li>panic disorder</li> <li>hypochondriasis</li> <li>generalized anxiety disorder</li> <li><b>obsessive-compulsive disorder</b></li> </ol>
5. The fundamental attribution error refers to our tendency to underestimate the impact of _____ and to overestimate the impact of _____ in explaining the behavior of others.	<ol style="list-style-type: none"> <li>central persuasion; peripheral persuasion</li> <li>peripheral persuasion; central persuasion</li> <li>personal dispositions; situational influences</li> <li><b>situational influences; personal dispositions</b></li> </ol>

## ECONOMICS

Major Concepts	Factual and Applied Questions
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B. Economic Policy	1) An open market operation involves  A) raising the debt limit of the United States. B) the Federal Reserve's purchase or sale of securities. C) changing federal income tax rates. D) the Federal Reserve's issuance of new stock.
	2) Control of the nation's quantity of money is handled by  A) Congress. B) Congress, the Federal Reserve System, and all commercial banks. C) the Federal Reserve System. D) the President of the United States.
	3) The sale of government securities by the Fed leads to  A) a contraction in bank lending. B) an increase in the federal funds rate. C) a decrease in bank reserves. D) All of the above answers are correct.
	4) The largest source of government revenues is _____.  A) corporate income taxes B) personal income taxes C) indirect taxes D) social security taxes
	5) An increase in government expenditure shifts the <i>AD</i> curve _____ and an increase in taxes shifts the <i>AD</i> curve _____.  A) leftward; leftward B) rightward; rightward C) leftward; rightward D) rightward; leftward

The following assessment was used to assess **Student Learning Outcome #2**. Faculty from psychology, sociology, economics will each select **THREE** major theories from their respective disciplines. Students will be assessed on their ability to correctly answer **FIVE** factual or applied multiple choice questions for each of their major theory areas. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. A rubric will be provided by each professor in the form of the correct answer to each of the multiple choice questions.

## SOCIOLOGY

Major Theories	Factual and Applied Questions
D. Conflict	16. According to the conflict perspective a. the emergence of a global communist society in the future is inevitable. <b>b. a society's cultural patterns and social institutions are a product of group conflict.</b> c. group conflict is rooted in biology, such as gender or race.

	<p>d. class conflict is the only type of conflict in modern societies.</p> <p>17. Conflict theorists claim that the stratification system is subject to manipulation. According to this perspective, a high-ranking individual is able to do ALL of the following EXCEPT</p> <ol style="list-style-type: none"> <li>prevent a proletariat revolution.</li> <li>take advantage of low-ranking individuals.</li> <li>make herself irreplaceable.</li> <li>control the dominant ideology.</li> </ol> <p>18. According to the conflict perspective, when it comes to the Academy Awards,</p> <ol style="list-style-type: none"> <li>the honor of the award ensures fair and open competition among movies.</li> <li>it is difficult to predict the winner because the Academy does not have consistent criteria for “excellence in film making”.</li> <li><b>the exclusive membership of the academy allows members to better control who will win the awards.</b></li> <li>winners do not have any subsequent advantage in the movie industry.</li> </ol> <p>19. Max states that he believes that those behaviors that are punished most harshly in our legal system are those that threaten the interests of our society's most powerful members. The point of view he is taking would be most compatible with a _____ perspective.</p> <ol style="list-style-type: none"> <li>functionalist</li> <li>social exchange</li> <li><b>conflict</b></li> <li>symbolic interaction</li> </ol> <p>20. The predictions made by Guttentag and Secord at the micro level are a type of _____ theory, while the predictions made at the macro level are a type of _____ theory.</p> <ol style="list-style-type: none"> <li><b>exchange; conflict</b></li> <li>symbolic interactionist; functionalist</li> <li>labeling; Marxist</li> <li>network; feminist</li> </ol>
E. Functionalism	<p>21. Functionalists explain the structures and culture within a society based on</p> <ol style="list-style-type: none"> <li>what meaning members of that society attach to them.</li> <li>how they serve the interests of that society's most powerful members.</li> <li><b>what their consequences are for other parts of the social system.</b></li> <li>their potential for disruption and social change.</li> </ol> <p>22. According to Émile Durkheim, when we define a behavior as a “crime” it solidifies moral consensus in a society. This illustrates which sociological perspective?</p> <ol style="list-style-type: none"> <li>Conflict</li> <li>Exchange</li> <li>Microsociological</li> <li><b>Functionalism</b></li> </ol> <p>23. Differential socialization on the basis of social class helps ensure that all positions in society are filled, including less desirable jobs (e.g. factory work) and more lucrative jobs (e.g. medicine). This view of socialization is consistent with a _____ theoretical approach.</p> <ol style="list-style-type: none"> <li>conflict</li> <li>symbolic interactionist</li> <li><b>functionalist</b></li> <li>exchange</li> </ol>

	<p>24. According to our class discussion of Robert Merton, which of the following would be considered a <i>latent function</i> of Pepperdine University?</p> <ol style="list-style-type: none"> <li>To expose students to others who would make suitable spouses</li> <li>To provide opportunities to travel and learn about other cultures</li> <li>To prepare students for their chosen future professions</li> <li>To foster students' spiritual development</li> </ol> <p>25. In the editorial "God Will Provide," Wilcox claims that religiosity will decline as a result of _____. Professor Essary explained that this is consistent with _____ explanations of social institutions.</p> <ol style="list-style-type: none"> <li>secularization; conflict</li> <li><b>state expansion; functionalist</b></li> <li>state expansion; conflict</li> <li>secularization; functionalist</li> </ol>
F. Rational Choice	<p>26. Which of the following characterizes the Rational Choice Proposition?</p> <ol style="list-style-type: none"> <li>People tend to minimize, so that the amount of costs and benefits is relatively equal.</li> <li>Information about costs and rewards is relatively equally distributed in society.</li> <li><b>The amount of information varies, such that not all people are aware of the same choices.</b></li> <li>People vary in their tendency to maximize across different cultures.</li> </ol> <p>27. The author of your text claims that, when it comes to the question of free will and individual choice, sociologists generally assume that</p> <ol style="list-style-type: none"> <li>these are illusory since human behavior is entirely determined by social forces.</li> <li>human behavior cannot be explained because humans exercise freedom.</li> <li>such philosophical issues are irrelevant to sociology because they do not belong in the realm of "science."</li> <li><b>human behavior can be explained because individuals try to make choices that they think are reasonable.</b></li> </ol> <p>28. Which of the following would be a reasonable lesson from the "tragedy of the commons"?</p> <ol style="list-style-type: none"> <li>Rational humans will not exercise their immediate self-interest if they are aware of the negative effects of their actions on others.</li> <li>Rational humans will not exercise their immediate self-interest if it will harm their own long-term welfare.</li> <li><b>The unrestrained pursuit of immediate self-interest can undermine benefits that are provided for all.</b></li> <li>Professor Essary is really talented at making PowerPoint presentations.</li> </ol> <p>29. Yvonne and David are each offered \$50 to stuff 500 envelopes. Both are in exactly the same situation in terms of their ability to complete the task and the time they have to do it. Yvonne accepts the offer gladly, but David dismisses the offer as a "bad deal." This relatively common scenario illustrates a basic assumption of the rational choice proposition, which is that</p> <ol style="list-style-type: none"> <li>the rational choice proposition does not apply in all circumstances.</li> <li>not all people try to maximize.</li> <li><b>there is variation in preferences and tastes.</b></li> <li>there is variation in levels of rationality between men and women.</li> </ol> <p>30. In class, we used Professor Essary's Money Tree to double our individual contributions and then distribute the money evenly across the whole class. Which of</p>

	<p>the following statements reflects something we learned during this exercise?</p> <ol style="list-style-type: none"> <li>There is a high level of generalized trust in the class.</li> <li>Individuals who do not contribute will not be rewarded for free riding.</li> <li>Individuals are happy to contribute all their money to maximize their profits.</li> <li><b>Individuals often reduce personal risk at the expense of collective gain.</b></li> </ol>
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## PSYCHOLOGY

Factual and Applied Theory Questions	
1. Stu wonders whether personality differences between his African-American and white friends result from biological or cultural differences. In this instance, Stu is primarily concerned with the issue of:	<ol style="list-style-type: none"> <li>stability versus change</li> <li>behavior versus mental processes</li> <li><b>nature versus nurture</b></li> <li>observation versus introspection</li> </ol>
2. Which of the following is NOT consistent with one of the theories of dreaming discussed in class?	<ol style="list-style-type: none"> <li>dreams are an expression of our unconscious desires</li> <li>dreams are generated by random outbursts of nerve cell activity</li> <li>dreams afford us an opportunity to sort through and process information encoded during the day</li> <li><b>dreams are an expression of archetypes from past generations</b></li> </ol>
3. Children in the _____ stage of cognitive development begin to think logically and can reason about events as long as they have direct personal experience with the event.	<ol style="list-style-type: none"> <li>empirical operational</li> <li>sensorimotor</li> <li>preoperational</li> <li><b>concrete operational</b></li> </ol>
4. Which of the following people best illustrates Sternberg's concept of practical intelligence?	<ol style="list-style-type: none"> <li>Jamal, a student who quickly recognizes the correct answers to multiple-choice test questions</li> <li>Gareth, a graduate student who generates many creative ideas</li> <li><b>Shelley, a newspaper reporter who has established a large network of information sources</b></li> <li>Cindy, a young mother who prefers cleaning her house to supervising her children</li> </ol>
5. Which of the following best reflects the ABC model used by Albert Ellis?	<ol style="list-style-type: none"> <li>a=antecedent stimulus, b=behavior, c=cognition</li> <li>a=affect, b=behavior, c=consequence</li> <li><b>a=antecedent stimulus, b=belief, c=consequence</b></li> <li>a=Alabama, b=Burma, c=Canada</li> </ol>

## ECONOMICS

Major Concepts	Factual and Applied Questions
A. Marginal Analysis	<ol style="list-style-type: none"> <li>According to the intertemporal substitution effect, a fall in the price level will <ol style="list-style-type: none"> <li>increase net exports, which causes the quantity of real GDP demanded to increase.</li> </ol> </li> </ol>

- B) cause the interest rate to fall so that investment increases and the quantity of real GDP demanded increases.
- C) decrease the real value of wealth, which increases the quantity of real GDP demanded.
- D) increase the real value of wealth, which raises the interest rate so that the quantity of real GDP demanded decreases.

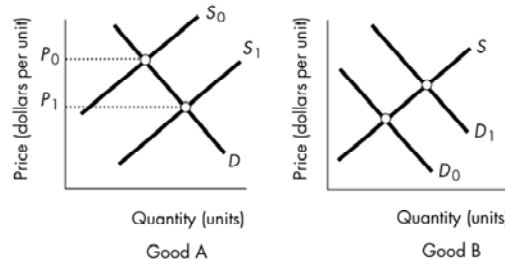


2) The country of Kemper is on its aggregate production function at point *W* in the above figure. If the population increases with no change in capital or technology, the economy will

- A) move to point such as *Z*.
- B) move to point such as *Y*.
- C) move to point such as *X*.
- D) remain at point *W*.

3) The country of Kemper is on its aggregate production function at point *W* in the above figure. The government of Kemper passes a law that makes 4 years of college mandatory for all citizens. After all citizens have their education, the economy will

- A) remain at point *W*.
- B) move to point such as *Y*.
- C) move to point such as *X*.
- D) move to point such as *Z*.

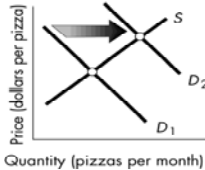
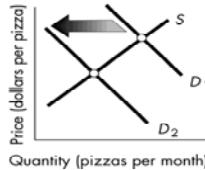
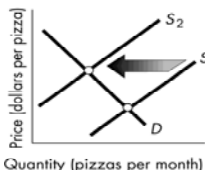
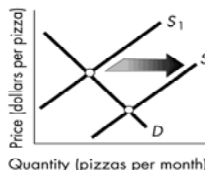


4) In the above figure, if the price of good A falls from  $P_0$  to  $P_1$  and the demand for good B increases from  $D_0$  to  $D_1$ , then goods A and B

- A) will have a negative cross elasticity of demand.
- B) are inferior goods.
- C) are both price elastic but not perfectly price elastic.
- D) are substitute goods.

5) Suppose the equilibrium price of bottled water has risen from \$1.00 per bottle to \$2.00 per bottle and the equilibrium quantity has increased. These changes are a result of a \_\_\_\_\_ shift of the \_\_\_\_\_ curve for bottled water.

- A) leftward; demand

	<p>B) rightward; demand  C) rightward; supply  D) leftward; supply</p>
<p>C. Scarcity and Incentives</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>Figure A</p> </div> <div style="text-align: center;">  <p>Figure B</p> </div> <div style="text-align: center;">  <p>Figure C</p> </div> <div style="text-align: center;">  <p>Figure D</p> </div> </div> <p>1) The above figure shows the market for pizza. Which figure shows the effect of a decrease in the price of a hamburger, which for consumers is a substitute for pizza?</p> <p>A) Figure A  B) Figure B  C) Figures B and C  D) Figure D</p> <p>2) The above figure shows the market for pizza. Which figure shows the effect of an increase in the price of a complement such as soda?</p> <p>A) Figure A  B) Figure B  C) Figure C  D) Figure D</p> <p>3) The above figure shows the market for pizza. Which figure shows the effect of an increase in the price of the tomato sauce used to produce pizza?</p> <p>A) Figure A  B) Figure B  C) Figure C  D) Figure D</p> <p>4) If Pepsi decided to raise its price, you would expect the price of Coca Cola</p> <p>A) to fall.  B) to raise.  C) Their prices should have no relationship because Pepsi and Coca Cola are not related.  D) None of the above answer are correct.</p> <p>5) Blue pens and black pens are close substitutes. The cross elasticity of demand for black pens with respect to the price of blue pens is _____.</p> <p>A) negative  B) positive  C) zero  D) equal to 1</p>

## **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of **Student Learning Outcome(s) #1**. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. Student answers to the multiple choice questions will be graded using the answer key provided by each faculty member. Mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater.

### **SOCIOLOGY**

Concept Assessed	Below Expectation	Satisfactory	Exemplary
A. Social Structure	Students have shallow or no understanding of the concept of social structure. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of social structure. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of social structure. Students are mostly able to correctly identify or use the concept in applied situations.
B. Culture	Students have shallow or no understanding of the concept of culture. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of culture. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of culture. Students are mostly able to correctly identify or use the concept in applied situations.
C. Social Institution	Students have shallow or no understanding of the concept of social institution. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of social institution. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of social institution. Students are mostly able to correctly identify or use the concept in applied situations.

### **PSYCHOLOGY**

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Definition of Psychology	Students have shallow or no understanding of the definition of psychology. Students are unable to correctly identify or use the definition in applied situations.	Students have basic understanding of the concept of the definition of psychology. Students are sometimes able to correctly identify or use the definition in applied situations.	Students have a full understanding of the definition of psychology. Students are mostly able to correctly identify or use the definition in applied situations.
Correlation	Students have shallow or no understanding of	Students have basic understanding of the	Students have a full understanding of the

	correlation. Students are unable to correctly identify or use the concept in applied situations.	concept of correlation. Students are sometimes able to correctly identify or use the concept in applied situations.	concept of correlation. Students are mostly able to correctly identify or use the concept in applied situations.
Spontaneous Recovery	Students have shallow or no understanding of the concept of spontaneous recovery. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of spontaneous recovery. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of spontaneous recovery. Students are mostly able to correctly identify or use the concept in applied situations.
Obsessive Compulsive Disorder	Students have shallow or no understanding of the concept of obsessive compulsive disorder. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of obsessive compulsive disorder. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of obsessive compulsive disorder. Students are mostly able to correctly identify or use the concept in applied situations.
Fundamental Attribution Error	Students have shallow or no understanding of the concept of fundamental attribution error. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of fundamental attribution error. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of fundamental attribution error. Students are mostly able to correctly identify or use the concept in applied situations.

## ECONOMICS

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Economic Policy	Students have shallow or no understanding of Economic Policy. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of Economic Policy. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of Economic Policy. Students are able to correctly identify or use the concept in most or all applied situations.

The following rubric was used to analyze the evidence gathered in assessment of **Student Learning Outcome(s) #2**. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. Student answers to the multiple choice questions will be graded using the answer key provided by each

faculty member. Mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater.

### Sociology

Topic Assessed	Below Expectation	Satisfactory	Exemplary
D. Conflict Theory	Students have shallow or no understanding of conflict theory. Students are unable to correctly identify or use the theory in applied situations.	Students have basic understanding of conflict theory. Students are sometimes able to correctly identify or use the theory in applied situations.	Students have a full understanding of conflict theory. Students are mostly able to correctly identify or use the theory in applied situations.
E. Functionalism	Students have shallow or no understanding of functionalism. Students are unable to correctly identify or use the theory in applied situations.	Students have basic understanding of functionalism. Students are sometimes able to correctly identify or use the theory in applied situations.	Students have a full understanding of functionalism. Students are mostly able to correctly identify or use the theory in applied situations.
F. Rational Choice	Students have shallow or no understanding of rational choice. Students are unable to correctly identify or use the theory in applied situations.	Students have basic understanding of the concept of social structure. Students are sometimes able to correctly identify or use the theory in applied situations.	Students have a full understanding of the concept of social structure. Students are mostly able to correctly identify or use the theory in applied situations.

### PSYCHOLOGY

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Definition of Psychology	Students have shallow or no understanding of the definition of psychology. Students are unable to correctly identify or use the definition in applied situations.	Students have basic understanding of the concept of the definition of psychology. Students are sometimes able to correctly identify or use the definition in applied situations.	Students have a full understanding of the definition of psychology. Students are mostly able to correctly identify or use the definition in applied situations.
Correlation	Students have shallow or no understanding of correlation. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of correlation. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of correlation. Students are mostly able to correctly identify or use the concept in applied situations.
Spontaneous Recovery	Students have shallow or no understanding of the concept of spontaneous recovery. Students are	Students have basic understanding of the concept of spontaneous recovery. Students are	Students have a full understanding of the concept of spontaneous recovery. Students are

	unable to correctly identify or use the concept in applied situations.	sometimes able to correctly identify or use the concept in applied situations.	mostly able to correctly identify or use the concept in applied situations.
Obsessive Compulsive Disorder	Students have shallow or no understanding of the concept of obsessive compulsive disorder. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of obsessive compulsive disorder. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of obsessive compulsive disorder. Students are mostly able to correctly identify or use the concept in applied situations.
Fundamental Attribution Error	Students have shallow or no understanding of the concept of fundamental attribution error. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of fundamental attribution error. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of fundamental attribution error. Students are mostly able to correctly identify or use the concept in applied situations.

## ECONOMICS

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Marginal Analysis	Students have shallow or no understanding of the concept of marginal analysis. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of marginal analysis. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of marginal analysis. Students are able to correctly identify or use the concept in most or all applied situations.
Scarcity and Incentives	Students have shallow or no understanding of scarcity and incentives. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of scarcity and incentives. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of scarcity and incentives. Students are able to correctly identify or use the concept in most or all applied situations.

## **Appendix C - Evidence /Data**

### **INDIRECT EVIDENCE: General Education Assessment Spring 2012**



GE Assessment  
Spring 2012 Result\_0

The following evidence was gathered in assessment of Student Learning Outcome #\_\_1\_\_.

*[Repeat and edit the above text as necessary for each SLO.]*

#### **RAW DATA**

##### **Sociology**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Social Structure	1	Factual	95.2%
	2	Factual	98.4%
	3	Factual	64.5%
	4	Applied	100.0%
	5	Applied	87.1%
Culture	6	Factual	88.7%
	7	Factual	93.5%
	8	Applied	75.8%
	9	Applied	88.7%
	10	Applied	100.0%
Social Institution	11	Factual	93.5%
	12	Factual	40.3%
	13	Factual	77.4%
	14	Applied	75.8%
	15	Applied	74.2%

##### **PSYCHOLOGY**

	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Psychological Theories	1	Factual	96.1%
	2	Factual	92.2%
	3	Applied	69.3%
	4	Applied	32.9%
	5	Factual	54.8%

##### **ECONOMICS**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Economic Policy	6	Factual	100%
	7	Factual	100%
	8	Factual	88%

9	Factual	91%
10	Applied	100%

The following evidence was gathered in assessment of Student Learning Outcome # 2.  
*{Repeat and edit the above text as necessary for each SLO.}*

## RAW DATA

### Sociology

Concept	Question	Type	% Correct
Conflict	16	Factual	93.5%
	17	Factual	95.2%
	18	Applied	96.8%
	19	Applied	50.0%
	20	Applied	69.4%
Functionalism	21	Factual	61.3%
	22	Factual	67.7%
	23	Applied	80.6%
	24	Applied	77.4%
	25	Applied	41.9%
Rational Choice	26	Factual	56.5%
	27	Factual	74.2%
	28	Applied	88.0%
	29	Applied	88.7%
	30	Applied	88.7%

### PSYCHOLOGY

	Question	Type	% Correct
Psychological Concepts	6	Applied	92.2%
	7	Factual	94.9%
	8	Factual	75.4%
	9	Applied	48.6%
	10	Applied	35.8%

### ECONOMICS

Concept	Question	Type	% Correct
Marginal Analysis	1	Applied	85%
	2	Applied	100%
	3	Applied	100%
	4	Applied	94%
	5	Applied	91%
Scarcity and Incentives	11	Applied	97%

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12	Applied	97%
13	Applied	94%
14	Applied	97%
15	Applied	85%

**Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
10/12/11	MF, CMP, EE, EO	Completed sections I-V (sent to Feltner)
12/8/11	MF, CMP, EE, EO, MF	Reviewed (w/Feltner) I-IV and worked on V, VI, Appendices A & B
1/13/11	MF, CMP, EE, EO	Updated I-VI and Appendices A and B (sent to Feltner)
2/3/12	MF, MF, EE	Feltner provided critical feedback via email on VII
2/28/12	MF, MF, EE	Feltner provided critical feedback via email on VIII
3/29/12	MF, MF, EE	Feltner provided critical feedback via email on VIII
5/14/12	MF, CMP, EE, EO	Folkerts received updated VIII, IX and X
5/18/12	MF, CMP, EE, EO	Folkerts finished final version

# Seaver College General Education (GE) Assessment – Human Response to Art Academic Year 2011-2012

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As this report assesses seven different courses that fulfill the Fine Arts (FA) GE requirement, a color-coding system is used throughout the document:

ART 270 - Sculpture I
ART 416 - Computer Graphic Design
THEA 210 - Acting I: Introduction to Acting
THEA 226 - Dance for Music Theatre
MUS 105/305 - Concert Choir
MUS 135/335 - Orchestra
MUS 184/384 - Opera Workshop

Text pertaining to a particular course will be highlighted by its assigned color.

## I. Program Learning Outcome

*Students explain the historical, cultural, or technical significance of the art form.*

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Purpose*

Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Service*

Respond to the call to serve others.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

## III. Student Learning Outcome(s)

The SLOs of each course are listed in Section V.

## IV. Curriculum Map

The following chart provides an indication of how the FA GE PLO is being treated by each course. A comprehensive assessment is given for each SLO in every course in the sections that follow.

Course	GE PLO
ART 270	I, D
ART 416	D, M
THEA 210	I, D
THEA 226	I, D
MUS 105/305	D, M
MUS 135/335	D, M
MUS 184/384	D, M

## V. Assessment Plan

The following tables indicate how evidence was gathered to assess student achievement for each course and its SLOs.

### A. ART 270

Student Learning Outcomes	Direct Evidence
Analyze and discuss the cultural and historical importance of artwork they see and experience	Evidence derived from essay at semester's end.
Articulate and support their personal opinions of artwork both verbally and in written form	Evidence derived from essay at semester's end.
Understand objects materially, spatially, and conceptually	Evidence derived from a capstone project at the end of the semester.
Use demonstrated techniques and materials proficiently during the creation of artwork	Evidence derived from four art capstone projects.
Conceive, creatively develop, produce and support their artwork	Evidence derived from four art capstone projects.

### B. ART 416

Student Learning Outcomes	Direct Evidence
Name, define and demonstrate the historical, cultural, and technical significance of modern graphic posters	A Promotional Poster for Campus Event; class chooses the winning posters
Name, define and demonstrate the ability to explain and apply: Color Theory, Elements of Design, Gestalt Principles in complex compositions	A Detailed Illustration from a photo template; completed on time with reflective paper
Produce proper digital files of personal artwork for pre-defined purposes (web, Print, textiles, archiving, etc.)	Proper File Formatting Project which requires detailed organization and descriptions

Demonstrate technical understanding and competency assembling editorial photo-compositions, illustrations, multi-page layouts, and websites.	Evidence derived from a capstone project at the end of the semester; either a website or multi-page booklet
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**C. THEA 210**

Student Learning Outcomes	Direct Evidence
Demonstrate basic acting precepts in performance.	Rubrics and Instructor analysis of in class scene presentation #1 & #3 Student self analysis beginning of semester Student self analysis end of semester Instructors final evaluation end of semester
Read, analyze and interpret a play	Rubrics and Instructor analysis of character and scene analysis #1 & 3
Critically analyze a live performance for thematic and cultural context.	n/a the spring show on campus was sold out before the semester even started
Prepare a scene and a monologue for performance.	Rubrics and Instructor analysis of Extended Character final project.

**D. THEA 226**

Student Learning Outcomes	Direct Evidence
Understand how to execute basic dance techniques used in musical theatre.	Evidence derived from a capstone project at the end of the semester.
Execute stronger kinetic memory skills needed for auditioning and performing.	Evidence derived from movement examinations throughout the semester.
Define basic dance terminology.	Evidence derived from a capstone project at the end of the semester.
Explain and analyze the significance of dance within the context of musical theatre.	Evidence derived from three assigned papers throughout the semester and final essay at the end of the semester.

**E. MUS 105/305**

Student Learning Outcomes	Authentic Evidence
improved their sight-reading capabilities	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)
broadened and improved their vocal technique	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)
improved the quality and efficiency with	Evidence documented by DVD and CD

which they apply a broad range of music skills	recording of initial rehearsal and final performance (authentic)
presented choral music of the highest quality in public performance	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)
developed a more comprehensive understanding of communal music making	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)

**F. MUS 135/335**

<b>Student Learning Outcomes</b>	<b>Authentic Evidence</b>
Perform selected orchestral literature with increased skill.	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)
Demonstrate a greater knowledge of tone quality, articulation, dynamic control, technical agility, pitch consistency, and accurate rhythmic concepts within the ensemble.	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)
Develop concentration skills during intense rehearsal drills.	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)
Develop and improve their ensemble playing skills.	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic).
Utilize problem solving skills during rehearsals and performances	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)
Perform selected concert literature competently and expressively as individuals, and as members of performing ensemble	Evidence documented by DVD and CD recording of initial rehearsal and final performance (authentic)

**G. MUS 184/384**

<b>Student Learning Outcomes</b>	<b>Authentic Evidence</b>
Maintain the highest level professionalism throughout the rehearsal and performance process.	Evidence documented by DVD and CD recording of initial and final performance (authentic)
Demonstrate the good vocal technical principles learned in the studio.	Evidence documented by DVD and CD recording of initial and final performance (authentic)
Demonstrate as much as possible the musical and vocal style of the opera.	Evidence documented by DVD and CD recording of initial and final performance (authentic)
Demonstrate a heightened sense of stage awareness through a rich performance experience.	Evidence documented by DVD and CD recording of initial and final

	performance (authentic)
Critically appraise and appreciate the arts and make connections to their moral, ethical, and spiritual values.	Evidence documented by DVD and CD recording of initial and final performance (authentic)

## VI. Rubrics

Rubrics are presented that were used to evaluate the obtained evidence (data). The actual assessment tools are found in Appendix B.

### **A. ART 270**

**Students will complete four artworks** that will each demonstrate specific technical skills as well as show a basic level of understanding of historical importance and conceptual possibilities. See Appendix B for details.

**Students will complete one essay focusing on a contemporary sculptor's work.** This will demonstrate the student's understanding of technical skills, cultural context and aesthetic value. See Appendix B for details.

### **B. ART 416**

#### **A Promotional Poster for Campus Event**

The student will use thumbnails, rough drafts, critique and redesign with typographic characters, styles, and full poster layouts. See Appendix B for details.

#### **Project: A Detailed Illustration from a Photo Template**

Each student will create an illustration from an original image, or a royalty-free picture of their choice. See Appendix B for details.

#### **Project: Proper File Formatting**

The student will learn how to organize files in a logical and useful way while focusing on properly preparing those files for the different file functions and formats. See Appendix B for details.

### **C. THEA 210**

Students will present three to four scenes over the course of the semester- each scene is presented three times. The instructor evaluates each presentation by a rubric of expectations based upon the character and scene analysis taken from an intensive study of the “given circumstances” that the playwright has provided in the text. See Appendix B for details.

By the third scene presentation, the teacher will be able to ascertain each student's progress and whether or not the SLO was achieved.

### **D. THEA 226**

A final written exam will be given on the subject of dance terminology. See Appendix B for rubric.

A practical physical test will be given on basic dance techniques. See Appendix B for rubric.

The student's improvement is measured by comparing periodical movement tests throughout the semester. See Appendix B for rubric.

Each student is required to attend at least two professional productions and write a critique/reflection paper for each performance based on their experience in taking a structured dance class. See Appendix B for rubric.

Lecture, Film, and essay on the history of “American Show Dancing” and its evolution throughout the 20<sup>th</sup> century.

#### **E. MUS 105/305**

As part of an ensemble at the beginning of the semester, students will be provided scores for a particular piece of choral music. A video or audio recording of the first rehearsal will be made towards the beginning of the semester as they work through this literature.

At the end of the semester, a video or audio recording will be made of the performance of this literature. With a specific rubric of performance expectations for that literature, the professor will be able to make a before-and-after assessment of the ensemble's progress.

See Appendix B for the rubric used to assess the ensemble's progress.

Authentic Evidence: Final performance at the semester's end as evidenced in CD and DVD recording.

#### **F. MUS 135/335**

As part of an ensemble at the beginning of the semester, students will be provided scores for a particular piece of orchestral music. A video or audio recording of the first rehearsal will be made towards the beginning of the semester as they work through this literature.

At the end of the semester, a video or audio recording will be made of the performance of this literature. With a specific rubric of performance expectations for that piece, the professor will be able to make a before-and-after assessment of the ensemble's progress.

See Appendix B for the rubric used to assess the ensemble's progress.

Authentic Evidence: Final performance at the semester's end as evidenced in CD and DVD recording.

### G. MUS 184/384

As part of an opera ensemble at the beginning of the semester, students will be provided scores for a particular opera scene or group of scenes. In a rehearsal at the beginning of the semester, a video recording of a particular scene or set of scenes will be made.

At the end of the semester, a video will be made of the performance. With a specific rubric of performance expectations for that scene or set of scenes, the professor will be able to make a before-and-after assessment of the troupe's progress.

Authentic Evidence: Final performance at the semester's end as evidenced in CD and DVD recording.

## VII. Criteria/Benchmarks for Student Achievement / Success

For each assessment SLO, we list the criterion or criteria established as an acceptable standard of student achievement.

### A. ART 270

Student Learning Outcomes	Criterion (Criteria)
Analyze and discuss the cultural and historical importance of artwork they see and experience	The ability to use verbal language to consider and discuss artworks at a level suitable for sculpture 2
Articulate and support their personal opinions of artwork both verbally and in written form	The ability to use verbal language to consider and discuss artworks at a level suitable for sculpture 2
Understand objects materially, spatially, and conceptually	The ability to respond to objects (both artistic and everyday) at a level that considers abstract content (suitable for Sculpture 2)
Use demonstrated techniques and materials proficiently during the creation of artwork	Students will be able to physically assemble objects, use plaster, solder metal, and utilize the wood shop at a level suitable for Sculpture 2
Conceive, creatively develop, produce and support their artwork	Students will understand and be able to create artworks with a level of independence suitable for Sculpture 2

### B. ART 416

Student Learning Outcomes	Criterion (Criteria)
Name, define and demonstrate the historical, cultural, and technical	Able to prepare and deliver a one-page website constructed of textual, reflective

significance of modern graphic posters	information about poster rough drafts and final imagery produced in class. In project
Name, define and demonstrate the ability to explain and apply: Color Theory, Elements of Design, Gestalt Principles in complex compositions	Competently complete an editorial illustration using the Bezier tool and pathfinders in Adobe Illustrator
Prepare proper digital files of personal artwork for pre-defined purposes (web viewing, printing on paper, textiles, archiving, etc.)	Save files onto a disk with seven different file formats used for three different purposes. Each file is organized and prepared properly and labeled accurately according to industry standards discussed in class
Demonstrate technical understanding and competency assembling editorial photo-compositions, illustrations, multi-page layouts, and websites.	Able to build the magazine layout in the proper program using all the parameters specified in the description of the assignment; master pages, high resolution images, text boxes, headings, etc.

### C. THEA 210

Student Learning Outcomes	Criterion (Criteria)
Demonstrate basic acting precepts in performance.	<p><b>For the first presentation of each scene the actor is scored on the following:</b></p> <ol style="list-style-type: none"> <li>1) Basic understanding of lines</li> <li>2) Are the lines memorized</li> <li>3) Basic understanding of setting of scene</li> <li>4) Where are you coming from just before the scene starts</li> <li>5) Who is in the next room</li> <li>6) What has JUST happened before the scene begins</li> <li>7) Basic understanding of the Given Circumstances</li> <li>8) Character choices based on text analysis</li> <li>9) Commitment and effort (has the scene been rehearsed)</li> <li>10) Costume Pieces</li> <li>11) Concentration and focus</li> <li>12) Secondary activities: use of props, endowment of props.</li> </ol> <p><b>Second and Third Presentations</b></p> <ol style="list-style-type: none"> <li>1) Rehearsed</li> <li>2) Playing Action Verbs</li> <li>3) Concentration/Focus</li> <li>4) 2ndary Activities/Use of Props Improvement</li> </ol>
Read, analyze and interpret a	<b>Character Analysis:</b> The student answers a series of

play.	11 questions based upon a thorough examination of the text.  <b>Scene Analysis:</b> The student breaks the text down into: 1) beats 2) assigns an action verb to each beat 3) notes operative words 4) records visual and personal reactions to the text
Critically analyze a live performance for thematic and cultural context.	<i>n/a Spring show sold out before spring semester even began</i>
Prepare a scene and a monologue for performance.	<b>Final Project Extended Character:</b> the student conducts an in depth study of a person they see on a regular basis and attends the final for the course IN CHARACTER. They must maintain this character over a two hour period. The student is scored on: 1) Vocal Transformation 2) Physical Transformation 3) How well they sustained character choices through activities 4) Over all transformation

**D. THEA 226**

<b>Student Learning Outcomes</b>	<b>Criterion (Criteria)</b>
Understand how to execute basic dance techniques used in musical theatre.	Throughout the course, the student will be introduced to a variety of dance techniques used in musical theatre. The student will be required to execute them in the correct form, alignment, and style.
Execute stronger kinetic memory skills needed for auditioning and performing.	Throughout the semester, the student is required to successfully execute a variety of dance combinations by memory, and in the correct order and finally without the aid of the instructor.
Define basic dance terminology.	The student is required to complete and pass a written exam defining basic dance terminology.
Explain and analyze the significance of dance within the context of musical theatre.	The student is required to demonstrate character development in all assigned dance combinations based on context of the story and settings of the musical. They are also required to complete a two-page essay each for at least two professional dance or musical theatre productions they have attended.

**E. MUS 105/305**

<b>Student Learning Outcomes</b>	<b>Criterion (Criteria)</b>
improved their sight-reading capabilities	N/A – see below for comment

broadened and improved their vocal technique	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.
improved the quality and efficiency with which they apply a broad range of music skills	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.
presented choral music of the highest quality in public performance	See DVD and CD provided for authentic evidence.
developed a more comprehensive understanding of communal music making	Show this through attendance, balance, blend, group rhythmic integrity, they dressed according to professional standards of performance etiquette. The performance on the DVD shows authentic evidence of meeting the benchmark.

### F. MUS 135/335

Student Learning Outcomes	Criterion (Criteria)
Perform selected orchestral literature with increased skill.	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.
Demonstrate a greater knowledge of tone quality, articulation, dynamic control, technical agility, pitch consistency, and accurate rhythmic concepts within the ensemble.	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.
Develop concentration skills during intense rehearsal drills.	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.
Develop and improve their ensemble playing skills.	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.
Utilize problem solving skills during rehearsals and performances	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.
Perform selected concert literature competently and expressively as individuals, and as members of performing ensemble	See DVD and CD provided for authentic evidence. See Appendix B for criteria and rubric.

### G. MUS 184/384

Student Learning Outcomes	Criterion (Criteria)
Maintain the highest level of professionalism throughout the rehearsal and performance process.	Rehearsal department. Final performance level. See DVD and CD provided for authentic evidence.
Demonstrate the good vocal technical principles learned in the studio.	Rehearsal department. Final performance level. See DVD and CD provided for authentic evidence.
Demonstrate as much as possible the musical and vocal style of the opera.	Rehearsal department. Final performance level. See DVD and CD provided for authentic evidence.
Demonstrate a heightened sense of stage awareness through a rich performance	Rehearsal department. Final performance level. See DVD and CD provided for

experience.	authentic evidence.
Critically appraise and appreciate the arts and make connections to their moral, ethical, and spiritual <b>values</b> .	Discussion of societal mores during rehearsal and performance process.

## VIII. Evidence / Data

### Indirect Evidence from survey administered to graduating seniors, 2012.

#### 5. How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas?

	Very Little	Somewhat	Sufficiently	Considerably	Response Count
15. The Arts: The historical, cultural or technical significance of music, theater or art.	12.2% (33)	23.2% (63)	<b>40.2% (109)</b>	24.4% (66)	271

### Direct Evidence from each FA GE course.

Direct evidence/data gathered is presented here along with findings based upon the evidence. Appendix C reports raw or original data necessary to support these findings.

#### **A. ART 270**

*Analyze and discuss the cultural and historical importance of artwork they see and experience*

##### Evidence/Data

Every student completed sculptures that utilized materials and concepts, which require the cultural and historical understanding of art in society.

Materials used: Plaster, found objects, metal/soldering, wood

Concepts: Assemblage, volume, societal understanding of materials vs. objects, historical significance of specific materials

Every student completed an essay focusing on their opinion of a series of artworks. Every student considered context and content of the work during this process.

##### Findings

100% of the students considered the context and content of materials and concepts (including cultural and historical) during this course.

*Articulate and support their personal opinions of artwork both verbally and in written form*

Evidence/Data

Every student participated in verbal critiques and discussions about both student artwork and professional artwork.

Every student completed an essay that demonstrated their ability to express creative ideas and support artistic opinions.

Findings

100% of the students were able to support personal opinions verbally and in written form.

*Understand objects materially, spatially, and conceptually*

Evidence/Data

Every student worked with materials three-dimensionally to create conceptually founded artworks.

Findings

100% of students formed an adequate understanding of materials.

*Use demonstrated techniques and materials proficiently during the creation of artwork*

Evidence/Data

Every student completed projects that required techniques and materials to be used with a suitable level of proficiency.

Findings

100% of students demonstrated the techniques necessary to accomplish this SLO

*Conceive, creatively develop, produce and support their artwork*

Evidence/Data

Every student completed four sculptures and supported their work through the critique process.

Findings

100% of the students achieved this SLO

**See Appendix C for work samples from the course.**

*Name, define and demonstrate the historical, cultural, and technical significance of modern graphic posters*

#### Evidence/Data

Students created three rough drafts on the computer for a specified event, the “Art Career Night.” Then they chose one of those three and finalized it in a full poster-size composition. The reflective nature of the project was presented by each student in a webpage that contained all four of the above layouts and the explanation of what they learned about modern posters in relation to historical, cultural and technical significance. See Appendix C for original data (work).

#### Findings

Students show comprehension of the cultural and technical importance of poster design in their projects, but not so much historical. They did not demonstrate a clear understanding of the history of graphic design movements other than modern and post-modern. They ALL mastered the technical skills required to make the posters. They did go into production and were hung all over campus to promote the event (The winning poster, the Flying Turtle sample above, was by art major, Sarah Attar.) See Appendix C for original data (work).

*Name, define and demonstrate the ability to explain and apply: Color Theory, Elements of Design, Gestalt Principles in complex compositions.*

#### Evidence/Data

Students demonstrated comprehension of the tasks and theories, as demonstrated in the written summaries and explanations of their illustrations. Their ability to exercise the technical skills is apparent in the samples submitted in Appendix C by the Art 416 students.

#### Findings

Students demonstrated comprehension of the tasks and theories, as demonstrated above. They were encouraged to make their style as simplistic or layered as they were comfortable, thereby being able actually complete it! Out of the sixteen students, two did not complete the projects on time. All but one completed the project to acceptable levels.

*Prepare proper digital files of personal artwork for pre-defined purposes (web viewing, printing on paper, textiles, archiving, etc.)*

#### Evidence/Data

Students demonstrated comprehension of the project goals, but seemed confused as to what they were doing...

Three students got an A; five students received a B-; five students received a C; and three did not complete the project at all. Those three either did not burn the disk properly and never re-submitted the work, or simply did not resubmit anything.

### Findings

Students who did save this project properly (the A students) did not necessarily understand **the purpose** of this assignment. This was made apparent later in assignments that required the application of this knowledge. The majority of students received very average or below average grades. This project needs to be seriously reconsidered...

*Demonstrate technical understanding and competency assembling editorial photo-compositions, illustrations, multi-page layouts, and websites.*

### Evidence/Data

Students clearly demonstrated the ability to compile a systematized set of pages with the following representing the average submissions. The samples are segments of the projects, not the layouts in their entirety. See Appendix C.

### Findings

Students thoroughly enjoyed this project and were very proud of themselves for the pieces they developed and printed. The lowest grade, a C, was due to a late submission; the rest of the students earned an A or a B. All content had to be created by the student, arranged by the student, and printed properly. And they all did it properly. And on time. It was great.

## **C. THEA 210**

The study of acting is the practical application of process, imagination, and discipline. It requires the young artist to delve into their own personal experiences in order to create truthful characters. Therefore the process may vary from individual to individual. I chose ONE student (Seheri Swint) to focus on whose challenges were similar to most of the students in the class. The analysis of her work is indicative of most everyone in the course.

### **Overview Student #1 (See Appendix C.)**

*Demonstrate basic acting precepts in performance.*

### Evidence/Data

The level of relaxation between the presentation of the first and final scene work of student #1 was greatly improved. Her listening skills and responding to what was being said to her was markedly better.

- 1) She was rehearsing more with her scene partner outside of class.
- 2) She was ACTIVELY listening, detailed vocal and physical responses were becoming more organic (a touch of the hand, a hand to the throat).
- 3) She was personalizing her work by the final scene in the course. The well being of her scene partner was her main focus which alleviated her self-consciousness and allowed her to relax.
- 4) Her use of secondary activities, endowing props, was more detailed and by the time she was working through each present of scene #3 there was more subtext running underneath the lines than ever before. What was going on in the scene was very personal to her as an actor.

### Findings

It is important for the young actor to really work on a personal connection to the material and to the scene partner. The instructor needs to give more time and weight in how an actor personalizes each role and the world of the play. Once scene partners are assigned the instructor might conduct some sort of exercise to help establish a working relationship between the two partners.

It is important for the young actor to rehearse outside of the classroom so that the lines come naturally. The instructor may need to change the SCENE PARTNER EVALUATION FORM in order to distinguish more clearly how much rehearsal time has taken place outside of the classroom.

*Read, analyze and interpret a play.*

### Evidence/Data

Character/Scene Analysis:

- 1) Research on the playwright's life, on how the playwright describes the character and the given circumstances of the play are usually easy to find in studying the play.
- 2) What you say about yourself, and what others say about you is more challenging and requires more time on the student's part in combing through the play for these details.
- 3) What you DO as a character is ALWAYS a challenge for the student to document and implement. The unspoken actions.....
- 4) Learning WHAT an ACTION VERB IS and learning HOW to play an ACTION VERB is also unclear to the student.

### Findings

The instructor needs to be more thorough in explaining and then demonstrating how to note the unspoken actions of a character. The instructor needs to find ways to incorporate working on HOW to play action verbs with in class exercises. OR the instructor might need to find a completely different way of incorporating action into the text analysis.

*Critically analyze a live performance for thematic and cultural context.*

Not applicable to this particular semester. The spring show was SOLD OUT before the spring semester even began. While each student observed everyone else's work in class and made comments on that work daily, there was no formal assessment set up to record student feedback of each other's work in class rehearsal process or final presentations.

*Prepare a scene and a monologue for performance.*

#### Evidence/Data

Final Project/Extended Character: The final project was about fully transforming yourself, vocally, physically and personally. Each student chose one person at the beginning of the semester to study and then re create for the final. This person could be a roommate, a teacher, a stranger...BUT had to be someone they were able to observe on a regular basis. Student #1 picked someone to portray who was:

- 1) Outspoken
- 2) Defensive, who stood up for themselves regardless of the consequences
- 3) Confrontational
- 4) Detailed in their personal given circumstances: plans for a career, interests, how they dressed, what food they chose to put on their plate for the meal, i.e. vegan...(even though the student only refrained personally from eating pork).
- 5) Vocally powerful

#### Findings

By the time student #1 walked into the final project they were relaxed and comfortable with who they were in relationship to others in the class. She was unconcerned about how the rest of the class looked at her as a performer. Her choices addressed each of her weaknesses as an actor and she pushed herself beyond her comfort zone. The performance was outstanding and so detailed that the entire class was uncertain as to whether the student was ACTING or if her behavior at the final was real.

**See Indirect Evidence from Student Self-Evaluations (semester's beginning, semester's end) in Appendix C.**

**D. THEA 226**

*Understand how to execute basic dance techniques used in musical theatre.*

Evidence/Data

A large percent of the class is able to execute basic dance techniques correctly by the end of the semester.

Findings

As long as the student fully participates and is in full attendance, while also practicing outside of class time, they will succeed.

*Execute stronger kinetic memory skills needed for auditioning and performing.*

Evidence/Data

A large percent of the class improves their kinetic memory skills over the length of this course.

Findings

By challenging the students with different combinations and techniques every week, they are training their kinetic memory to work faster and more accurately.

*Define basic dance terminology.*

Evidence/Data

Most all students score higher than 85% on the written final exam on dance terminology.

Findings

I find it beneficial to require both physical and written exams on dance terminology to help the student fully understand the meanings of dance terms.

*Explain and analyze the significance of dance within the context of musical theatre.*

Evidence/Data

Most students complete the course having a better understanding and appreciation for the art of dance and it's context within musical theatre.

Findings

Upon completing this course, I have found that students are able to view dance with a new perspective after participating in a structured dance class themselves. They understand the role that dance can play in a musical theatre production and appreciate the discipline it takes to master the art form.

**E. MUS 105/305**

*improved their sight-reading capabilities*

Evidence/Data - NONE

Findings - it was noticed that sight-reading abilities likely improved, however, it would be impossible to determine whether or not it was a direct result of this course, as several of the courses in the music area are developing this skill. I recommend that the SLO be changed to, "Students will have regular opportunities to practice their sight-reading skills, and through this process will learn a variety of choral literature." This learning outcome will be assessed through the DVD/CD documentary evidence.

*broadened and improved their vocal technique*

Evidence/Data – DVD/CD documentary evidence

Findings – See the rubric below. The specific improvements in pitch accuracy, diction accuracy, and phrasing are all part of good vocal technique.

*improved the quality and efficiency with which they apply a broad range of music skills*

Evidence/Data – DVD/CD documentary evidence

Findings – See the rubric below. The specific improvements in rhythm, pitch accuracy, diction, dynamics, and phrasing, represent an improvement in the application of a broad range of skills. One could consider using the following scale to relate these skills to grades:

18 – 20 = A

16 – 17 = B

14 – 15 = C

12 – 13 = D

10 and below = F

After reviewing both the early rehearsal and the performance, it is easily determined that overwhelming progress was made in the areas of overall performance. The rubric score for the early rehearsal reveals an overall performance of 7 out of 20, or a failing grade. By the time of the final performance, the overall grade climbed to an 18 or equivalent of an A.

*presented choral music of the highest quality in public performance*

Evidence/Data – DVD and CD documentary evidence

Findings – As indicated by the rubrics, there was tremendous improvement from the early rehearsal to the performance, however; the determination of whether or not the music performed at the highest quality level would be a matter of opinion and would take large amounts of peer and critical review to justify the use of “highest quality.” It is my recommendation that the SLO be changed to “presented choral music of high quality in public performance.” This could be determined by the fact that an audience paid for tickets and showed approval through applause at the end of the performance.

*developed a more comprehensive understanding of communal music making*

Evidence/Data – DVD and CD documentary evidence, and attendance records

Findings – This was documented and recorded on the DVD, CD, and attendance records. Attendance is an important part of communal music making. Each member is like the member of an athletic team, and the team suffers when not all are present. Students were allowed a minimal amount of absences and tardies, and the great majority of students met the criteria. One can see through the DVD and CD that group balance, blend, and group rhythmic integrity improved through the course of the semester. All of these improvements are in direct relation to listen and responding to others while adjusting “self” to meet the needs of the overall group. Each of the students also dressed in a performance outfit according to professional standards of performance etiquette. All of these attributes show the development of understanding in the area of communal music making.

## **F. MUS 135/335**

*Perform selected orchestral literature with increased skill.*

Evidence/Data

See Appendix C.

Findings

The Overture from *Die Fledermaus* is one of the most difficult overtures for orchestra. A rehearsal recording was made of the second rehearsal of the selected Overture. The recording reveals numerous errors in all facets of musical and technical skills. A second non-recorded observation was made by the conductor at the rehearsal on 2/3 with marked improvement in skills. There were four performances of the Overture with one being recorded. The results were exemplary.

*Demonstrate a greater knowledge of tone quality, articulation, dynamic control, technical agility, pitch consistency, and accurate rhythmic concepts within the ensemble.*

Evidence/Data

See Appendix C.

Findings

Recording on 1/12 revealed many musical discrepancies and inadequacies. Through hard work, focused rehearsals and individual practice the Orchestra had an exemplary performance of the Overture on 2/24.

*Develop concentration skills during intense rehearsal drills.*

Evidence/Data

See Appendix C.

Findings

Rehearsals became more focused after the first recorded rehearsal on 1/12 and more intense as the dress rehearsals and performances approached.

*Develop and improve their ensemble playing skills.*

Evidence/Data

See Appendix C.

Findings

The successful performance and ensemble work by the orchestra was due to individual practice, coaching in PML, the private lesson in a group setting model.

*Utilize problem-solving skills during rehearsals and performances*

Evidence/Data

Difficult eight-bar passage was worked on each week using the private lesson in a group setting model for tempo, articulations and bowings, and intonation.

See Appendix C.

Findings

See Rating Form in Appendix C.

*Perform selected concert literature competently and expressively as individuals, and as members of performing ensemble*

Evidence/Data

See Appendix C.

Findings

Through diligent, hard work, individual and group practice, the orchestra successfully performed the *Overture from Die Fledermaus*.

**G. MUS 184/384**

*Maintain the highest level professionalism throughout the rehearsal and performance process.*

The rehearsal process begins in the fall semester with musical rehearsals. Notes must be learned. Matters of vocal technique, period style and musicality are addressed. Staging rehearsals begin in January. Blocking, character development, stage savvy instruction, punctuality and preparedness are stressed. A video tape of an early rehearsal session was made.

Findings: The students behaved in a highly professional manner. Tardiness to rehearsal was minimal. Despite their obvious youth and inexperience, the students demonstrated a high level of professionalism in the performances. Unsolicited response from discerning members of the public-at-large was very enthusiastic. Source: Box Office Manager received emails and letters.

*Demonstrate the good vocal technical principles learned in the studio.*

Good vocal habits are stressed throughout the rehearsal process.

Findings: The entire cast remained remarkably healthy vocally. There were no cancellations or even instances of students needing to save their voices in final rehearsals.

*Demonstrate as much as possible the musical and vocal style of the opera.*

The rehearsal process begins in the fall semester with musical rehearsals. Notes must be learned. Matters of vocal technique, period style and musicality are addressed. Staging rehearsals begin in January. Blocking, character development, stage savvy instruction, punctuality and preparedness are stressed. A video tape of an early rehearsal session was made.

Findings: A stylistically sophisticated performance level emerged. I witnessed all four performances and viewed preliminary takes from the performance video.

*Demonstrate a heightened sense of stage awareness through a rich performance experience.*

The rehearsal process begins in the fall semester with musical rehearsals. Notes must be learned. Matters of vocal technique, period style and musicality are addressed. Staging rehearsals begin in January. Blocking, character development, stage savvy instruction, punctuality and preparedness are stressed. A video tape of an early rehearsal session was made.

Findings: As in any group of performances unexpected things happen in performances. When that happened in these performances, spontaneous ingenuity was the most frequent reaction. In one instance an entrance was late because of a sticky door. The next time, the student-performers knew to check that door beforehand! The entire cast gained invaluable stage experience. In comparing the final performances to the early video-taped session, confidence replaced uncertainty.

*Critically appraise and appreciate the arts and make connections to their moral, ethical, and spiritual values.*

Exposure to seminal works in the musical literature is essential in the education of young performers. These students were immersed in Johann Strauss' *Die Fledermaus* for several months. They are far more discerning now in their musical/theatrical sensitivities. Since the work is high comedy, the characters' moral flaws stand out at the end. Like the audience, cast members were able to take away an appreciation of the ethical mores of 19<sup>th</sup>-century Vienna.

## **IX. Summary**

Based on the evidence reported in the previous section, the findings are summarized.

### **A. ART 270**

After reviewing the evidence presented through the art projects and essay, it is clear to me that the SLOs for this GE are being met at a consistently high rate. The SLOs are at an appropriate level of achievement for this component of the GE program, as demonstrated by the success of the continuing students in Sculpture Two and through the demonstrated understanding and knowledge of the students who complete this course.

The GE requirements are appropriate, in that through the creation of actual artworks the students are able to explain the historical, cultural, or technical significance of the art form. Allowing students to examine these concepts visually produces meaningful, post-verbal exploration to happen. This is the strength of the requirement.

One year goal: To create a monthly Pepperdine vanpool to LA museums and galleries as to improve the student's introduction to the historical, cultural, and technical significance of art.

Three year goal: Split upper level and lower level sections for sculpture courses instead of having Sculpture 1,2,3 all together at the same time, as to allow for more specific curriculum to be applied to the courses.

Five year goal: I believe the Fine Art GE requirement is 2 units. I recommend it be 4 units.

### B. ART 416

Most of the goals desired are being achieved in Art 416. The strengths of the course are the projects themselves. In order to create and complete the projects successfully, the student needs to process the information and execute the skills at least “adequately.”

The weaknesses are that there are a great variety of levels of competency coming into the class, and it is partly because the course is part of a minor that have pre-requisites. The tasks and lessons in this course are actually above the introductory level – there is even a pre-requisite course students need to take before they can take Art 416. The G.E. requirement as it relates to this course is, in essence, to understand the role of graphic design in our world and our culture in particular. The projects definitely fit this, but the course either needs to have the pre-requisite removed, or the G.E. fulfillment removed.

### C. THEA 210

While the goals were ultimately achieved, the beginning of the semester was a struggle due to the “lack of experience” of the non-majors. I had to switch gears from teaching majors to teaching non-majors.

At the beginning of the semester I began to think that the standard I had set was too high.

Memorization was a big issue, and rehearsals outside of class were not taking place. About 1/3 of the way through the semester I adjusted our activities in the classroom to incorporate more days of working on the scene with me BEFORE the first present. While I had to let go of various “individual” exercises this strategy seemed to work in strengthening the student’s ability to just LISTEN and RESPOND, “in the moment.” The more I worked one on one the more relaxed the students became and the focus was on PLAYING with the other actor rather than GETTING THINGS EXACTLY RIGHT.

**Strengths:** If a non major works really hard and is dedicated to the process they will develop a basic understanding of the steps that it takes to develop a character from a text.

**Weaknesses:** It is unfair to combine majors with non majors. The majors get frustrated and the non-majors are intimidated. This combination makes it challenging to set up an environment where EVERYONE feels comfortable in making BIG choices and making choices that MIGHT FAIL. I was able to set up

a safe environment for all but it took a GREAT DEAL of MENTAL ENERGY to figure out HOW to bring everyone together. 1) Casting the scene work took much longer than I anticipated. 2) Balancing my level of expectation between the majors and non-majors was tricky, especially if I had a non major in a scene with a major.

Catalogue description at this point should remain the same. It gives the teacher the freedom to adjust course content based upon the level of the class participants.

There needs to be more in class exercises focusing on personal connections to the material and scene partner.

Rehearsal outside the classroom for scene work was an incredible challenge for the non-major. Adjusting in class activities to incorporate more instructor led rehearsal work will help. More time needs to be spent on explaining how to incorporate the use of action verbs. A scene-intensive acting course may be too much for a non-major.

The non-majors' course is a popular course and is always full. It is usually taught by an adjunct and occasionally taught by a full time faculty member. The course is challenging and non-majors learn a great deal about acting. There may need to be some consistent goals about attending on campus theatre performances. This is usually NOT an issue but due to a change in the theatre programs performance schedule for 2012-2013 there were no tickets available.

#### **D. THEA 226**

The students taking the course as a GE have a greater appreciation for the art of dance, become stronger in their knowledge and technique of dance, and are able to explain the importance of dance within musical theatre. The students are learning at an appropriate level for this component. Most are beginners and the class only meets once a week. It is only an introduction course within an art form that takes years to master.

The **strength** of this course is the broad overview, appreciation, and introduction that it gives to students who are unfamiliar with the art form. The **weakness** is that the students who enter this course are at vast differences in their talent level, requiring a different approach and evaluation for each one based on individual improvement and participation.

#### **E. MUS 105/305**

It appears that the goals are being achieved, but selecting the correct language for the SLO is necessary, so that objective data can be selected to show this achievement is an issue. Recommendations have been made to assure better assessment.

The SLOs are being achieved and at the appropriate level for the GE program. With the above-mentioned SLO changes, this will be clearer.

Strengths in the assessment of this GE course are shown through the specific authentic evidence and the graded rubric, and would suggest that high-quality learning is coming to fruition in this course

The areas in need of improvement for this GE course are non-curricular issues, such as facilities, recruiting, and scheduling. These are being addressed through appropriate measures.

One year goal - to recruit more men into the choir so as to provide a better balanced program

Three year goal – to continue to recruit, and add off-campus concerts and tours to further supplement and enhance the SLOs.

#### **F. MUS 135/335**

Since the students that enter this course are admitted by audition, the rigors and expectations of high performance are appropriate, and the SLOs are fine as they are, even for the GE students. The only drawback is that there is not enough rehearsal time in order to dig a little deeper into each of the subjects related to the SLOs. More time in rehearsal might make the GE experience a little richer.

#### **G. MUS 184/384**

The goals are definitely being achieved at a high level. It should be noted that no students took this course as a GE. They were all Fine Arts majors and therefore had no additional GE FA requirement. The strengths of our opera program are numerous. The most obvious proof is that many of our vocal majors go on to top conservatories and graduate schools and later into the professional world. I believe the course should be removed from the GE list. Since we added it as a GE, no students have taken it as a GE (because all the participants are Fine Arts majors).

## **X. Recommendations (Closing the Loop)**

In order to correct weaknesses or improve this area of the General Education program, we make the following recommendations for each FA GE course assessed.

#### **A. ART 270**

As previously mentioned, this course is conducted along with Sculpture 2 and 3 resulting in advanced level art majors taking the class with non-major, GE requirement students. **Action Item:** While this has certain benefits, my recommendation and plan for the future is to separate these courses into two separate times. One class would be all Sculpture 1 and the other would be Sculpture 2 and 3.

#### **B. ART 416**

The third learning outcome is not being met and needs to be re-evaluated as a lesson plan as a whole. It needs to be placed farther into the semester when

students have a clearer idea what the purpose is and why they need the knowledge, and, especially, how often the information is practiced.

It might need to be undertaken as a an in-class series of exercises instead of a take-home project.

**Action Items:** The course needs to be taught without the pre-requisite, redesigned as a lower-level course, or dropped from the G.E. fulfillment entirely. The Studio Arts Program needs to re-evaluate the purpose of the G.E. as it fits this course. I recommend that the course be left as is, as an upper level Design class for majors and minors, that the Fine Arts develop a 300 level course similar to this class that really could fulfill the G.E. requirement more effectively without the disparate range of skill levels, academic intentions, and career goals that we see at present in this Art 416: Graphic Design course.

### C. THEA 210

Coordinate course content between adjunct and full time faculty in teaching this course.

**Action Item:** Make sure that a non-major's course has ONLY non-majors in it. When the course is combined with both majors and non-majors the majors get frustrated and the non-majors are intimidated. This combination makes it challenging to set up an environment where EVERYONE feels comfortable in making BIG choices and making choices that MIGHT FAIL.

### D. THEA 226

**Action Item:** The catalog description is outdated and needs to be revised along with the title of the course.

The floor is not a proper dance floor making the class unsafe for the instructor and the students. The university needs to provide a proper studio equipped appropriately for a dance class if they are going to offer dance in the their curriculum.

### E. MUS 105/305

A successful choir is built on two major areas; 1) the specific curriculum, such as the daily lesson plans, specific literature rehearsed and performed, rehearsal pacing, and performance experience and; 2) non curricular aspects, such as the overall talent and musical aptitude of the students, the number of students participating, the quality of the rehearsal space, and (**Action Item:**) an academic schedule at allows for students to actually enroll in choir. It is this second category this is a cause for concern. While the current SLOs are being met, and students are receiving a high-quality experience through this GE course, I believe we are approaching a critical point where some of these non-curricular issues will begin to severely impede upon the quality of the learning. This instructor, as well as many instructors in our department, have initiated conversation with our division chair and our administration to begin addressing these issues.

**F. MUS 135/335**

**Action Item:** more rehearsal time with the students should be scheduled and an academic schedule that allows for more students to actually enroll in orchestra.

**G. MUS 184/384**

**Action Item:** Although all the SLOs are being achieved, my recommendation is that MUS 184/384 be removed as a Fine Arts GE because no one ever takes it as such. As stated above all the participants are Fine Arts majors (music or theater).

**XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

Committee Chairperson	Position Title	Academic Division
N. Lincoln Hanks	GE Assessor	Fine Arts Division

Committee Members	Position Title	Academic Division
Ty Pownall	Professor: ART 270	Fine Arts Division
Dana Zurzulo	Professor: ART 416	Fine Arts Division
Cathy Thomas-Grant	Professor: THEA 210	Fine Arts Division
Bill Szobody	Professor: THEA 226	Fine Arts Division
Ryan Board	Professor: MUS 105/305	Fine Arts Division
Tony Cason	Professor: MUS 135/335	Fine Arts Division
Henry Price	Professor: MUS 184/384	Fine Arts Division

**APPENDICES****Appendix A - Assessment Details**

**The following assessment was used to assess the Student Learning Outcome for Fine Arts GE Course ART 270 (Applied):**

- Students will complete four artworks that will each demonstrate specific technical skills as well as show a basic level of understanding of historical importance and conceptual possibilities. By the fourth project, the teacher will be able to ascertain whether or not the SLO was achieved.
- Students will complete one essay focusing on a contemporary sculptor's work. This will demonstrate the student's understanding of technical skills, cultural context and aesthetic value.

**The following assessment was used to assess the Student Learning Outcome for Fine Arts GE Course ART 416 (Applied):**

- Students will develop and display a poster following the assigned process of design production as defined in the Amy Arnston book, *Graphic Design Basics*, 6th Ed.
- Assigned a real-life event occurring on campus or in the local arts community, students will follow the six steps of design production, beginning with research, ending with pre-press production.

**The following assessment was used to assess the Student Learning Outcome for Fine Arts GE Course THEA 210 (Applied):**

- Students will present three to four scenes over the course of the semester- each scene is presented three times. The instructor evaluates each presentation by a rubric of expectations based upon the character and scene analysis taken from an intensive study of the “given circumstances” that the playwright has provided in the text.
- By the third scene presentation, the teacher will be able to ascertain each student's progress and whether or not the SLO was achieved.

**The following assessment was used to assess the Student Learning Outcome for Fine Arts GE Course THEA 226 (Applied):**

- At the end of the course, students will be given a comprehensive exam on dance terminology.
- Students will also be given a practical physical dance examination that will assess their demonstration of basic dance techniques. Using a rubric of learning outcomes for the specific choreography or dance stops assigned, students will be assessed on how well they execute these learned techniques. A video recording will be made at this end-of-semester assessment in order to document their progress.

**The following assessment was used to assess the Student Learning Outcome for Fine Arts GE Course MUS 105/305 (Applied):**

- As an ensemble at the beginning of the semester, students will be provided scores for a particular piece of choral music. A video or audio recording of the first rehearsal will be made towards the beginning of the semester as they work through this literature.
- At the end of the semester, a video or audio recording will be made of the performance of this literature. With a specific rubric of performance expectations for that piece, the professor will be able to make a before-and-after assessment of the ensemble's progress.

**The following assessment was used to assess the Student Learning Outcome for Fine Arts GE Course MUS 135/335 (Applied):**

- As an ensemble at the beginning of the semester, students will be provided scores for a particular piece of orchestral music. A video or audio recording of the first rehearsal will be made towards the beginning of the semester as they work through this literature.
- At the end of the semester, a video or audio recording will be made of the performance of this literature. With a specific rubric of performance expectations for that piece, the professor will be able to make a before-and-after assessment of the ensemble's progress.

**The following assessment was used to assess the Student Learning Outcome for Fine Arts GE Course MUS 184/384 (Applied):**

- As an opera ensemble at the beginning of the semester, students will be provided scores for a particular opera. In a rehearsal at the beginning of the semester, a video recording of a particular scene or set of scenes will be made.
- At the end of the semester, a video will be made of the performance. With a specific rubric of performance expectations for that scene or set of scenes, the professor will be able to make a before-and-after assessment of the troupe's progress.

## **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s).

### **A. ART 270**

#### **Assessment Tools:**

##### **Project 1**

##### **Enhance/Change**

For the first project in Sculpture 1 you will choose one object. You will wrap, cover, paint or otherwise alter it in order to enhance or change its societal meaning and understanding. The objects should be recognizable as part of society or life in general.

##### **I'm interested in seeing:**

Creativity- this means spending time thinking about unique options and then pushing those options as far as they can go or need to go.

Appropriate craftsmanship- If you mean for it to be messy looking then go for it and really achieve the look you think is necessary for the piece. If you think it should be clean looking then spend the time to make it polished.

Have fun, be bold, and make something that you are proud of.

### **Guidelines:**

Materials: any

Size: “table top” roughly 1’x1’x1’ or smaller

Due: 1/24/12 at the beginning of class, ready for critique

## **Project 2**

### **Plaster**

This project will introduce plaster as a sculptural medium. I will demonstrate constructing, casting, carving and finishing it. Other materials can be used in combination with the plaster but the plaster must remain the dominant element in the finished work and you must discuss other materials with me first. Lecture and discussion will address connotations, feelings, emotions or thoughts associated with specific abstracted forms. For instance, rounded forms are typically more comforting than sharp ones.

### **Things to consider:**

*Formal qualities:* texture, pattern, and shape choices must be thought about in order to reach the feeling that you intend.

*New material:* This being a new material to most of you means that you need to give yourself enough time to play with the plaster and feel out how it works and what you can achieve with it. Do not make the mistake of assuming you’ll be a pro in the first 10 minutes.

### **I’m interested in seeing:**

Creativity- this means spending time thinking about unique options and then pushing those options as far as they can go or need to go. Starting with an established material like plaster causes you to not rely on the material to produce the “new” factor. It’s up to you to use plaster creatively.

Appropriate craftsmanship- if you mean for it to be messy looking then go for it and really achieve the look you think is necessary for the piece. If you think it should be clean looking then spend the time to make it polished.

Have fun, be bold, and make something that you are proud of.

**Sketchbook and writing:**

I will be looking at and discussing your sketchbook the class following my lecture, as usual, so have something to show me. 10 sketches of possible ideas is the minimum amount. That means 10 different ideas not 10 different sketches of 2 ideas.

These are just starting places, not where you have to end up with the piece. Think big, sketches are where you can let yourself go crazy. Figuring out how to make it will bring you back to reality.

**Guidelines:**

Materials: Plaster, others if I OK them

Size: 2'x2'x2' or smaller if solid cast, plaster doesn't grow on trees

Due: 2/21 at the beginning of class, ready for critique

**Project 3****Assemblage**

You will be creating an assemblage; loosely termed as a composition made by putting together found objects. I will demonstrate wood and metal shop tool use and other processes that seem useful.

**Things to consider:**

*Material Recognition/Content:* What does a specific found object "mean" in the contexts of society? Do I want to take the object's ability to be recognized away or enhance it?

A McDonald's fry container means something different than an old cell phone beyond what they look like.

*Overall Feel and aesthetic:* What do you want the overall feel to be, space age, dirty, dangerous, comical, serious, ambiguous, machine-like, etc.? Does this match your intended message and aim?

*Color, texture, balance, space, etc.* – Look at the end of your syllabus and read through the design terms and consider each one in relationship to your piece. Have you dealt with them, how you would like to and to the extent that you would like to? Could you use any of these principles more effectively to get your "point, aesthetic, feeling" across?

**I'm interested in seeing:**

Hard work- This project requires a lot of time out of class spent searching for materials and inspiration. I will not be as lenient with you wanting to leave in the middle of class to go get supplies with this project. You should have enough to work on with you when you come to class.

Perseverance: find ways to make it work the way you want it too. A big part of assemblage is spontaneity, but sift through that and decide what to keep and what to omit. A lot of this project is just trial and error and figuring out the practical

problems of attaching things together and working with what you can get. This, however, doesn't mean you should settle for what just happens if it doesn't work with your ideas.

Creativity- this means spending time thinking about unique options and then pushing those options as far as they can go or need to go.

Appropriate craftsmanship- if you mean for it to be messy looking then go for it and really achieve the look you think is necessary for the piece. If you think it should be clean looking then spend the time to make it polished.

Have fun, be bold, and make something that you are proud of.

### **Sketchbook:**

For this project I prefer you to gather a ton of materials prior to, and while you are, sketching. I want you to follow the materials as much as you follow your ideas. This doesn't mean you shouldn't have any ideas floating around in your head while collecting objects though. I'll still look at your sketchbook but start with gathering materials

### **Guidelines:**

Materials: any

Size: 4'x4'x4' or smaller- I don't want you biting off more than you can chew.

Due: Day of the final - 4/23/12 at the beginning of class, ready for critique

## **Project 4**

### **Line and Volume (soldering)**

For your fourth and final project of this semester you will be soldering copper rod and covering portions of the structure with thin paper or other materials to construct an abstracted or non-objective form that explores the materials and their ability to create line and volume.

### **Things to consider:**

Non-Objectivity and abstraction- what do these terms mean and how can you use them effectively

Sculpting "in the round," ratios of different elements to one another, Architecture, scale, pattern, movement, balance, economy, and space.

*New material:* This being a new material to most of you means that you need to give yourself enough time to play with soldering and feel out how it works and what you can achieve with it. Do not make the mistake of assuming you'll be a pro in the first 10 minutes. It will take at least 11.

This project will introduce technical concepts that can be adapted for a variety of other materials and techniques.

**I'm interested in seeing:**

Good use of abstract design to achieve a desired effect, be it emotional, intellectual, formal, etc.

A usable understanding of volume and line

Have fun, be bold, and make something that you are proud of.

**Sketchbook and writing:**

I will be discussing your sketchbook the class following my lecture, as usual, so have something to show me. 10 sketches of possible ideas is the minimum amount. That means 10 different ideas not 10 different sketches of 2 ideas.

**Guidelines:**

Materials: copper, thin paper (rice, tracing, tissue, newsprint) or other thin materials

Size: no size restrictions but be respectful of other's space

Due: 4/20/12 at the beginning of class, ready for critique. This is the class before the final.

**Essay**

For your essay in sculpture 1 and 2 you will write about a series or body of work from a contemporary sculptor from the provided list, or one that I approve. While doing so, you will need to consider:

What issues is the work addressing?

What type of work is it (i.e. object based, new genre, installation, abstract, representational, figurative, narrative, etc)?

Does this series relate to the rest of the artist's work, how?

What about the work can you relate to your own experiences?

Does the artist succeed in getting the point across?

Is there a point?

How direct is the message?

What does "success" mean in relation to this work?

How do the techniques, materials and level of abstraction correspond with the pieces content?

Why did you choose this artist?

What is specifically interesting to you about this work?

Discuss aesthetics including scale, media, shape, and color, motifs, relationships, and content.

ETC. ETC.

You must include at least 5 photos of the work as examples.  
(in addition to the 3 pages, not embedded in the text)

3 full pages double-spaced

## B. ART 416

**Name, define and demonstrate the historical, cultural, and technical significance of modern graphic posters**

### **A Promotional Poster for Campus Event**

We will use thumbnails, rough drafts, critique and redesign with typographic characters, styles, and full poster layouts. Your typographic design is AS IMPORTANT as the imagery; it is crucial for information in the poster.

**Desired Learning Outcomes:** Demonstrate your understanding of the history of posters and poster styles in your layout and visual presentation. Demonstrate technical understanding and competency assembling photo compositions, using color correction, scanning, re-sizing and repurposing digital images.

**Explain and apply: Color Theory, Elements of Design, Gestalt Principles in complex compositions.**

### **Project: A Detailed Illustration from a Photo Template**

Each student will create an illustration from an original image, or a royalty-free picture of their choice.

**Desired Learning Outcomes:** Name, define and demonstrate the ability to apply Color Theory, Elements of Design and Gestalt Principles in complex compositions. Prepare proper digital files and how to use the Bezier tool in Adobe Illustrator. In this assignment we hope to develop your own style of illustration, to learn to make line, weight and color choices based on color theory, and use cropping as an aesthetic balancing tool.

**Prepare proper digital files of personal artwork for pre-defined purposes (web viewing, printing on paper, textiles, archiving, etc.)**

### **Project: Proper File Formatting**

You will learn how to organize files in a logical and useful way while focusing on properly preparing those files for the different file functions and formats. Files must be prepared differently for archival purposes (should you use them again), for print (where we see many more details than in a web format), and finally, a smaller digital file for our limited viewing options via web or mobile devices). Create three

clearly identified folders to hold the files for the three different outputs. So you must select three different, original or royalty-free “large” images and file must be re-saved in the proper folders.

**Learning Outcomes:** Demonstrate ability to create proper digital files of personal artwork for pre-defined purposes (web viewing, printing on paper, textiles, archiving, etc.). Recognize and practice using of file size, resolution and file color mode.

**Demonstrate technical understanding and competency assembling editorial photo-compositions, illustrations, multi-page layouts, and websites.**

Magazine layout organized properly according to basic publication standards. Your multi-page layout must contain:

1. Use multiple art boards in Illustrator or master pages in InDesign.
2. Your stylistic elements must be consistent across all pages, except your title page
3. *At least* eight pages, including "a cover" that you decide upon.
4. A color scheme, carried throughout the whole piece
5. Specific selection of typeface(s)
6. Each project must have a minimum of two sentences describing the project: "What did you learn?"
7. At least eight projects/images from classes and our class projects –
8. The three Art Career Night poster rough drafts (counts as one project) the final Art Career poster; AND
  - i. your illustration with the presentation of the template;
  - ii. your filters project,
  - iii. the bridge mask;
  - iv. the magazine 2-page spread.
  - v. remaining projects or images of your choice.
9. Your file will be saved with high resolution images in a .pdf file. Then post that .pdf in a low resolution file in the designated folder in Assignments.
10. Print and present a final copy for presentation on the last day of class.

**C. THEA 210**

**Students will present three to four scenes over the course of the semester- each scene is presented three times.**

**Criteria and Scoring Sheets:**

**Theatre 210 Introduction to Acting  
Scene Evaluation/First Presentation**

**Scene Title** \_\_\_\_\_

**Scene Partners**

	Weak 0 pts	Fair 5 pts	Good 10 pts	Very Good 15 pts	Excellent 20 pts
Basic Understanding of Lines?					
Lines Memorized?					
Basic Understanding of Setting					
Entrances, Exits, four walls					
Where are you coming from?					
Who is in the next room?					
What has just happened?					
Basic understanding of given circumstances?					
Character Choices?					
Commitment/Effort					
Costume Pieces					
Concentration/Focus					
2ndary Activities/Props					

**Comments/Recommendation:**

**Scene Evaluation Second and Third Present**

Scene Title
Scene Partners

	Weak	Fair	Good	Very Good	Excellent
	0 pts	5 pts	10 pts	15 pts	20 pts
Rehearsed?					
Action Verbs					
Concentration/Focus					
2ndary Activities/Props					
Improvement					

Comments/Recommendation:

**Scene Partner Evaluation**

Name: \_\_\_\_\_

Scene Title \_\_\_\_\_

Scene Partner \_\_\_\_\_

	Weak	Fair	Good	Very Good	Excellent
Commitment					
Attitude					
Professional Behavior					
Concentration/Focus					
Preparation					
Effort					

Comments/Recommendation:

**Final Extended Character Score Sheet**

Extended Character

Name \_\_\_\_\_

Games/Poetry \_\_\_\_\_ (50)

Vocal \_\_\_\_\_ (50)

Physicality \_\_\_\_\_ (100)

Level of Transformation \_\_\_\_\_ (200)

**D. THEA 226***A final written exam will be given on the subject of dance terminology.***THEA 226 Dance Final****NAME:**

In detail, explain what it means when a dancer has proper placement. (10 pts)

In the following sketches, o---- represents the foot and o is the heel. Label each dance position. (5 pts)

----o  
o----

----o      o----

----oo----

o----

o----  
----o

----o

Explain the difference between a Demi-plie' and a Grand-plie' and what is the only position that the heels stay on the ground for both? (10 pts)

What part of the body must a dancers' "turnout" begin?

What is a "raised" movement called, in which the heels are raised off the floor by pushing the floor away, weight evenly distributed, and the legs are straight?

What is the opposite of an abdominal contraction called in Jazz dancing?

A "Grand battement" should be executed correctly by:

- a) Throwing your bent leg in the air and then controlling it coming down
- b) Controlling the leg up and then letting it fall down through passé
- c) Swinging the straight leg controlled, brushing through tendu and controlling it on the way down.

What is the movement or position of the arms called when they move the same as when we walk?

What is the term used for hands with a lot of energy through them, with the palms wide and fingers spread?

What is it called when a dancers spine is parallel to the floor, like a "tabletop"?

What is the movement called in which the pointed foot of the working leg is made to pass or stay at the knee of the supporting leg?

What does the dance movement “isolation” mean? And, name two examples. (5 pts)

What is the difference between a Tendu and Degage’?

“Port de Bras” means the carriage of a dancers arms. True or False?

How many steps are there in a “Pas de bourree”?

What is the yoga position called when both feet and hands are firmly rooted into the ground with the tailbone pointed toward the sky and spine long?

What is the opposite of a pointed foot?

When executing a landing from a jump correctly and safely, a dancer must roll through their feet in the order of the heel first, ball second, and toe last. True or False?

What body part moves first during a “roll down” in the set warm-up?

A strong center or “core” will help a dancer balance. True or False?

When a dancer prepares for an outside pirouette, their body weight should be:

- a) on the front foot
- b) on the back foot
- c) center, with weight evenly distributed on both feet



Jessica Freitas								
Tyler Fromson								
Danica Frye								
Dani Germann								
Lisa Leweke								
Chanel Lojacono								
Katy Malone								
Shelby Parsons								
Sariely Sandoval								
Celeste Somera								
Brianna Wallace								

*The student's improvement is measured by comparing periodical movement tests throughout the semester.*

<b>THEA 226 Combo Evaluation</b>				
<b>NAME</b>	<b>TECHNIQUE 1 - 5</b>	<b>EXECUTION 1 - 5</b>	<b>SHOWMANSHIP 1 - 5</b>	<b>SCORE</b>
Christine Broyhill				
Erin Flowers				
Jessica Freitas				
Tyler Fromson				
Danica Frye				
Dani Germann				
Lisa Leweke				
Chanel Lojacono				
Katy Malone				

Shelby Parsons				
Sariely Sandoval				
Celeste Somera				
Brianna Wallace				

**THEA 226.02 EVALUATION SHEET**  
**Set Warm-up Exam**

<b>NAME</b>	<b>TECHNIQUE 1 - 5</b>	<b>EXECUTION 1 - 5</b>	<b>MEMORY 1 - 5</b>	<b>SCORE</b>
Shaina Choi				
Rebecca Ellson				
Sarah Hutchinson				
Dani Kercher				
Hilary Kline				
Harper Matthews				
Alex Meyers				
Noel Moul				
Becca Porter				
Brittney Rhem				
Molly Thomas				

*Each student is required to attend at least two professional productions and write a critique/reflection paper for each performance based on their experience in taking a structured dance class.*

**Musical Theatre and Dance Critique Paper Guidelines**

- 2 full pages
- Double spaced / 12 point
- Include your **ticket stub stapled in the left hand corner** of critique

- Opening paragraph should consist of information and facts about the particular company that you observed. Who are they? Where are they from? Who is their director/choreographer? What are some of their past achievements? What is their contribution to the dance world? Any interesting facts?
- Take notes in between dance pieces and/or during intermission. Writing your critique immediately after the performance, while still fresh in your mind, is recommended.
- OPINION versus OBSERVATION or KNOWLEDGE
- In general, dig deeper, be specific. Instead of grocery list “I liked this, I hated this” answer why, “The dance seemed weak because the dancers lacked energy in their movements” or “because of a perfect blend of music, costumes, and dance styles in the 40’s era, this number was enjoyable to watch.”
- Use your program as a reference tool. Correctly list and spell the choreographer and/or dancers names.
- Musicals = did you feel that the style of choreography was appropriate to the time period and style of the piece? Did the movement flow smoothly in and out of the scenes? Does the choreography further the plot or tell a story?
- How did the technical aspects (lighting, costumes, sound, and scenery) enhance or distract from the dance?
- If you do not have a lot of experience with dance and dance performance, how did you feel that you may or may not have connected to the dance performance in a new or different way (new eye), since taking dance class?

### **Performance Critique Worksheet for THEA226 & THEA227**

Company information: Who are they? Where are they from? Who is the founder, director, choreographer? What are some of their past achievements? What is their contribution or mission to the dance world? Any other interesting facts?

What did you see? What was the name or names of the dances? What type of dance was it?

Who choreographed the dance? Was there any dancer who particularly stood out?

What did the dance mean to you? How did it make you feel?

What do you think were the main ideas or feeling expressed in the dance by the choreographer?

What were some of the movements that were exciting or memorable for you?

What type of music did they use? Did you feel it “fit” or was appropriate to the movement you saw?

What was your impression of the Costumes? Lights? Scenery? Did each of these elements distract or enhance the dance piece?

If you do not have a lot of dance experience prior to this performance, how did you feel that you may or may not have connected to the dance performance in a new or different way (new eye), since taking a dance class?

*Lecture, Film, and essay on the history of “American Show Dancing” and its evolution throughout the 20<sup>th</sup> century.*

## *That's Dancing*

THEA 226

Write a two page essay on the movie “That’s Dancing” using the following questions as a guideline.

Two pages, Double Space, 12 pt.

- 1) "That's Dancing" follows the evolution of show dancing throughout the 20<sup>th</sup> century. Explain some of the factors that might have had an influence on the changes and evolution of Show Dancing before 1985.
- 2) Name at least two people who were part of that dance history and explain how they made a "footprint" or contribution to the dance world.
- 3) This movie finishes during the mid-1980's, what changes and influences have you seen in the evolution of dance within your lifetime?

### E. MUS 105/305

#### VOCAL TECHNIQUE AND MUSICAL SKILLS RUBRIC WITH RAW DATA

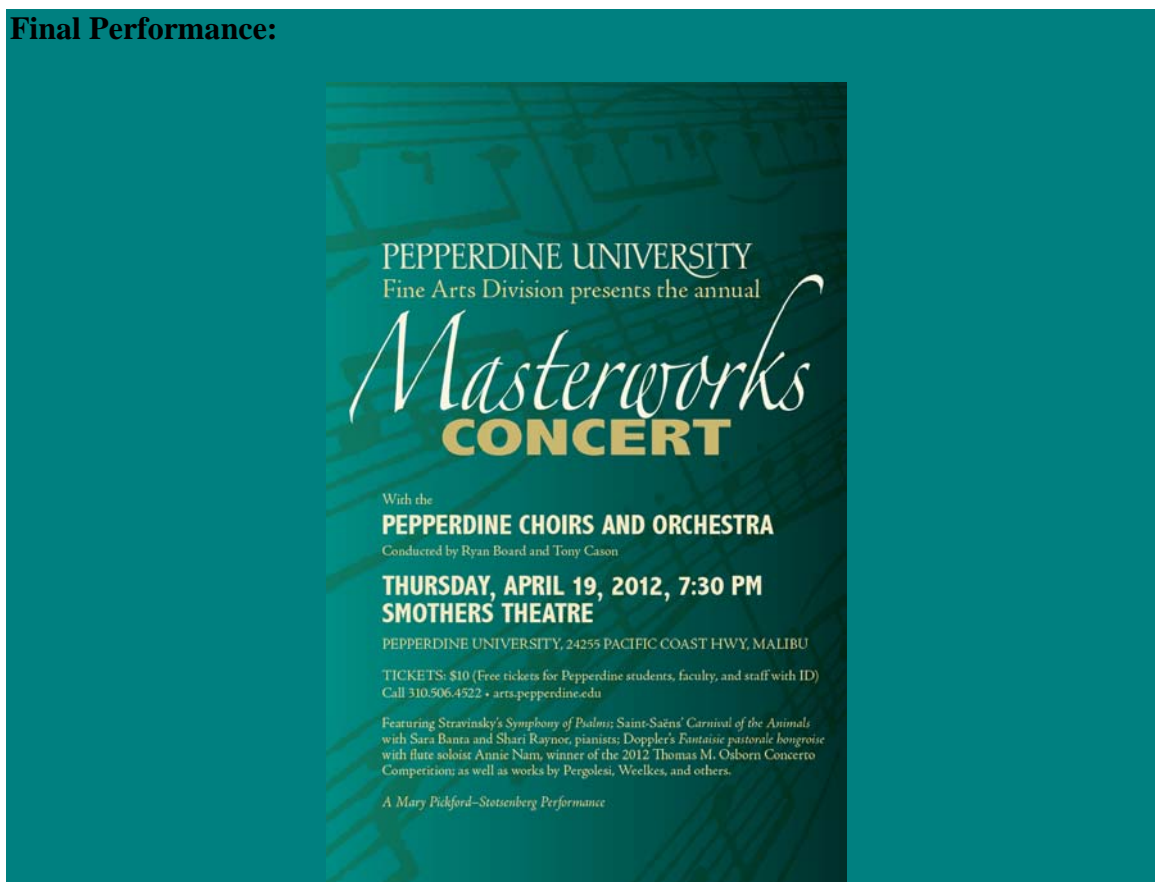
Early Rehearsal – Total Score: 7

Learning Outcome	Beginning	Developing	Accomplished	Exemplary
Rhythmic Precision	<input checked="" type="checkbox"/> 1 pt. Students performed with little to no rhythmic precision	<input type="checkbox"/> 2 pt. Students performed with some rhythmic precision	<input type="checkbox"/> 3 pt. Students performed rhythms with limited mistakes	<input type="checkbox"/> 4 pt. Students performed rhythms without noticeable inaccuracies
Pitch Accuracy	<input type="checkbox"/> 1 pt. Students performed with little to no pitch accuracy	<input checked="" type="checkbox"/> 2 pt. Students performed with some pitch accuracy	<input type="checkbox"/> 3 pt. Students performed pitches with limited mistakes	<input type="checkbox"/> 4 pt. Students performed pitches without noticeable inaccuracies
Diction Accuracy	<input type="checkbox"/> 1 pt. Students performed with little to no diction accuracy	<input checked="" type="checkbox"/> 2 pt. Students performed with some diction accuracy	<input type="checkbox"/> 3 pt. Students performed diction with limited mistakes	<input type="checkbox"/> 4 pt. Students performed diction without noticeable inaccuracies

Dynamics	<input checked="" type="checkbox"/> 1 pt. Students performed with little to no dynamics	<input type="checkbox"/> 2 pt. Students performed with some dynamics	<input type="checkbox"/> 3 pt. Students performed most of the composer's dynamics	<input type="checkbox"/> 4 pt. Students performed dynamics without noticeable inaccuracies
Phrasing	<input checked="" type="checkbox"/> 1 pt. Students performed with little to no phrasing	<input type="checkbox"/> 2 pt. Students performed with some phrasing	<input type="checkbox"/> 3 pt. Students performed much of the phrasing inherent in the music	<input type="checkbox"/> 4 pt. Students performed almost all of the phrasing inherent in the music.

## Performance – Total Score: 18

Learning Outcome	Beginning	Developing	Accomplished	Exemplary
Rhythmic Precision	<input type="checkbox"/> 1 pt. Students performed with little to no rhythmic precision	<input type="checkbox"/> 2 pt. Students performed with some rhythmic precision	<input checked="" type="checkbox"/> 3 pt. Students performed rhythms with limited mistakes	<input type="checkbox"/> 4 pt. Students performed rhythms without noticeable inaccuracies
Pitch Accuracy	<input type="checkbox"/> 1 pt. Students performed with little to no pitch accuracy	<input type="checkbox"/> 2 pt. Students performed with some pitch accuracy	<input type="checkbox"/> 3 pt. Students performed pitches with limited mistakes	<input checked="" type="checkbox"/> 4 pt. Students performed pitches without noticeable inaccuracies
Diction Accuracy	<input type="checkbox"/> 1 pt. Students performed with little to no diction accuracy	<input type="checkbox"/> 2 pt. Students performed with some diction accuracy	<input type="checkbox"/> 3 pt. Students performed diction with limited mistakes	<input checked="" type="checkbox"/> 4 pt. Students performed diction without noticeable inaccuracies
Dynamics	<input type="checkbox"/> 1 pt. Students performed with little to no dynamics	<input type="checkbox"/> 2 pt. Students performed with some dynamics	<input type="checkbox"/> 3 pt. Students performed most of the composer's dynamics	<input checked="" type="checkbox"/> 4 pt. Students performed dynamics without noticeable inaccuracies
Phrasing	<input type="checkbox"/> 1 pt. Students performed with little to no phrasing	<input type="checkbox"/> 2 pt. Students performed with some phrasing	<input checked="" type="checkbox"/> 3 pt. Students performed much of the phrasing inherent in the music	<input type="checkbox"/> 4 pt. Students performed almost all of the phrasing inherent in the music.

**Final Performance:****F. MUS 135/335****INSTRUMENTAL/ENSEMBLE SKILLS RUBRIC WITH RAW DATA**

*Perform selected orchestral literature with increased skill.*

**Rating Form for Key Element of Quality of Overture to Die Fledermaus**

**1** = numerous errors in musical skills (technique, etc.)

**2** = few errors in musical skills

**3** = almost no errors in musical skills by all players

Rehearsal (1/12)	Rehearsal (2/3)	Performance (2/24)
1 2 3	1 2 3	1 2 3

*Demonstrate a greater knowledge of tone quality, articulation, dynamic control, technical agility, pitch consistency, and accurate rhythmic concepts within the ensemble.*

Learning Outcome	Emerging	Developing	Partial mastery	Exemplary	Score

Rhythmic fluidity within the melodic line	<input type="checkbox"/> 1 pt. Students performed with little to no rhythmic precision	<input checked="" type="checkbox"/> 2 pt. Students performed with some rhythmic precision	<input type="checkbox"/> 3 pt. Students performed rhythms with limited mistakes	<input checked="" type="checkbox"/> 4 pt. Students performed rhythms without noticeable inaccuracies	2 4
Control of intonation and demonstrated intonation adjustment	<input type="checkbox"/> 1 pt. Students performed with little to no pitch accuracy	<input checked="" type="checkbox"/> 2 pt. Students performed with some pitch accuracy	<input type="checkbox"/> 3 pt. Students performed pitches with limited mistakes	<input checked="" type="checkbox"/> 4 pt. Students performed in tune and self-adjusts.	2 4
Tone control within varying registers	<input type="checkbox"/> 1 pt. Students performed with little or no control	<input checked="" type="checkbox"/> 2 pt. Students performed with some tone control, but has not shown improvement	<input type="checkbox"/> 3 pt. Students performed with some tone control and shows improvement with coaching	<input checked="" type="checkbox"/> 4 pt. Students performed with control and self-adjusts	2 4
Dynamic control within the melodic line	<input checked="" type="checkbox"/> 1 pt. Students performed with little to no dynamics	<input type="checkbox"/> 2 pt. Students performed with some dynamics	<input type="checkbox"/> 3 pt. Students performed most of the composer's dynamics	<input checked="" type="checkbox"/> 4 pt. Students performed dynamics without noticeable inaccuracies	1 4
Phrasing of melodic lines	<input checked="" type="checkbox"/> 1 pt. Students performed with little to no phrasing	<input type="checkbox"/> 2 pt. Students performed with some phrasing	<input type="checkbox"/> 3 pt. Students performed much of the phrasing inherent in the music	<input checked="" type="checkbox"/> 4 pt. Students performed almost all of the phrasing inherent in the music.	1 4

Reh. Rec. on 1/12

Perform. Rec. on 2/24

8  
20

*Develop concentration skills during intense rehearsal drills.*

Learning Outcome	Emerging	Developing	Partial Mastery	Exemplary	Score
Consistency of focus in rehearsal setting	<input type="checkbox"/> 1 pt. Overall performance is almost always inconsistent.	<input type="checkbox"/> 2 pts. Overall performance is generally inconsistent	<input type="checkbox"/> 3 pts. Overall performance is generally consistent	<input checked="" type="checkbox"/> 4 pts. Overall performance is consistent	4

*Develop and improve their ensemble playing skills.*

### Rating Form for Key Element of Quality of an Excerpt from *Overture from Die Fledermaus* (Measures 1- 12)

Indicate the number that describes the performance on characteristic listed for Violin 1, Violin 2, and Viola. Where 1 is needs significant work and 3 is exemplary.

Rehearsal (1/12)	Rehearsal (2/3)	Performance (2/24)
<i>Allegro vivace</i> 1 2 3 Comments: Needs significant work on tempo, bowings, and articulations together. Maintaining tempo in first two bars with the two qtr notes, dotted qtr, eighth note followed by eight eighth-notes. Maintain volume and intensity.	<i>Allegro vivace</i> 1 2 3 Comments: Good improvement through individual practice, work at PML, and group lessons in rehearsal. Continue to work on articulations and increase tempo.	<i>Allegro vivace</i> 1 2 3 Comments: Excellent performances. Bowings, articulations, length of notes, intonation are all together and balanced.

*Utilize problem-solving skills during rehearsals and performances*

### Rating Form for Key Element of Quality of an Excerpt from *Overture from Die Fledermaus* (Measures 404- 412)

Indicate the number that describes the performance on characteristic listed for Violin 1& 2, Flute 1&2, and piccolo. Where 1 is needs significant work and 3 is exemplary.

Rehearsal (1/12)	Rehearsal (2/3)	Performance (2/24)
<i>Allegro vivace</i> 1 2 3 Comments: Needs significant work on tempo, phrasing, and articulations together. Maintain volume and intensity. Work on intonation between piccolo and violin1. Flutes and Piccolo work on double tonguing.	<i>Allegro vivace</i> 1 2 3 Comments: Good improvement through individual practice, work at PML, and group lessons in rehearsal. Continue to work on articulations and increase tempo.	<i>Allegro vivace</i> 1 2 3 Comments: Excellent performances. Bowings, articulations, length of notes, intonation are all together and balanced.

*Perform selected concert literature competently and expressively as individuals, and as members of performing ensemble*

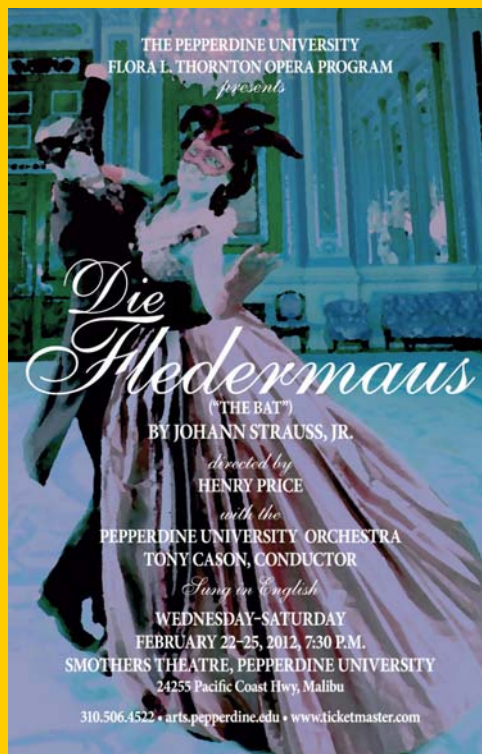
Orchestra Performance Assessment 2/24
<b>4 points (Accomplished) Grade: A</b> <i>Intonation and balance: Orchestra plays with good overall intonation and demonstrates ability to balance within their sections.</i> <i>Phrasing: Interpretation of melodic contour, note emphasis, and note duration are performed consistently in a proper, idiomatic way.</i> <i>Rhythm and tone control: Orchestra performs with fluidity and control.</i>
<b>3 points (Proficient) Grade: B</b> <i>Intonation and balance: Orchestra plays with moderately-good overall intonation and demonstrates some ability to balance within their sections.</i> <i>Phrasing: Interpretation of melodic contour, note emphasis, and note duration are performed somewhat consistently in a proper, idiomatic way.</i> <i>Rhythm and tone control: Orchestra performs with some fluidity and control.</i>
<b>2 points (Developing) Grade: C</b> <i>Intonation and balance: Orchestra does not consistently play with good overall intonation nor consistently demonstrate the ability to balance within their sections.</i> <i>Phrasing: Interpretation of melodic contour, note emphasis, and note duration are performed mostly inconsistent of the idiomatic way.</i> <i>Rhythm and tone control: Orchestra performs with little fluidity and control.</i>
<b>1 point (Emerging) Grade: D</b> <i>Intonation and balance: Orchestra does not play with good intonation and does not demonstrate the ability to balance within their sections.</i> <i>Phrasing: Interpretation of melodic contour, note emphasis, and note duration are performed inconsistently in the idiomatic way.</i> <i>Rhythm and tone control: Orchestra performs with no fluidity and control.</i>

Comments:

Score: 4

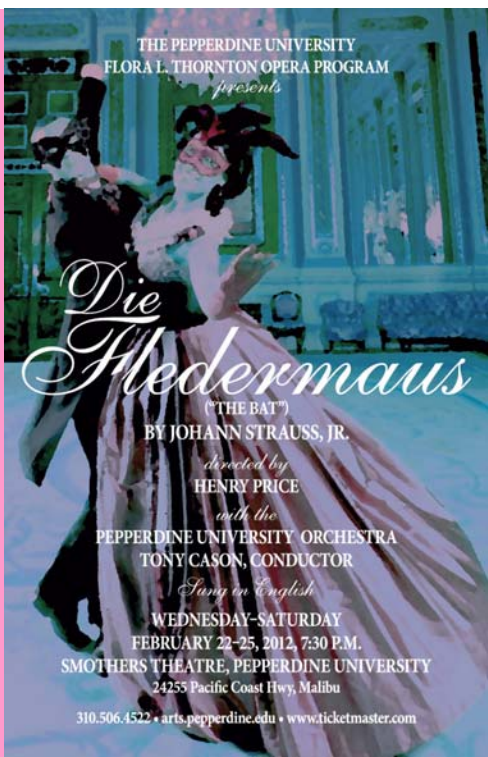
Orchestra did an outstanding job on all performances of the *Overture from Die Fledermaus*

**Final Performance:**



**G. MUS 184/384**

**Final Performance:**

A poster for the opera 'Die Fledermaus' (The Bat) by Johann Strauss, Jr. The background features a woman in a white and black opera costume with a large black hat, standing in a grand, ornate room with blue and gold architectural details. The text is centered and includes the university name, program, title, composer, director, orchestra, conductor, performance dates, location, and contact information.

THE PEPPERDINE UNIVERSITY  
FLORA L. THORNTON OPERA PROGRAM  
*presents*

*Die Fledermaus*  
("THE BAT")  
BY JOHANN STRAUSS, JR.  
*directed by*  
HENRY PRICE  
*with the*  
PEPPERDINE UNIVERSITY ORCHESTRA  
TONY CASON, CONDUCTOR  
*Sung in English*  
WEDNESDAY-SATURDAY  
FEBRUARY 22-25, 2012, 7:30 P.M.  
SMOTHERS THEATRE, PEPPERDINE UNIVERSITY  
24255 Pacific Coast Hwy, Malibu  
310.506.4522 • arts.pepperdine.edu • www.ticketmaster.com

## Appendix C - Evidence /Data

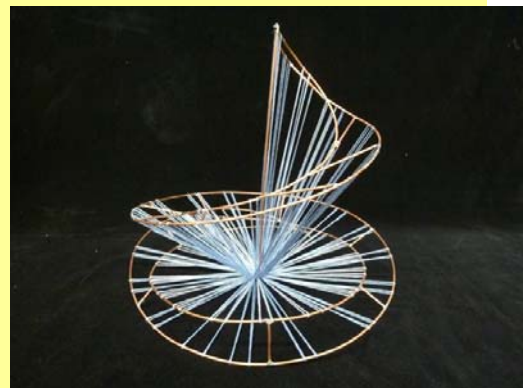
### **A. ART 270 Student Project Work (Samples)**

#### Applicable SLOs:

*Understand objects materially, spatially, and conceptually*

*Use demonstrated techniques and materials proficiently during the creation of artwork*

*Conceive, creatively develop, produce and support their artwork*



## B. ART 416 Student Project Work (Samples)

### Applicable SLOs:

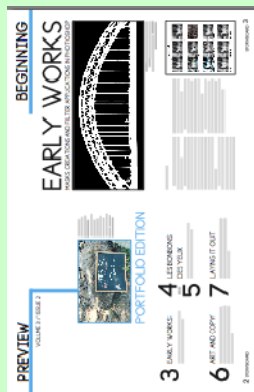
*Name, define and demonstrate the historical, cultural, and technical significance of modern graphic posters*

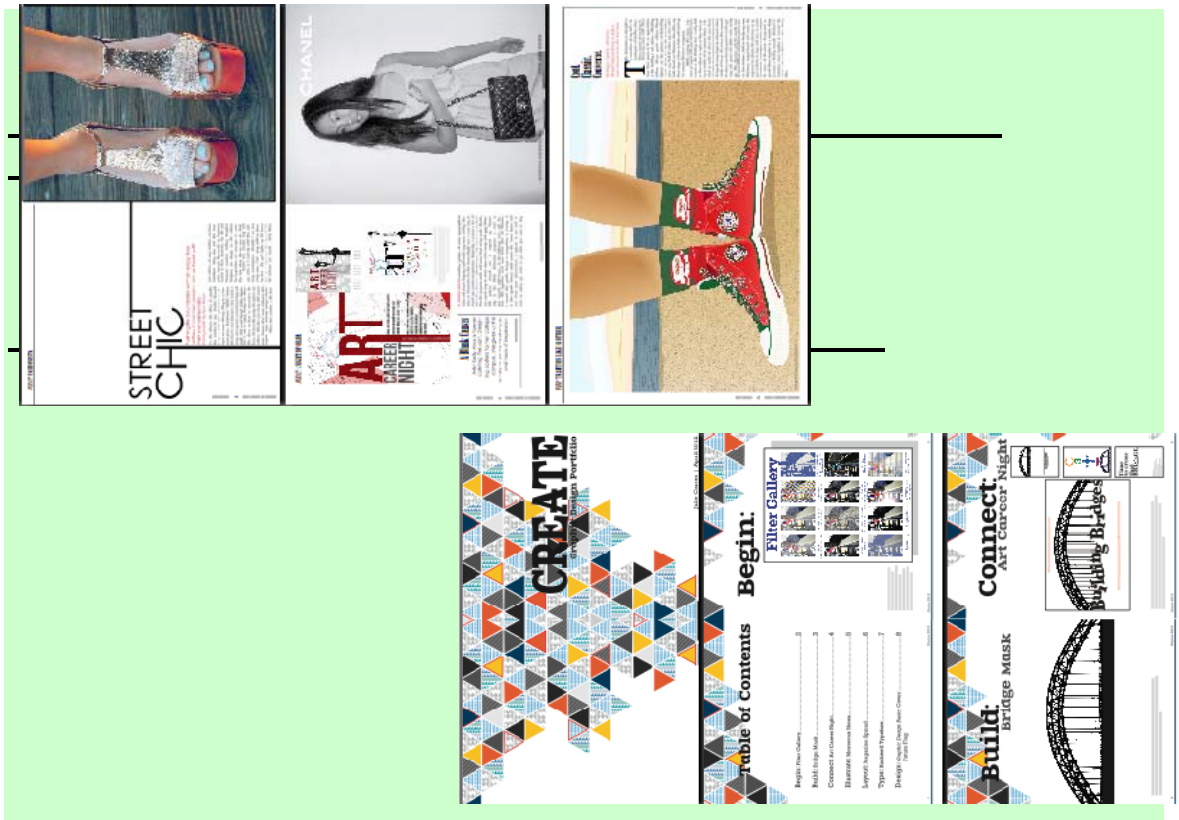
*Name, define and demonstrate the ability to explain and apply: Color Theory, Elements of Design, Gestalt Principles in complex compositions.*

*Prepare proper digital files of personal artwork for pre-defined purposes (web viewing, printing on paper, textiles, archiving, etc.)*

*Demonstrate technical understanding and competency assembling editorial photo-compositions, illustrations, multi-page layouts, and websites.*







## B. THEA 210

### Overview of Student #1:

- English-Writing and Rhetoric/Film Studies/Creative Writing.
- This student was very shy and soft spoken in class.
- Challenge: Apply the character and scene analysis to character choices; explore detailed physical choices, play action (connected to vocal power), and personalize the text.
- Instructor looked for 2<sup>nd</sup> and 3<sup>rd</sup> scenes that would help her to explore these areas.

### Student Project Work (Samples)

#### Applicable SLOs:

*Demonstrate basic acting precepts in performance.*

*Read, analyze and interpret a play.*

*Critically analyze a live performance for thematic and cultural context.*

*Prepare a scene and a monologue for performance.*

The study of acting is the practical application of process, imagination, and discipline. It requires the young artist to delve into their own personal experiences in order to create truthful characters. Therefore the process may vary from individual to individual. I chose ONE student (Seheri Swint) to focus on whose challenges were similar to most of the students in the class.

**The following score sheets and self-assessments indicate the quality and progress of her work, comparable to most of the other students in the course.**

Scene #1 First Present

195/240

## Scene Evaluation/First Present

Scene Title **Wake of Jaimy Foster**

Scene Partners

<b>Katie M</b> <b>Seheri</b>
---------------------------------

	Weak 0 pts	Fair 5 pts	Good 10 pts	Very Good 15 pts	Excellent 20 pts
Basic Understanding of Lines?			KS		
Lines Memorized?		KS			
Basic Understanding of Setting					
Entrances, Exits, four walls			KS		
Where are you coming from?			KS		
Who is in the next room?			KS		
What has just happened?			KS		
Basic understanding of given circumstances?			KS		
Character Choices?			KS		
Commitment/Effort			KS		
Costume Pieces		KS			
Concentration/Focus			KS		
2ndary Activities/Props	KS				

## Comments/Recommendation:

First and foremost both of you need to dress for your parts. This will make a big difference to how you feel inside and how you literally LOOK at each other in the scene. Anything you can do to BELIEVE is going to help. Secondly you MUST think about all that each of these women have gone through before this scene begins. COLLARD you have a couple of days from H E double hockey sticks, you are disheveled, you are LATE, you are IMPERFECT in every way. KATY you are devoted to your husband, your are devoted to being THE PERFECT everything, you are devoted to PERFECTION, looks, "high" manners, procedures, what is acceptable...there couldn't be two more opposite women in the same room. All of these serves as subtext or what is

Page 2

playing underneath everything that comes out of your mouth. SLOW DOWN: both of you need to SLOW DOWN, use your mouths, your your diction, find your operative words, connect and just speak with each other, but SLOW DOWN, this is a souther piece, no need to rush. PROPS: you need to have something for the baby booties, can you go to CVS and buy just little baby socks? This would work? COLLARD you need to have a BIG BIG bag, stuffed with all sorts of things, NEVER MIME props, you need to do everything you can to let YOURSELVES BELIEVE in what you are saying and doing. Keep working on these details. LINES: If you are thinking about your next line you CAN'T be in the moment with each other. You need to know those lines MENTALLY like the back of your hand. It is IMPOSSIBLE to PLAY with each other if you don't know your words. KATTY when you talk about those sweet school children there is something deep within her that is mourning the loss of her own child....COLLARD you have messed your life up BIG TIME, what does it feel like to see this PERFECT woman who seems to have EVERYTHING standing here in the same room with you. BOTH OF YOUR need to intensify your vocal energy, I can barely understand your words. This is a challenging scene, it is supposed to be a comedy, but it is the kind of comedy that if you DON'T work with the TRUTH it doesn't matter what kind of scene it is. FIND THE TRUTH, YOUR TRUTH. REHEARSE, REHEARSE, REHEARSE with each other.

Scene #1 Second Present

## Scene Evaluation Second and Third Present

89/100

Scene Title	Wake
Scene Partners	Katie M Sehari

	Weak	Fair	Good	Very Good	Excellent
	0 pts	5 pts	10 pts	15 pts	20 pts
Rehearsed?					KS
Action Verbs			KS		
Concentration/Focus				KS	
2ndary Activities/Props					KS
Improvement					KS

**Comments/Recommendation:**

So this scene is getting better. Your clothes and hair help. Katie go further with your hair, also work with her physicality okay? She is prim, proper, the perfect woman, she stands properly, she moves, she glides, she is PERFECT, the way she holds her hands is perfect. I think your personalization of the loss of the baby is wonderful, keep working on it. Make sure that what ever you are sending to Collard has enough energy behind it, don't be afraid to be theatrical, over do it, take a chance. Sehari you need to get OUT of your innards, I know from watching your personal moment that there is a FIRE inside, you need to not be afraid to BE BIG, to make BIG CHOICES, VOCALLY AND PHYSICALLY, RELEASE. What's the worst that could happen? It's an acting class, we are all supportive of each other, the only thing that MIGHT happen is that you would learn how to take a BIG LEAP. Thank goodness we are not surgeons because

Scene #1 Third Present

## Scene Evaluation Second and Third Present

95/100

<b>Scene Title</b> Wake
<b>Scene Partners</b> Seheri Katie M

	Weak	Fair	Good	Very Good	Excellent
	0 pts	5 pts	10 pts	15 pts	20 pts
<b>Rehearsed?</b>					SK
<b>Action Verbs</b>					SK
<b>Concentration/Focus</b>					SK
<b>2ndary Activities/Props</b>			SK		
<b>Improvement</b>					SK

**Comments/Recommendation:**

You both improved tremendously throughout this scene. Katie just simply dressing the part was a big help for you but also for us. Your vocal choices were getting stronger, this is something you need to push yourself to do. Make **STRONG** vocal choices, keep your actions moving all the through to the ends of your lines, this just gives your characters more power and clarity in playing action. Seheri the same for you, you need to **ALWAYS** make **BIG BOLD** choices **FIRST**....push out of that internal thing, **ACTING IS ACTION**. Both of you I felt were just **LISTENING** more to each other and **REACTING** to what was being sent to you. Nice work.

Scene #3 First Present

230/240

**Scene Evaluation/First Present****Scene Title** Sweetest Swing in Baseball**Scene Partners**

Lauren Seheri

	Weak 0 pts	Fair 5 pts	Good 10 pts	Very Good 15 pts	Excellent 20 pts
<b>Basic Understanding of Lines?</b>					X
<b>Lines Memorized?</b>			X		
<b>Basic Understanding of Setting</b>					X
<b>Entrances, Exits, four walls</b>					X
<b>Where are you coming from?</b>					X
<b>Who is in the next room?</b>					X
<b>What has just happened?</b>					X
<b>Basic understanding of given circumstances?</b>					X
<b>Character Choices?</b>					X
<b>Commitment/Effort</b>					X
<b>Costume Pieces</b>					X
<b>Concentration/Focus</b>					X
<b>2ndary Activities/Props</b>					X

**Comments/Recommendation:**

The progress in this scene has been just great. Both of you have come a long way from your first scene presentation in the class. You are listening to each other and I think this skill is not easily developed. While you called for line I appreciated the fact that both of you took the beat to try and figure out where you were. Once you made the choice to call for line, you kept your focus. You handled this very well. Seheri if I was to give you anything to work on it would be volume. Volume is connected to action. Work on intensifying what you are doing to her. If you are there to make her smile, to get her to open up, to show her that she has a friend, intensify this, you can intensify your smile, you can look at your operative words, build her up more, pump her for what its like to be in the ward, and proclaim that you will help her however you can. Lauren keep deepening the octagon monologue, put yourself back in that moment in time, does this speed up your heart rate? What does this do to you physiologically. Intensify a bit. Both of you keep working on the scene all the way through to your final present. Don't let up, don't let it go for too long between rehearsals. Fine, fine work, you two!

Scene #3 Second Present

Scene Evaluation  and Third Present

<b>Scene Title</b>	Sweetest Swing in Baseball
<b>Scene Partners</b>	Seheri, Lauren

	Weak	Fair	Good	Very Good	Excellent
	0 pts	5 pts	10 pts	15 pts	20 pts
<b>Rehearsed?</b>					X
<b>Action Verbs</b>					
<b>Concentration/Focus</b>					
<b>2ndary Activities/Props</b>					
<b>Improvement</b>					

**Comments/Recommendation:**

Very nice second present. I appreciate how well the two of you are listening to each other and responding. I feel that you are both really talking to each other. Seheri for the last present, I would add a little vocal reactions to the story that Dana is telling about the octagonal tiles in the bathroom. Also keep on your action, your voice gets very soft when are trying to keep things from Dana (i.e. the trouble in selling the paintings) I understand why this is happening BUT we can barely hear you, so you might try playing the opposite? She doesn't tell Dana the bad news until she is FORCED to do it, maybe the fact that she is FORCED to say it makes it come out a little differently. Lauren you can help with this perhaps by pushing her more to sell the paintings? Lauren at the opening of the scene take a bit longer to register that Erica is even in the room. It might jar you a bit more. Your in your little cocoon and this person from the outside world walks in. The two of you are so prepared and it seems like you spend time outside of class rehearsing, I want to encourage you to keep it up for your final present.

Scene #3 Third Present

**Scene Evaluation Second and Third Present**

<b>Scene Title</b>	Sweetest Swing
<b>Scene Partners</b>	Seheri, Lauren

93/100

	Weak	Fair	Good	Very Good	Excellent
	0 pts	5 pts	10 pts	15 pts	20 pts
<b>Rehearsed?</b>				Se La	
<b>Action Verbs</b>				Se La	
<b>Concentration/Focus</b>					Se La
<b>2ndary Activities/Props</b>					Se La
<b>Improvement</b>					Se La

**Comments/Recommendation:**

I heard lines during this present that I had never heard before and there were more levels to the relationship than ever before. I could see the embarrassment in having to ask for money and the embarrassment in not being able to help financially, "start to appreciate you when your dead" was such a full line Lauren, really specific and the subtext was palpable!!!! Seheri, trying to stay positive, and ACTIVELY listening was excellent. I think that both of you have come so far and this scene was a good indication of just how far you have come this semester.

Self Assessment Beginning of the Semester

Seheri Swint

Theatre 210: Intro to Acting

Professor Cathy Thomas-Grant

January 13, 2012

Reflection Paper

Acting is an art which expresses the human condition. I hope that through this course, I can better understand the purpose and impact of acting on the world of the arts and literature. As a writer, I hope to improve my writing by understanding text from an actor's perspective. I hope that acting will add a new dimension and maturity to my writing. I am excited to be reading plays since I have never written one but desire to do so. Playwriting is a field I want to explore to challenge myself and my writing abilities. I want to be able to develop characters fully and create strong dialogue.

Through my training, I also hope to address my strengths and weaknesses. I know that in acting, I need to improve my use of facial expressions specifically my eyes to communicate non-verbally since I plan to act on film. I also want to be more conscious of my body and how it moves in the set and interacts with the other characters around me. I want to develop an acute attention to detail in others' expressions, words, and movements. Overall, I want to challenge myself by learning to express and discern the truth around me. I hope that this course will be more than a class, but an exploration of human nature and the ethics which pervade our society.

Self Assessment End of the Semester

Swint 1

Seheri Swint

Theatre 210: Into to Acting

Professor Cathy Thomas-Grant

January 22, 2012

#### Final Evaluation

This semester, Introduction to Acting has helped me develop my acting skills, provided me experience, transformed my perspective of the art, and taught me to better perceive and express my emotions. When I first began the class, I was truly hungry to be back in the theatre since I had been a part of a local theatre back home for two years from the age of twelve. I felt like a part of me was malnourished and this course revitalized it. Simply being able to take a class dedicated to acting helped me to validate my desire to perform and accept that it was a valuable facet of education.

Beginning the class, my understanding of acting was flat. I did not perceive the vast depth of the art as demonstrated by the different levels and techniques of acting. Uta Hagen's "Respect for Acting" was instrumental in my understanding of acting. Distinguishing the two basic techniques of actors, the Representational and the Presentational, laid the foundation for my learning. From Hagen's work, I truly developed a respect for acting. I began to understand the original role that acting played in ancient society, and also that acting still does play a vital role in some societies. I was surprised and yet became sure of what I always knew; that acting was an instrument for mankind to express their most intimate, intellectual selves. It was a place of service to all humanity in which people shared themselves, and in doing so, liberated and invigorated their audience.

I learned from Hagen, the difference between talent and skill. She wrote, "Talent is an amalgam of high sensitivity; easy vulnerability; high sensory equipment (seeing, hearing,

Swint 2

touching, smelling, tasting—*intensely*); a vivid imagination as well as a grip on reality; the desire to communicate one's own experience and sensations, to make one's self heard and seen." I heard her loud and clear when she spoke, "Talent alone is not enough. Character and ethics, a point of view about the world in which you live and an education, can and must be acquired and developed." These words infused the entire world into the craft. It stretched my perspective of acting beyond a few lines and beyond the theatre into the world around it. In doing so, it affirmed the seriousness of the craft, the responsibility of the actor, and the potential depth of influence acting can exercise to ignite change in our world.

One of my goals entering the class was to address my strengths and weaknesses and over the semester, I have done just that, *addressed* my strengths and weaknesses. I feel like I have a working knowledge or awareness of them. I don't feel that I've completely overcome them, in fact, I believe that I will continuously grapple with them, master them, and then discover new weaknesses. One of my biggest weaknesses is vocal intensity. Even in daily life, I tend to speak softly, especially when I am uncomfortable or in opposition to whomever I am speaking to. I am also passive in situations of confrontation which is crippling when your goal in a scene is to "push through" the obstacle. I naturally recoil (at least vocally and physically) from the obstacle. Sometimes my gentleness and internality is valuable and attributes emotional integrity to the character, but most often, it drains the energy of the character and decreases her presence. As with Collard in *The Wake of Jamey Foster*, my dwindling vocal energy and shyness from quarreling was adverse to Collard's characterization. In the role of Lainie in *Two Rooms*, I learned the significance of stage presence and body movement. Lainie was confined to a mat for much of the scene and yet one, light stroke of its fabric was a choice that informed her character.

Swint 3

In order to establish stage presence, without vast movement, I had to speak and make choices which exuded the same level of energy.

It would be much to one's own detriment to neglect her own unique strength. Without awareness of one's strength, how can one fully exercise them? I am interested in better observing and using my strengths while performing. Technically, I have a very visual memory which benefits me while learning dialogue. I've always felt that listening was a characteristic I was fairly good at it. I've always been sought out by friends and relatives for advice and secrecy and so while on stage, in close proximity, I feel great purpose and presence. I am comfortable focusing on the other person in the scene and have learned how that external attention dramatically effects how and when I say my lines as well as the way I move and react. I really exercised the power of listening and observed its impact as Erica in *The Sweetest Swing*. I believe that having a working inventory of one's strengths and weaknesses is critical to maturity as an actress. Strengths and weaknesses are like a toolbox that the actor carries and uses keenly to breathe authenticity into each performance.

At the start of this course, I wanted to improve my writing by understanding text from an actor's perspective. I hoped that acting would add a new dimension and maturity to my writing. Acting while taking Advanced Screenwriting, proved to widen my vision as a writer. I began to see my characters and contemplate their choices as I wrote. Completing character and scene analyses helped me to understand the importance of backstory and context. Researching the author's life and paying acute attention to my character's dialogue and description, informed the way I would play her which translated into the process I use to write dialogue. In finishing my most recent screenplay, I was tedious with actions, parentheticals and words. I am excited to see how my acting and writing works to develop and sharpen each other simultaneously.

Swint 4

In my first reflection, I wrote, "Overall, I want to challenge myself by learning to express and discern the truth around me. I hope that this course will be more than a class, but an exploration of human nature and the ethics which pervade our society." Indeed, it has been more than a class. It has been a safe haven for me to be and feel, it has been a forum for me to ponder our world's leadership and policies; it has been a world of adventure in which I was able to embark on new journeys with each character; it has been a place of honesty and artistic expression to regenerate my spirit. Through this course, I accepted the complexity of my own emotions. Whereas, I had become accustomed to bottling them up and imprisoning parts of myself, in this course, I was coaxed out of that torturous habit. I know that I will need to continue the process of self-liberation beyond this course but through it, I've learned that speaking and moving, even pushing through is an invaluable facet of self-liberation and it is the living breath of the theatre.

Dear Seheri,

You have improved so much in this course. If you were to continue I would encourage you to find your VOICE....your inner VOICE....and to work on the BREATH to LET THAT VOICE OUT. You have such depth, you are a deep thinker, but you need to GET THAT EMOTION OUTSIDE, let it BLOSSOM, let it OUT.....

I remember in the personal object exercise, you threw this journal, this BOOK to the FLOOR, what POWER you had at that moment, what RELEASE....Theatre isn't therapy but as actors we have to be able to RELEASE.....emotion, words, action,

Your text analysis was mostly always thorough, and I think you did a good job of personalizing the text and taking it into yourself.....RELEASE my dear.....

Cathy Thomas Grant  
Theatre 210, Spring 2012

Character and Scene Analysis Scene #1

### Character/Script Analysis

Sc An 92/100

Charc An 85/100

Scene Title The WAKE OF JAMEY FOSTER

Name: Seheri

	Weak 0 pts	Fair 5 pts	Good 10 pts	Very Good 15 pts	Excellent 20 pts
Clean and Neatly presented					X
Research/Playwright/Terms					X
Character Text notation for DO, SAY, OTHERS					
WHO AM I/WHAT DO I WANT/OBJECTIVE			X		
OBSTICLES/CHARACTER/PERSONAL				X	
BEATS/ACTIONS/OPERATIVE WORDS				X	

**Comments/Recommendation:**

What you have noted about the play in your research on the playwright is outstanding! Collard: outside of the norm, feels out of place even in her own skin, feels punished for this!!!! What insight. She is restless, blatantly disrespectful, loud, rambunctious,

In combing through the script for what you say about yourself and what others say about you, you need more, much more DIG DIG DIG, some of your actions are dynamic and playable, you need to intensify these actions, others I don't believe are strong enough you need to pick stronger action verbs. Spend more time in thinking about this and PLAYING with them.

Character and Scene Analysis Scene #3

90/100

**Character/Script Analysis****Scene Title** Sweetest Swing In Baseball**Name:** Seheri

	Weak 0 pts	Fair 5 pts	Good 10 pts	Very Good 15 pts	Excellent 20 pts
Clean and Neatly presented					x
Research/Playwright/Terms					x
Character Text notation for DO, SAY, OTHERS					x
WHO AM I/WHAT DO I WANT/OBJECTIVE					x
OBSTACLES/CHARACTER/PERSONAL					x
BEATS/ACTIONS/OPERATIVE WORDS			X		

**Comments/Recommendation:**

Seheri

Nice work as usual on the Character analysis, very thoroughly thought out, great personalization.... The

I missed your pictures this time and your thoughts on the script analysis, but I understand that other priorities came into play here.

You do such good text work, I want you to trust it, speak out, speak up, push yourself to stand strong.

**Instructor Evaluation Final Project Extended Character**

Extended Character

Name SeheriGames/Poetry 50 (50)Vocal 50 (50)Physicality 100 (100)Level of Transformation 200 (200)

I just want to make sure you realize how transformative and believable your work was today. Your portray of a girl named Real (Re-El) was just that so real, so truthful. I overheard your conversation with Gary and was struck by how much pain this character was in, how judged she felt, and in turn out of insecurity felt that she had to judge others. I must tell you that I think there were times when not only I, but the others in the room today didn't quite know if you were acting or if it was real. This is the highest of achievements Seheri.

From the way you dressed, to how you physically carried yourself, the ups and downs, the technical beats you took when switching from a regular conversation, to a defensive stance, my goodness Maggie really got to you and actually the confrontations between you and her and Gary seemed so real to me, I was actually worried.

What power you exhibited today, your voice, all of your choices, I could HEAR everything, such a BOLD BOLD characterization. Excellent work Seheri.

**D. THEA 226**

No original work or raw data submitted for this assessment.

**E. MUS 105/305**

DVD and CD recordings (rehearsal and performance) on file in the Fine Arts Division for perusal. See Appendix B for rubric with raw data included.

**F. MUS 135/335**

DVD and CD recordings (rehearsal and performance) on file in the Fine Arts Division for perusal. See Appendix B for rubric with raw data included.

**G. MUS 184/384**

DVD and CD recordings (rehearsal and performance) on file in the Fine Arts Division for perusal.

**Appendix D - Chronology**

We indicate here a log of the committee's activities in support of this assessment.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
10.22.11	nLH with FAD SALT rep (BG), FAD chair (GC) and MF	Revision of SLO, sought clarity on how to assess Fine Arts SIO in a variety of classes ranging from applied experiences to lecture courses on theory and history.
10.24.11	nLH, MF	Continued discussion on how to how to assess Fine Arts SIO in a variety of classes ranging from applied experiences to lecture courses on theory and history.
11.9.11	nLH, Teachers of FAD GE courses being assessed.	Clarity given on task. Teachers instructed to provided details on how assessment of SLO would be made for their classes.
12.7.11	nLH, MF	Sections I-V of GE Assessment Rubric Submitted
1.8.12	nLH, Teachers of FAD GE courses being assessed	Email sent out as a reminder of assessment process.
4.13.12	nLH, Teachers of FAD GE courses being assessed	Email sent out as a reminder of assessment process and due date of results.
4.13.12	nLH, Professor or THEA	The professor emailed me to let me know that THEA 150 was

	150	cancelled and that she would not be doing an assessment.
4.16.12	nLH, Bill Szobody (THEA 226)	Met to discuss Bill's concerns with the process and to clarify terminology and procedures.
4.16.12	nLH, MF	Telephone call to Michael for clarity on surveys and other matters
4.18.12	nLH, Teachers of FAD GE courses being assessed	Via email, nLH sends a personalized form to all teachers, giving them a guide on submitting their assessment information.
5.1.12- 5.15.12	nLH, Teachers of FAD GE courses being assessed	Assessment forms trickle in, and I have to work with a few of them on last-minute problems with terminology and procedure.
5.15.12	nLH, Professor of ARTH 432	Contacted professor again because he has not yet submitted his data sheet in spite of all my reminders throughout the semester. I find out he had not even started it. He asked for an extension into next week, but I inform him that this is not possible because the Dean's Office has issued me a hard deadline of May 18 for the final GE Assessment form. His class will not be a part of this assessment.

# Seaver College General Education (GE) Assessment – Human Response to Literature Academic Year 2011-2012

You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## I. Program Learning Outcome

Students will demonstrate close reading skills, will analyze texts through oral and written assignments, and will develop a deeper understanding of literature in relation to its historical and cultural contexts.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Purpose*

Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Service*

Respond to the call to serve others.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Students will demonstrate critical thinking, reading, and writing skills through rigorous analysis of literary texts.
<b>SLO #2</b>	Students will be introduced to the concept and practice of research.
<b>SLO #3</b>	Students will communicate ideas about literature in its historical and cultural context through writing assignments, oral presentations, and class discussion.
<b>SLO #4</b>	Students will develop a deeper understanding of the ways in which the formal elements of language and genre shape meaning.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>
<b>Course #1</b>	ENG 325 (D)	ENG 325 (I)	ENG 325 (D)	ENG 325 (D)
<b>Course #2</b>	ENG 326 (D)	ENG 326 (I)	ENG 326 (D)	ENG 326 (D)
<b>Course #3</b>	ENG 380 (D)	ENG 380 (I)	ENG 380 (D)	ENG 380 (D)
<b>Course #4</b>	ENG 315 (D)	ENG 315 (I)	ENG 315 (D)	ENG 315 (D)

## **V. Assessment Plan**

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Essays and exams	Senior GE survey
<b>SLO #2</b>	Research assignments	Click here to enter text.
<b>SLO #3</b>	Written assignments (in class and out of class) and presentation rubrics	Senior GE Survey
<b>SLO #4</b>	Essays, examinations, written assignments, and presentation rubrics	Senior GE Survey

***Narrative Description of Assessment Plan:*** The assessment committee gathered and evaluated a collection of 65 items of representative samples of student work produced from ENG 315, 325, 326, and 380 courses taught in Malibu during the fall and spring semesters of 2011-2012. The committee, consisting of all the faculty teaching these courses coordinated to create a rubric (see below) for assessing student learning in these courses. The committee met on the morning of April 30, and discussed and scored all samples. The committee read each of the samples to determine whether and to what extent the sample in question provided evidence that the 4 SLOs had been achieved. The samples were identified only by the course.

It is important to note that we have not yet assembled a portfolio that includes general education literature courses taught in International Programs or in Seaver summer sessions. There has not been a prior effort to coordinate PLOs and SLOs, so International Programs and Seaver summer sessions have not been operating with the same outcomes. The larger Assessment Plan for the General Education Literature requirement is to bring IP and Seaver summer into line by providing them with the designated program outcomes and to create a portfolio of student work for the 2012-2013 academic year.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Additional information on rubrics is found [here](#).

	<b><u>I</u></b>	<b><u>D</u></b>	<b><u>M</u></b>
<b><u>Outcome 1</u></b>	Beginning to develop reading and writing skills about literary texts	Developing reading and writing skills	High level of proficiency in reading and writing about literary texts
<b><u>Outcome 2</u></b>	Introduced to concept of research about literary texts	Presents a clear argument supported with specific, relevant, and well described examples	Evaluates diverse critical approaches to literary texts and uses these as evidence in argument
<b><u>Outcome 3</u></b>	Identifies historical and cultural context of literary texts	Understands historical and cultural context of literary texts	Evaluates historical and cultural context of literary texts
<b><u>Outcome 4</u></b>	Introductory knowledge of formal elements of language and genre	Developing knowledge of formal elements of language and genre	Evaluates the implication of formal elements of language and genre

## **VII. Criteria/Benchmarks for Student Achievement / Success**

For each assessment SLO, list the criteria or benchmarks established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

The designated criterion/benchmark for adequate student performance in the area of general education literature is that, *for each SLO*, **seventy percent (70%)** of the assessed samples at the designated level for each course: i.e., 70% of ENG 315, 325, 326, 380 sample would be at the introductory level, and so forth.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered to assess the SLO. *If necessary*, use Appendix C to report raw or original data.

**SLO #1:** Students will demonstrate critical thinking, reading, and writing skills through rigorous analysis of literary texts.

**ENG 315, 325, 326, 380:** Slightly more than 90% of the student samples demonstrate knowledge at the introductory level in these Literature courses. **ENG 315, 380:** Nearly 30% of student samples in these courses demonstrate knowledge at the level of developing.

**SLO #2:** Students will be introduced to the concept and practice of research.

**ENG 315, 380:** Slightly more than 70% of the student samples demonstrate knowledge of the concept and practice of research at the introductory level. **ENG 315:** 70% of student samples demonstrate knowledge at the level of developing.

**ENG 325, 326, and some sections of ENG 380** are not assigning research projects, so this SLO is not being met in these courses.

**SLO #3:** Students will communicate ideas about literature in its historical and cultural context through writing assignments, oral presentations, and class discussion.

**ENG 315, 325, 326, 380:** More than 80% of student samples demonstrate knowledge of historical and cultural context at the introductory level. **ENG 315:** More than 80% of student samples demonstrate knowledge at the level of developing.

**SLO #4:** Students will develop a deeper understanding of the ways in which the formal elements of language and genre shape meaning.

**ENG 315, 325, 326, 380:** More than 70% of student samples demonstrate knowledge of historical and cultural context at the introductory level. **ENG 315:** More than 80% of student samples demonstrate knowledge at the level of developing.

**Conclusion:** **ENG 325, 326, and 380** are meeting expectations of student learning in the area of critical thinking and writing skills, historical and cultural context, and language and genre. **ENG 315** is exceeding expectations; students are in the developing phase of learning outcomes. The one area that is lacking in ENG 325, 326, and 380 is **research**, and faculty will need to adjust their courses to meet this expectation.

**The “indirect evidence” of the GE curriculum’s performance** with respect to general education literature was gathered by means of a survey conducted by Seaver College to the graduating Class of 2012. The survey asked respondents to answer several questions that relate to the Literature General Education requirement including question 2 (critical thinking), 5 (writing), and 15 (the arts). Questions 2 and 5 would seem to apply to the General Education Sequence generally, but it is relevant that 62% of graduating seniors felt their GE experience contributed sufficiently or considerably to their ability to their skills in critical thinking (62.9) and writing (62.1). Since some literature courses have a focus or partial focus on the “historical, cultural, or technical significance of [music,] theater or [art,] that 64.6% of graduating seniors regarded their GE experience as contributing significantly or considerably to this competence is significant. Question 16 addresses western culture specifically.

The results of the survey administered to 2012 graduating seniors were as follows:

	Very Little	Somewhat	Sufficiently	Considerably	Response Count
16. Literature: the ability to read, interpret and understand literature	9.6 (26)	28.1 (76)	39.6% (107)	23.6% (61)	270

It should be noted that the percentage of students who felt that the GE curriculum contributed sufficiently or considerably to their knowledge, skills, and personal development in this area was 63.2% -- one of **the highest for all the GE** categories and questions. The average reply in this survey of students reporting that the various course areas and learning skills was 57.32%. Student favorable response their learning in the Humanities was thus 5% above the average.

## **IX. Summary**

Based on the evidence reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions. Also, be certain to reference the appropriate evidence / data supporting each finding / conclusion.

1. Are the SLOs being met at the appropriate level of achievement based upon the criteria / benchmarks defined? Stated differently, are students learning at an appropriate level for this component of the GE program?
2. Is the GE requirement as described in the catalog appropriate or does it need to be revised?

### ***Narrative Summary of Overall Findings:***

Based on the “direct evidence” compiled in Sect. VIII of this document, the assessment committee found that the Seaver College General Education curriculum currently meets its expectation for student learning in three of the SLO’s, but lacks the research component that is called for in SLO #2. In terms of the knowledge content parameters set by the General Education curriculum for Literature, student samples demonstrated learning that expresses an introductory knowledge of literature. Most students in the samples demonstrate the knowledge and the skills associated with it at or above the level of introduced. The ENG 315 samples demonstrated research skills that met SLO #2.

The GE requirement as described in the catalog is appropriate.

The indirect evidence confirms that students are learning sufficiently or considerably in Literature.

## **X. Recommendations (Closing the Loop)**

What recommendations are necessary to correct weaknesses or improve this area of the General Education program? For each recommendation, reference the supporting evidence and briefly describe the expected outcome. All recommendations should be resource neutral.

Additionally, if you propose revision of the catalog content on pages 77-87 of the 2012-2013 Seaver College catalog (<http://seaver.pepperdine.edu/academics/content/2012seavercatalog.pdf>) indicate the proposed revised content as an action item.

*You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

**Action Item #1:** Follow-up on the assessment of ENG 315, 325, 326, and 380. Collect samples during the 2012-2013 year to determine if research is now being assigned.

**Evidence to support this proposed action:** Outcomes from portfolio on SLO 2.

**Expected outcome (if the action item is implemented):** We will see more research assignments and be able to assess the student learning that is taking place.

**Expected timeline:** Action will be taken before the fall semester begins.

**Type of Action:**  Resource Neutral       Resources Required

**Action Item #2**

We will assess International Programs and Seaver Summer as part of our assessment plan.

**Evidence to support this proposed action:** We had no evidence from these courses.

**Expected outcome (if the action item is implemented):**

We will know if there is continuity.

**Expected timeline:** PLOs and SLOs will be disseminated before fall. Assessment will take place during the spring term.

**Type of Action:**  Resource Neutral       Resources Required

**Resource Detail:** N/A

**XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Maire Mullins	Professor of English	Humanities and Teacher Education Division (HUTE)

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Cyndia Clegg	Professor of English	HUTE
Victoria Myers	Professor of English	HUTE

**APPENDICES****Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome # 1, 2, 3, 4.

- 1) ENG 380.06: Topics in Literature: The Russian Novel 10 final examinations + 10 research papers
- 2) ENG 380.03: Topics in Literature: Crime in Literature 5 longer written assignments + 5 research papers
- 3) ENG 380.01: Topics in Literature: Myth and Religion in Early American Literature 10 final exams
- 4) ENG 315.01: English Studies 10 research papers
- 5) ENG 325.01: Survey of British Literature 10 final examinations
- 6) ENG 326.01: Survey of American Literature 10 final examinations
- 7) ENG 326.02: Survey of American Literature 10 final examinations

# Seaver College General Education (GE) Assessment – Nonwestern Cultures Academic Year 2011-2012

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## I. GE Program Learning Outcome

Students express broad cultural perspectives informed by their study of the history, literature, religion, philosophy, and artistic traditions of civilizations outside Western civilization. [slightly modified from what we received]

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Community & Global Understanding:**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcomes

SLO	Students will describe aspects of the history, literature, religion, philosophy, or artistic traditions of a civilization outside Western civilization, and discuss how learning about these has broadened their view of the world.
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## IV. Curriculum Map

Students select a course from the following list of courses, each of which introduces the students to some aspect of a civilization outside the West, be it the history, literature, religion, philosophy, or artistic traditions of the civilization. In these courses, the students begin to develop broader and more informed perspectives of cultures and civilizations outside the West.

ARTH 300: Non-Western Art	ASIA 345: Modern Chinese Literature
ARTH 442: Islamic Art	ASIA 350: Buddhist Texts, Images and Practices
ARTH 446: Asian Art	ASIA/FILM 365: Japanese and Asian Film
ASIA 301: Sources of Asian Tradition	ASIA 370: Modern Japanese Literature
ASIA 305: Survey of East Asia	COM 513: Intercultural Communication
ASIA/HIST 310: History of Modern Japan	GSHU 425: Great Books V (Asia)
ASIA 325: Pre-Modern Japanese Lit	HIST 320: Pre-Columbian Civilizations
ASIA/HIST 330: Trad'l Chinese Civ	HIST 390: Modern History of the Middle East
ASIA/HIST 331: History of Modern China	HIST 409: Ancient Civilizations
ASIA/PHIL 340: Trad'l Chinese Thought	INTS 444: Democratization and Dev. in Africa
	INTS 445: Contemporary African Politics
	POSC 456: East Asian Politics
	REL 501: The World of the Old Testament
	REL 526: The Religions of the World

### **V. Assessment Plan**

We have chosen to conduct our assessment on five courses selected from the list above: ASIA 305, ASIA 310, ASIA 331, COM 513, and REL 526. These courses have been selected because these courses draw the highest number of students seeking to fulfill the N-W requirement and because these courses represent the diversity of courses the college offers for this requirement.

	Direct Evidence	Indirect Evidence
GE Learning Outcome	An essay question as part of the final exam will ask the students to explain how their perspective on the world outside the West has been informed and broadened by the specific topics studied in their class. The essay question to be asked is: Select one of the topics we studied in class, and explain how your perspective of the world outside the West has been informed and broadened by your study of this topic. We will evaluate 75-85 essays.	On a final evaluation survey, students will be asked to evaluate their own level of confidence in the knowledge they have gained from the course. They will be asked how confident they would feel discussing the history, literature, religion, philosophy or artistic traditions of the Non-Western civilization they studied with a fellow student who has not taken the course.

**VI. Rubrics**

	Below Expectation	Satisfactory	Exemplary
Thesis	Weak or non-existent thesis.	A thesis which takes a position on the topic, but is not significant.	Strongly worded thesis, and significant, takes a position on topic.
Evidence	Little evidence, or irrelevant evidence that does not support the points made.	Evidence is provided, but it is not always the most persuasive evidence available.	Evidence strongly supports the argument, and the different points made.
Organization	No apparent organization. Ideas disconnected from each other, and do not flow in a logical order.	A clear organization, but either does not develop the thesis, or does not effectively develop the thesis.	Organization clearly lays out the different points of the essay, and connects them seamlessly.

**VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	Criterion
<b>SLO</b>	An acceptable standard of achievement is a student who is able to summarize the main features of the history, literature, religion, philosophy or artistic traditions of a civilization outside the West, and then explain, in writing and conversation, supported by evidence, how his/her view of the world outside the West has been broadened as a result of their study of the non-Western civilization.

**VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

**SLO #1**

### Evidence/Data

Our plan for the assessment was that each of the three contributors (Mike Sugimoto was unable to meet with us) was to ask an essay question as part of their final exam for gathering the direct evidence for assessing classes, and also an informal survey question as a part of the indirect evidence for assessing the classes. We decided to limit our assessment to two sections of Asia 305, Survey of East Asia, one section of Com 513, Intercultural Communication, and one section of Rel 526, the Religions of the World. One issue we faced right away was one of miscommunication. The professor conducting assessment for COM 513 only asked the final exam question (that seeking direct evidence) and the professor conducting assessment on the Rel 526 class only asked the informal survey question but made it as part of the exam, so at least the students treated it more seriously. Nevertheless, we still were able to review 76 direct evidence exam questions (42 students, Asia 305; 34 students, Com 513) and 77 indirect evidence survey questions (35, Asia 305; 42, Religion 526). So even though we did not have perfect execution, we still reached our goal of 75+ responses for each question.

*We have attached samples of survey questions (indirect evidence) and of test questions (direct evidence) from the Asia 305 course to this document.*

### Findings

With respect to the direct evidence question, the question we put to the students was this: “Select one of the topics we studied in class, and explain how your perspective of the world outside the West has been informed and broadened by your study of this topic.”

The committee found that in the Asia 305 classes, students tended to tell us that they have much more knowledge of various events that have happened in the history of East Asia, and that it was only a minority of students who explained how their perspective of the world has been “informed and broadened.” So, for example, students told us about an event such as the Cultural Revolution, and filled in all this information that they had not known before, stating that they did not know just how violent Chinese society had become. A minority, albeit a significant minority, told us how they thought differently about human nature, or about themselves in relation to the world.

Rephrasing the question will help us better assess student learning; along with that, we will be better able to apply the rubrics we established—the most important of which has to do with the thesis. If the question is more clearly focused on how the students’ perspectives have changed, the thesis will follow that focus.

For the Com 513 class, the students were asked this same question in the context of a field trip that they had taken to Turkey. They also responded with information about Turkish culture and society. But a significant number also commented on how interested they were in the coming together of tradition and modernity, especially as expressed in relation to Islam, and the committee thought that was a significant insight.

With respect to the indirect question, we had evidence from the Asia 305 class and from the Religion 526 class. The question we asked was: “How confident would you feel discussing the history, literature, religion, philosophy or artistic traditions of the Non-Western civilization you studied with a fellow student who has not taken the course?” In general, we concluded that the information we derived from the indirect survey supported the information which we gleaned from the direct (exam) evidence question.

For the Asia 305 class, 32 students of the 35 participating in the survey answered that they would feel “confident” or “very confident” in discussing class topics with a fellow student (2 other students said they would feel “fairly confident”, a category that we did not provide). The committee found the results of this informal survey more satisfying than the more formal exam question used above, as we could tell the viewpoints of students had truly changed as a result of taking this class. Some spoke of actually talking to others—fellow students, family members—about what they were learning in class. More importantly, student in this class were able to frequently attest that their view of Asia and the world had changed.

A similarly positive result was gleaned from the Rel 526 class. All 42 students stated that they would be confident or very confident discussing with other students material that they were learning in class. Students talked about the great amount of material that they covered, and felt confident that they would retain knowledge of the basic doctrines, practices and history of each religion that they studied. More importantly, they regularly talked about how taking the class had given them more understanding and a greater sympathy for religions outside the West.

In both classes, a very common refrain was this: “I might forget the dates here and there, but I do remember the basic concepts,” and “I can identify the big picture of each religion.” This means that we overall were successful in both introducing these civilizations and in providing them a conceptual framework to pursue future learning. One of many take-aways is that in the future, when our students read news reports of the different civilizations they have studied they will be able to fit such reports into this overall framework that they learned in these courses.

## **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

1. The committee concluded that the goal of the GE Non-Western program is being realized in all the classes. We felt that the students did truly learn about different aspects of these non-Western civilizations—many of these students said just that and they proved it in assignments and tests. We all felt satisfied that these classes are providing our students with both an introduction to Non-Western civilizations, and, more importantly, the framework for future study. And, because the students were taking classes that they had some interest in, and because we feel that the classes were taught well, we believe that the classes whetted the students' appetites; they will come back in the future to learn more—there seemed to be a desire to learn more, and seeing that desire gave us all hope for their future study of these civilizations.

2. The SLO that we established is fine, especially given the great diversity of the classes which can be taken to fulfill the GE requirement. The criteria we established in part VII has been met.

3. We did feel, however, that the question that we were asking for the Direct Evidence component needs to be re-worked so that the students consider how their own views of the world have changed. Most of the student focused on how they are now better informed about the world, but not how “their perspective has been informed and broadened.”

For example, in the Asia 305 class, some students talked about an event like the Cultural Revolution, but they didn't really tell us how their perspective of the world had changed. For example, they didn't say something like “we studied China's Cultural Revolution, and that showed us all how even in a culture which honors the aged as much as China that this was no bulwark against a destructive ideology. We felt the humanity of the Chinese in suffering this very inhuman event.” A few students even responded in ways that not only did not challenge their previous viewpoints, but that even confirmed them.

But then for other students there was a real change in perception. For example, one student wrote the following: “I feel that before this class I saw Asia and Asian history as one large clump of culture and knowledge. After the class, I have come to be able to at least relatively discuss the difference in Asian cultures and why

they are as they are.”

What the university is really looking for in this General Education requirement is increased knowledge, but a knowledge which can transform our students’ way of looking at the world, and their relation to it.

The strength of the GE Non-Western program is that the students have a wide and diverse number of classes to choose from. This means that even though it is a required course, they can choose the class that they want to study. So there is more interest in the classes the students choose.

As a committee, we were not able to see any major weakness. As the committee leader, on further reflection, I was able to see a weakness: there is no faculty member who is ultimately responsible for the GE Non-Western program. This is especially true as the courses that can be taken for the program are scattered over five different divisions. There should be someone who is responsible—or some committee made up of the professors who teach the courses---who can evaluate present and future courses.

4. There are four areas we as a committee felt needed attention, not necessarily improvement.

First, we all recognized that Pepperdine is a very different place from where it was when this GE requirement was first put in place. We now have students from many different parts of the world in our classrooms, representing these different civilizations. For example, in one section of the Asia 305 class, there were six different students of the 20 who were born and raised in an Asian country including students from Afghanistan, India, China, Singapore, Indonesian and another three students whose parents were born and raised overseas. In a second section of the 305 class, there were eight different students who were born and raised in a different Asian country, four of whom who were native Chinese and another two who were native Indian students, all of whom were intending to return to their native lands.

The composition of such classes adds a whole new dynamic to the classes, as the average American student is not only studying these different civilizations, but at the same time is getting to know students who bear these civilizations. This also affects how we teach our classes, as we can encourage these students to share their experiences with the class.

We all affirm that these changes are occurring in our classrooms, and also applaud the richness that this adds to our study of these civilizations. It helps, further, to make our study of these civilizations less removed, and less objectified, of a subject. We did want to recognize this change here, and we want to encourage each other in the program to make use of these students’ backgrounds. The

student from India, for example, can not only help the white kid from Oklahoma better understand his world, but also the Chinese kid from Shanghai.

A second place that we should give attention to, and this is an improvement: we can improve the phrasing of the direct evidence question in our assessment exercise. We need to rephrase the question so that we get the students to think about how their perspective on civilizations outside the West has changed. So, instead of the question which presently reads--“Select one of the topics we studied in class, and explain how your perspective of the world outside the West has been informed and broadened by your study of the topic”; we will next time ask the following--- “Select one of the topics we studied in class, and explain how you now see the world outside the West differently than you did before.” In addition, to make sure that the students even more clearly understand the intention of the question, the teachers can review this question in the last week of class, before finals week.

Thirdly, we want to confirm this kind of focus in our class discussions and lectures. From the discussion which the committee had, we can see that we are already doing this in the classroom, but it bears emphasis. Certain topics afford the professor an opportunity to do this more than others, and so we will want to encourage each other to do this. So, going back to the Cultural Revolution example, we would want to emphasize in this discussion how if this kind of experience could happen to a place like China which reveres old culture and respects older people, how much easier could that happen here in America, if the historical circumstances were different. We should not let our students get away with thinking that all these horrible examples only happen in other places and other cultures.

Fourthly, we recommend that a committee be given the authority to evaluate the suitability of present and future courses for the N-W requirement to encourage a greater coherence, and to discuss the state of the program. Further, the committee could discuss such issues as how many classes to offer a semester, so that students will be able to take the classes they need to fulfill the requirement. It seems that the membership of this committee should come from the professors who presently teach the courses. It could meet once during fall semester very briefly, and then at the end of the academic year for the yearly assessment.

5. Other than the aforementioned areas of improvement, we did not really come up with any other future goals.

## **X. Closing the Loop & Quality Improvement Program**

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #1:** We want to change the assessment question for the Direct Evidence so that students are reflecting more how their perspectives have changed. We might have a discussion in class before they take the test so they are able to better reflect on their learning.
- **Action Item #2:** This item complements Item #1. We want to emphasize with our students even more than we are now doing that we are studying these civilizations not with an eye to confirming any perspective that they already possess, but that we seeking to change their perspective. Most students are already there. But there were some students who were not. So, for example, when I as the Asia 305 professor do teach about an event such as the Cultural Revolution, I don't want to so much to help them confirm their present beliefs in them the evils of Communism (though that could be a response, that would not be the primary response I would be seeking), but, rather, to let them see the vulnerability of their own humanity in this event.
- **Evidence to support this proposed action:** We discuss this above.
- **Expected outcome:** We expect that we will see a change in the students' perspective, and that that changed perspective will be reflected in the newly re-phrased direct evidence assessment question.
- **Action Item #3:** Form a committee with the charge to evaluate all present and future courses for the N-W requirement, and to coordinate all courses offered.
- **Evidence to support this proposed action:** We discuss this above.
- **Expected outcome:** We hope to see a greater coordination and coherence in the courses offered for the N-W requirement.
- **Expected timeline:** We will implement these three items during the next academic year.
- **Type of Action:**  **Resource Neutral**    **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*

[Click here to enter text.](#)

**XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Tom Reilly	Associate Professor, Asian Studies	ISL Division

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Milt Shatzer	Professor, Communications	Communication Division
Dyron Daugherty	Assistant Professor, Religion	Religion Division

## APPENDICES

### **Appendix A - Assessment Details**

The following assessment was used to assess the Student Learning Outcome:  
An essay question as part of the final exam asked the students to explain how their perspective on the world outside the West has been informed and broadened by the specific topics studied in class. The essay question asked was: Select one of the topics we studied in class, and explain how your perspective of the world outside the West has been informed and broadened by your study of this topic. A review sheet for the exam question was distributed before the exam, so that students could prepare a thoughtful response. We evaluated 75+ essays according to the rubric listed below.

### **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in the assessment of Student Learning Outcome.

	Below Expectation	Satisfactory	Exemplary
Thesis: 1-5 points	Weak or non-existent thesis.	A thesis which takes a position on the topic, but is not significant.	Strongly worded thesis, and significant, takes a position on topic.
Evidence: 1-5 points	Little evidence, or irrelevant evidence that does not support the points made.	Evidence is provided, but it is not always the most persuasive evidence available.	Evidence strongly supports the argument, and the different points made.
Organization: 1-5 points	No apparent organization. Ideas disconnected from each other, and do not flow in a logical order.	A clear organization, but either does not develop the thesis, or does not effectively develop the thesis.	Organization clearly lays out the different points of the essay, and connects them seamlessly.

The essay was worth 15% of the final exam grade, and was evaluated using the criteria listed above. A range of 1-5 points was assigned to each of the three components of the essay.

### **Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome # 1.

*See the copies of questions from the survey and the test, as these are attached to the document.*

### **Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
9/28/2011	TR	Met with Lila Carlsen, SALT Liaison
9/28	TR	Met with April Marshall, ISL Chair
10/3	TR	Asked Michael Feltner, Assoc. Dean, for comments
10/10	TR	Met with April Marshall, ISL Chair
10/10	TR; DD; MSu; MSh	E-mailed my team (two are in International Programs) copies of Assessment Plan
10/12-19	TR; DD; MSu	Received feedback on the plan, and discussed corrections and additions
10/17	TR	Submitted a copy of the plan to Dean Feltner
11/2	TR	Revised plan according to suggestions of Dean Feltner
4/2/2012	TR; DD; MSh	E-mailed my team, and set up a time to get together to discuss our findings.
5/3	TR	Spoke with Lila Carlsen, SALT Liason, about questions related to the final write-up.
5/4	TR; DD; MSh	On this day, we met as a committee to review and discuss all the evidence—the test question and the survey question—for assessment.
5/7	TR	Met with Lila Carlsen to review the final assessment document.
5/9	TR	Met with April Marshall, ISL Chair, to review the final document.
5/9	TR; DD, MSh	E-mailed the final document to the assessment team, for their review of the final document.

# Seaver College General Education (GE) Assessment – Oral Communication Academic Year 2011-2012

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## I. Program Learning Outcome

Students communicate effectively in oral form as demonstrated by their ability to structure, deliver and implement critical thinking skills.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Purpose*

Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

## III. Student Learning Outcome(s)

<b>SLO #1</b>	Students will effectively deliver oral presentations through informative and persuasive speeches
<b>SLO #2</b>	Students will demonstrate the ability to critically think by way of implementing an effective persuasive presentation.
<b>SLO #3</b>	Students will demonstrate knowledge of rhetorical theory.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	
<b>Com 180</b>	(M) Oral Presentations	(I) Critical thinking skills	(I) Rhetorical theory	

## V. Assessment Plan

The assessment committee decided that we would assess the aspects of oral presentation and critical thinking in the fall semester of the Com180 classes. There were 22 sections of Com180 taught in the fall of 2012, representing 462 students. We chose to use the rubric pertaining to the persuasive speech (the third

speech of the semester) to assess whether the students were able to effectively deliver an oral presentation. We chose this same rubric to assess whether the students demonstrated the ability to think critically by using an argumentative design, incorporating outside research, properly citing sources, and avoiding the use of faulty logic.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Speech Rubric #3: Delivery	Graduating Senior Survey
<b>SLO #2</b>	Speech Rubric #3– Persuasive Design	Graduating Senior Survey
<b>SLO #3</b>	Midterm or Final – Standardized questions	

### **Narrative Description of Assessment Plan**

The assessment committee gathered and evaluated a collection of representative samples of student work produced throughout the com180 courses. Each professor was asked to use the standardized grading rubric to note whether each of their students scored a 70% or higher in the category of “Delivery” and in the category of “Persuasive Design”. In regards to the oral presentation, the following aspects were evaluated: eye contact, hand gestures, facial expressions, vocal fluctuation and posture. In regards to assessing Persuasive Design, the following components were evaluated: implementing an argumentative design, properly citing sources, the credibility of sources, using the appropriate number of sources, and incorporating the Aristotle’s rhetorical theories of pathos, logos, and ethos. (See Appendix B). The professors recorded each of their student scores, and then submitted photocopies of the rubric along with the total number of students who scored 70% or higher in both of the categories of “delivery” and “persuasive design”. The assessment committee then randomly chose different course sections to read and reviewed the final scores presented by each of the professors. Then, the committee noted and recorded the level of achievement displayed in the sample with respect to each of the SLOs. Ultimately, for each of the SLOs being assessed, the committee noted how many of the samples ranked 5 (highest), 4, 3, 2, and 1 (lowest) for each of the SLOs. These results together comprise the “direct evidence” of the GE’s performance relative to critical thinking.

Additionally, the committee compared the “direct evidence” described above to the “indirect evidence” of the GE’s performance relative to critical thinking. The relevant “indirect evidence” consists in the results of a survey administered by Seaver College to graduating seniors of the Class of 2012. The committee paid special attention to the results of the following question on the aforementioned survey:

*“How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas?”*

*2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.”*

*6. Effective speaking: Conveying accurate and compelling content in clear, expressive and audience appropriate oral presentations.*

## **VI. Rubrics**

For the assessments identified in the Section V, provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B.

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	80% of students scoring 80% or greater on delivery / oral presentation
<b>SLO #2</b>	80% of students scoring 80% or higher on persuasive argumentation speech
<b>SLO #3</b>	80% of students scoring 80% or higher on rhetorical theory questions on final exam
	We chose this level of achievement based upon what we perceive to be our past numbers from previous assessments. These numbers reflect where we would like to be in the future, with the belief that both percentages (students /scores) would be increased in the future. These numbers have also been increased with the knowledge that the expectation for this class is that the students should be at the Mastery level as this is the only oral communication course for most of our students.

## **VIII. Evidence / Data**

### **SLO #1**

Narrative Description of Results: with respect to SLO #1 (oral presentation), the assessment committee found that number of students who successfully earned a 70% or higher (which equated to a 4/5 or a 5/5 on the rubric) was 125/133 (93.9%). This direct data seems to support the indirect evidence gathered by the graduating senior survey who indicated that 89.6% of the students felt that their GE classes either somewhat (26.9%), sufficiently, (41.0%) or considerably (20.7%) helped foster the skills and knowledge of effective speaking. Given that our set goal was to see that 80% of the students would be able to demonstrate proficiency at the Master level, the assessment committee was satisfied with these results.

### **SLO #2**

Narrative Description of Results: With respect to SLO#2 (critical thinking), the assessment committee found that the number of students who successfully earned an 80% or higher (which equated to a 8/10 or a 10/10 on the rubric) was 120/133 (90%). This direct data also seems to support the indirect evidence gathered by the graduating senior survey who indicated that 91.9% felt that their GE classes either somewhat (29%), sufficiently, (39.7) or considerably (23.2%) assisted them in their ability to examine ideas, evidence and assumptions before accepting or formulating a conclusion. Given that our set goal was to see that 80% of the students would be able to demonstrate proficiency at the Introductory level, the assessment committee was satisfied with these results.

## **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

Narrative Summary of Findings: Based upon the direct evidence and the indirect evidence stated in the above (Section VIII), the assessment committee has determined that the desired goals are being achieved. We are still in need of assessing whether the knowledge of the theory of rhetoric is being accomplished. The strengths of this assessment is that it is helping each of the faculty to have a clear understanding of what the student learning outcomes are for this particular course. Furthermore, it is also helping to establish a clear explanation to the students in regards to what the University hopes that this GE course seeks to accomplish. In regards to the potential areas of weakness, the assessment committee is still seeking to find a way that would prove to be less subjective on the part of the professor who is assessing the performance of their own students and who might feel as though they are merely assessing their own skills as a professor when assessing their students ability at oral presentation and critical thinking. As a division, the assessment committee acknowledges that there is still a great need to ensure that the professors themselves (many who are non-tenured or adjuncts) have the proper resources to teach critical thinking and oral presentation.

### **X. Closing the Loop & Quality Improvement Program**

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information.

- **Action Item:** The committee feels that there is a strong need to encourage the continual mentoring, educating and hiring of individuals who can effectively teach in the fields of critical thinking and oral presentations. Specifically, this could consist of a day-long seminar for our new adjuncts or teachers in Com180. Furthermore, requesting that senior professors in the division and other tenured faculty occasionally teach Com180 would be helpful in this matter.
- **Evidence to support this proposed action:** Anecdotal evidence from our upper division professors seems to suggest that there is a slight need for our students to develop stronger critical thinking skills.
- **Expected outcome (if the action item is implemented):** We would expect that our students would be able to engage in serious subjects and issues of debate without merely relying upon opinion and popular news media.
- **Expected timeline:** Very likely, it would take several semesters before this was apparent in our upper division classes.
- **Type of Action:**  Resource Neutral  Resources Required

**XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Ken Waters	Chair	Communication

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
John Jones	Professor	Communication
Greg Daum	Visiting Lecture / Director of Basic Speech Course	Communication
Ken Waters	Chair/Professor	Communication
Gary Selby	Professor	Communication

**XII. Educational Effectiveness Indicators**

## APPENDICES

### Appendix A - Assessment Details

The following assessment was used to assess Student Learning Outcome #1 and #2

1. How we will gather the data/evidence  
Each professor will be given an identical grading sheet accompanied by the standard rubric detailing the how the scores are determined (using a 5,4,3,2,1 or a 10,8,6,4,2 standard.) Each professor will grade their students' speeches, and then make a photo copy to submit to the Director of the Basic Speech Course.
2. What date/evidence will be collected?  
The assessment committee randomly selected ½ of the classes in the basic speech course in the spring of 2012. We will collect this information after the persuasive speech, which is the third speech in the semester. This will take place in early April of the spring semester.
3. How will the data/evidence be analyzed?  
We will be using a rubric that National Communication Association is currently using to assess students who are in the basic speech course. The actual numbers that will be analyzed will come from the individual scores from the professors on the grade sheet and rubric that is used in the class grading process.
4. Where will the data be archived?  
For the time being, the data will be archived in the office of either Dr. John Jones or Greg Daum.

**Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #1, #2

**Com 180 Speech #3  
Persuasive Policy Speech**

Name: \_\_\_\_\_

Time: \_\_\_\_\_

**Introduction (10 pts.)**

Grab Audience Interest	1	2	3	4	5
Stated Thesis Clearly & Previewed Main Ideas	1	2	3	4	5

POINTS EARNED: \_\_\_\_\_ pts.

**Argumentative/Persuasive Design (Critical Thinking - 60 pts.)**

Organized Effectively Using Persuasive Design	2	4	6	8	10
Clearly Demonstrated Need/Problem	2	4	6	8	10
Appropriate Research and Analysis	2	4	6	8	10
Cited Source Effectively	2	4	6	8	10
Effective use of pathos, logos, ethos	2	4	6	8	10
Clear and Feasible Call to Action (Or Solution)	2	4	6	8	10

POINTS EARNED: \_\_\_\_\_ pts.

**Conclusion (10 pts.)**

Transition & Summarization of Major Points	1	2	3	4	5
Ended on a Memorable Note	1	2	3	4	5

POINTS EARNED: \_\_\_\_\_ pts.

**Delivery (Oral Presentation - 20 pts.)**

Eye Contact (Minimal reliance upon notes)	1	2	3	4	5
Posture (Weight evenly distributed across body/feet)	1	2	3	4	5
Vocal Delivery (Shows excitement, energy, enthusiasm)	1	2	3	4	5
Facial Expressions and Hand Gestures	1	2	3	4	5

POINTS EARNED: \_\_\_\_\_ pts.

**Outlines and Powerpoint (25 pts.)**

Used Key Word Outline	1	2	3	4	5
Formal Sentence Outline with Bibliography	2	4	6	8	10
Use of Powerpoint (Spelling, design, visibility)	2	4	6	8	10

POINTS EARNED: \_\_\_\_\_ /pts.

**TOTAL POINTS            /125 pts.**

**Public Speaking Competence  
Assessment Rubric for Student Speeches**

Performance Outcomes The student....	Assessment Criteria				
	Advanced 5	Proficient 4	Basic 3	Minimal 2	Deficient 1
1. Selects a topic appropriate to the audience and occasion	Topic engages audience; topic is worthwhile, timely, and presents new information to the audience	Topic is appropriate to the audience and provides some useful information to the audience	Topic is untimely or lacks originality; provides scant new information to audience	Topic is too trivial, too complex, or inappropriate for audience; topic not suitable for the situation	A single topic cannot be deduced
2. Formulates an introduction that orients audience to topic and speaker	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis; preview of main points cogent and memorable	Good attention getter; generally establishes credibility; provides some orientation to topic; discernible thesis; previews main points	Attention getter is mundane; some-what develops credibility; awkwardly composed thesis; provides little direction for audience	Irrelevant opening; little attempt to build credibility; abrupt jump into body of speech; thesis and main points can be deduced but are not explicitly stated	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points
3. Uses an effective organizational pattern	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts	Organizational pattern is evident, main points are apparent; transitions present between main points; some use of signposts	Organizational pattern is mundane; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions present but not well formed	No organizational pattern; no transitions; sounded as if information was randomly presented
4. Locates, synthesizes and employs compelling supporting materials	All key points are well supported with a variety of credible materials (e.g. facts, stats, quotes, etc.); sources provide excellent support for thesis; all sources clearly cited	Main points were supported with appropriate material; sources correspond suitably to thesis; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified	Some points were not supported; a greater quantity/ quality of material needed; some sources of very poor quality	Supporting materials are non-existent or are not cited
5. Develops a conclusion that reinforces the thesis and provides psychological closure	Provides a clear and memorable summary of points; refers back to thesis / big picture; ends with strong clincher or call to action	Appropriate summary of points; some reference back to thesis; clear clincher or call to action	Provides some summary of points; no clear reference back to thesis; closing technique can be strengthened	Conclusion lacks clarity; trails off; ends in a tone at odds with the rest of the speech	No conclusion; speech ends abruptly and without closure
6. Demonstrates a careful choice of words	Language is exceptionally clear, imaginative and vivid; completely free from bias, grammar errors and inappropriate usage	Language appropriate to the goals of the presentation; no conspicuous errors in grammar; no evidence of bias	Language selection adequate; some errors in grammar; language at times misused (e.g. jargon, slang, awkward structure)	Grammar and syntax need to be improved as can level of language sophistication; occasionally biased	Many errors in grammar and syntax; extensive use of jargon, slang, sexist/racist terms or mispronunciations
7. Effectively uses vocal expression and paralanguage to engage the audience	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic; avoids fillers	Good vocal variation and pace; vocal expression suited to assignment; few if any fillers	Demonstrates some vocal variation; enunciates clearly and speaks audibly; generally avoids fillers (e.g. um, uh, like)	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear; often uses fillers	Speaks inaudibly; enunciates poorly; speaks in monotone; poor pacing; distracts listeners with fillers
8. Demonstrates nonverbal behavior that supports the verbal message	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence	Postures, gestures and facial expressions are suitable for speech, speaker appears confident	Some reliance on notes, but has adequate eye contact; generally avoids distracting mannerisms	Speaker relies heavily on notes; nonverbal expression stiff and unnatural	Usually looks down and avoids eye contact; nervous gestures and nonverbal behaviors distract from or contradict the message
9. Successfully adapts the presentation to the audience	Speaker shows how information is personally important to audience; speech is skillfully tailored to audience beliefs, values, and attitudes; speaker makes allusions to culturally shared experiences	Speaker implies the importance of the topic to the audience; presentation is adapted to audience beliefs, attitudes and values; an attempt is made to establish common ground	Speaker assumes but does not articulate the importance of topic; presentation was minimally adapted to audience beliefs, attitudes, and values; some ideas in speech are removed from audience's frame of reference or experiences	The importance of topic is not established; very little evidence of audience adaptation; speaker needs to more clearly establish a connection with the audience	Speech is contrary to audience beliefs, values, and attitudes; message is generic or canned; no attempt is made to establish common ground
10. Skillfully makes use of visual aids	Exceptional explanation and presentation of visual aids; visuals provide powerful insight into speech topic; visual aids of high professional quality	Visual aids well presented; use of visual aids enhances understanding; visual aids good quality	Visual aids were generally well displayed and explained; minor errors present in visuals	Speaker did not seem well practiced with visuals; visuals not fully explained; quality of visuals needs improvement	Use of the visual aids distracted from the speech; visual aids not relevant; visual aids poor professional quality
11. Constructs an effectual persuasive message with credible evidence and sound reasoning	Articulates problem and solution in a clear, compelling manner; supports claims with powerful /credible evidence; completely avoids reasoning fallacies; memorable call to action	Problem and solution are clearly presented; claims supported with evidence and examples; sound reasoning evident; clear call to action	Problem and solution are evident; most claims are supported with evidence; generally sound reasoning; recognizable call to action	Problem and/or solution are somewhat unclear; claims not fully supported with evidence; some reasoning fallacies present; call to action vague	Problem and/or solution are not defined; claims not supported with evidence; poor reasoning; no call to action

**Insert discipline or course related outcomes here**

**Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome #\_1\_\_.

**Oral Presentation**

Com180.01 (Daum) – 13/14

Com180.04 (Lawrence) – 17/17

Com180.05 (Sloan) – 11/13

Com180.06 (Sloan) – 10/12

Com180.11 (Ballard) 15/15

Com180.12 (Ballard) 11/11

Com180.13 (Arnett) 13/14

Com180.14 (Fike) – 18/20

**Total – 125/133 (93.9%)**

The following evidence was gathered in assessment of Student Learning Outcome #\_2\_\_.

**Critical Thinking**

Com180.01 (Daum) – 13/14

Com180.04 (Lawrence) – 16/17

Com180.05 (Sloan) – 11/13

Com180.06 (Sloan) – 10/12

Com180.11 (Ballard) 15/15

Com180.12 (Ballard) 10/11

Com180.13 (Arnett) 13/14

Com180.14 (Fike) – 16/20

**Total – 120/133 (90.1%)**

**Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
8/14 & 8/23	KW, JJ, GD, GS and all Com.180 adjuncts/visiting professors	Attended University wide discussion on the subject of assessment. Also, at the annual kick off dinner for the Basic Speech Course, we discussed the need to do assessment starting this semester. Explained the methodology of using uniform grade sheets and rubrics to assess student scores.
10/7	JJ, GD	Discussed the idea of using either multiple speeches to assess students learning throughout the semester, or one speech toward the end of the semester to gauge students learning. Also, addressed whether or not the midterm or final should be used to assess students progress in accumulating knowledge of the history of rhetoric.
11/17-11/20	KW, JJ, GD	At the National Communication Association Conference, a number of workshops and seminars were attended in order to discuss how other universities were assessing student learning as well as the rubrics that we being used in the basic speech course.
12/8	KW, JJ, GD	Continued to collect the data from our Com180 professors and began to analyze the results to determine if we were accomplishing our stated desires.

# Seaver College General Education (GE) Assessment- Quantitative Reasoning Academic Year 2011-2012

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## I. Program Learning Outcome

*“Students reason and solve quantitative problems and explain mathematical concepts and data.”*

## II. Institutional Educational Outcomes (Objectives)

It is generally accepted that quantitative reasoning, in some form, should play a central role in higher education. At Pepperdine University, we agree with the Association of American Colleges and Universities (AAC&U) that quantitative reasoning should not be defined as a skill or simple ability to solve numerical problems. Rather, quantitative reasoning should be viewed as a habit of mind that allows students to process, analyze, and communicate quantitative information in authentic, everyday contexts.

From this perspective, the general education requirement for quantitative reasoning directly aligns with the Institutional Educational Outcomes of Service and Leadership in the category of Knowledge & Scholarship, as show below:

### **Knowledge & Scholarship**

*Service:* Apply knowledge to real-world challenges.

*Leadership:* Think critically and creatively, communicate clearly and act with integrity.

## III. Student Learning Outcome(s)

Thinking of Quantitative Reasoning as a “habit of mind” forces us to ask what observable outcomes can be associated with achieving this objective. Since our objective is singular, we have decided to describe it as a singular student learning outcome and describe in detail the elements that compose that singular outcome:

<b>SLO</b>	<i>“Students will be able to reason quantitatively in order to effectively solve problems and explain mathematical concepts and data in authentic contexts.”</i>
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This student learning outcome is highly dependent on the definition of *quantitative reasoning*. We have taken our definition from the AAC&U’s VALUE Rubric on Quantitative Literacy. This rubric outlines six observable skills associated with quantitative reasoning:

- The ability to *interpret* information presented in a mathematical form.
- The ability to *represent* information in a mathematical form.
- The ability to effectively *calculate* using quantitative data.
- The ability to *analyze* quantitative information in order to draw appropriate conclusions.
- The ability to make and evaluate the *assumptions* used in analyzing quantitative data.
- The ability to *communicate* quantitative information in support of an argument.

## **IV. Curriculum Map**

Pepperdine University has identified nine courses which satisfy the general education requirement for quantitative reasoning. Because students are only required to enroll in one of these courses, each student should be expected to demonstrate a mastery of basic elements of quantitative reasoning upon exiting the course. That is, the student should demonstrate the ability to *interpret, represent, calculate, analyze, evaluate assumptions, and communicate* quantitative information within accessible contexts for that individual student.

The table below summarizes the courses designed to satisfy the general education quantitative reasoning requirement:

<b>Course</b>	<b>Students will be able to reason quantitatively in order to effectively solve problems and explain mathematical concepts and data.</b>
Math 120	Students will Demonstrate Mastery of the Learning Outcome.
Math 140	Students will Demonstrate Mastery of the Learning Outcome.
Math 141	Students will Demonstrate Mastery of the Learning Outcome.
Math 150	Students will Demonstrate Mastery of the Learning Outcome.
Math 151	Students will Demonstrate Mastery of the Learning Outcome.
Math 250	Students will Demonstrate Mastery of the Learning Outcome.
Math 270	Students will Demonstrate Mastery of the Learning Outcome.
Math 316	Students will Demonstrate Mastery of the Learning Outcome.
Psych 250	Students will Demonstrate Mastery of the Learning Outcome.

## **V. Assessment Plan**

### ***Direct Assessment Plan***

Our direct assessment plan is aimed at the goal of gaining a broad picture of our students' quantitative reasoning abilities across all of Seaver College. Therefore, our plan is to collect direct evidence of student learning that represents *every student in every course* designated as satisfying the quantitative reasoning general education requirement.

This broad goal forces us to focus the observable traits of quantitative reasoning being assessed. We have chosen to focus our attention on students' ability to *interpret* and *represent* quantitative information. This decision was made for two reasons:

First, the decision was made out of necessity. The nature of the observable traits of quantitative reasoning necessitate that students first be able to interpret and represent quantitative information before they can achieve the other observable traits. For example, a student must be able to represent quantitative information before he/she can effectively calculate using those representations, and a student must first be able to interpret quantitative information before he/she can analyze the information in order to draw conclusions.

Second, the decision was made out of experience. Those involved in the assessment shared the experience that students tend to struggle with the interpretation and representation aspects of problem solving. We believe these struggles are in part responsible for students' aversion towards "word problems" and other attempts at bringing authentic situations into the classroom. This is supported by research literature including Smith and Thompson (2007) who observed that many of the algebraic struggles that students in their study encountered were due to constructing incorrect mental images while orienting to the problem.

The broad goal of assessing every course created a challenge of comparing results across courses which cover very different material in order to draw broad conclusions. In order to achieve this we chose to focus our assessment on general questions involving contexts of which all Pepperdine Graduates could be reasonably expected to be familiar. The quantitative reasoning assessment team met several times over the fall and spring semesters and created a short assessment of six items that we felt focused on the interpretation and representation of quantitative data and which used no specialized mathematics not contained in all of our courses.

### ***Direct Assessment Items***

The six assessment items created by the committee (available in Appendix A) can be summarized as covering the following content:

<b>Problem</b>	<b>Content</b>
#1	Logically interpret a statement given in “if – then” form.
#2	Logically interpret a statement given in “if – then” form.
#3	Interpret an accumulated amount given in a pie chart.
#4	Represent graphically an accumulated quantity given in a pie chart.
#5	Compare two rate-of-change graphs across an interval.
#6	Compare two rate-of-change graphs at a point.

The problems in the assessment were written in pairs in order to better identify consistency in student errors and identify misconceptions leading to incorrect responses.

### ***Indirect Assessment Plan***

Our indirect assessment plan aimed to create a picture of student’s attitudes and beliefs about quantitative reasoning across Seaver College. For this reason, targeted questions were placed on the Seaver College Senior Survey to determine graduating seniors’ perceptions of the quantitative reasoning portion of the GE requirement.

## **VI. Rubrics**

The quantitative reasoning assessment committee met to determine how to interpret student scores on the direct assessment. It was agreed upon that scores would be interpreted as:

5 – 6 Problems Correct	High Level of Quantitative Literacy
3 – 4 Problems Correct	Medium Level of Quantitative Literacy
0 – 2 Problems Correct	Low Level of Quantitative Literacy.

## **VII. Criteria for Student Achievement / Success**

Based on our interpretation of the scores, we set the following benchmarks for determining a low level of success, a preferred level of success and an aspirational level of success as shown in the table below:

Level of Success	Low	Preferred	Aspirational
Students Performing at a High Level of Quantitative Literacy	10%	20%	50%
Students Performing at or above a Medium Level of Quantitative Literacy	60%	80%	90%
Cumulative Average	2.75	3.5	4.25

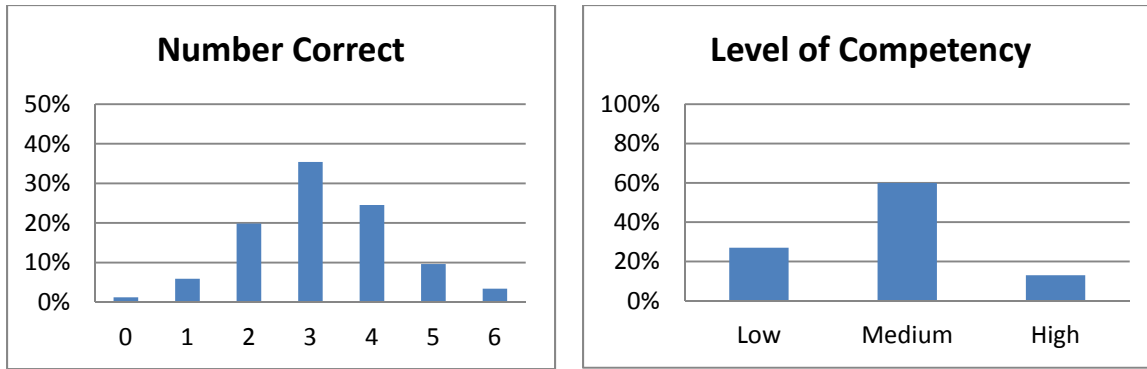
## **VIII. Evidence / Data**

### ***Overview of the Direct Assessment Data:***

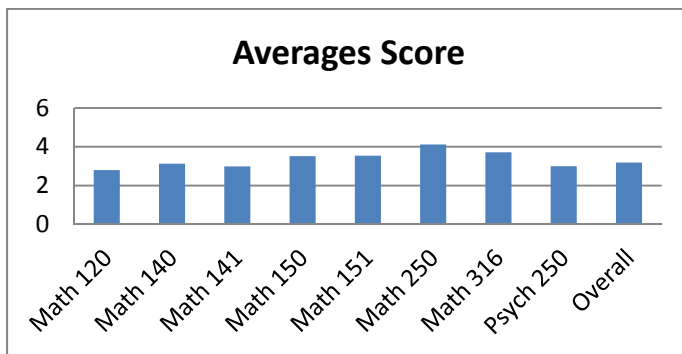
The assessment took place during the final two weeks of class in the Spring 2012 semester. 322 students completed the assessment, representing 76% of all students originally enrolled in a quantitative reasoning GE course for Spring 2012. The figures for specific courses are given in the table below:

Course	Participants	Percent
Math 120	61	88%
Math 140	39	53%
Math 141	91	83%
Math 150	25	61%
Math 151	13	81%
Math 250	25	93%
Math 316	28	78%
Psych 250	40	75%
<b>Overall</b>	<b>322</b>	<b>76%</b>

Overall 13% of the students taking the exam demonstrated a high level of quantitative literacy and 60% of the demonstrated a medium level of quantitative literacy for a total of 73% of the students demonstrating a medium or high level of quantitative literacy. These results fall below our preferred level of success for students performing at a high level of quantitative literacy (preferred 20%) and students performing at or above a medium level of quantitative literacy (preferred 80%). The charts on the next page depict the percentage of students achieving different scores on the exam.



The average score of all participating students was 3.19 which falls below our preferred level of success by 0.31 points. Out of the eight courses involved in the assessment, four achieved an average score at the preferred level of success while four achieved an average score at a low level of success.



**Overview of Indirect Assessment Data**

All graduating seniors at Seaver College were asked to complete a survey indicating the way in which the general education program contributed to their knowledge. Question 13 on this survey related directly to quantitative reasoning and was worded as:

*How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas:*

*13. Quantitative Reasoning: Explain math concepts, solve quantitative problems, and understand empirical data.*

272 students responded to this question and their responses are summarized below:

Very Little	Somewhat	Sufficiently	Considerably
26.8%	29.4%	30.5%	13.2%

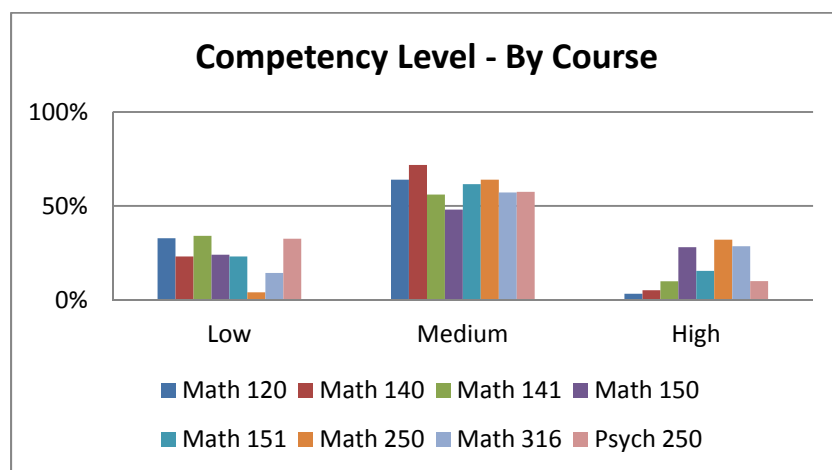
Evaluating these results using a Likert Scale (1 – Very Little, 4 – Considerably), the Quantitative Reasoning GE averaged a score of 2.30. In comparison with the other 22 GE areas assessed on this survey, the Quantitative Reasoning GE received the lowest Likert score, with the average score being 0.33 points behind the overall average of 2.63 for all 22 items.

## **IX. Summary**

The Quantitative Reasoning GE Assessment Committee agreed that the students involved in our assessment achieved below our expectations. At the same time, the committee recognizes the danger in drawing broad conclusions based on one assessment. Committee members identified several features of the assessment which could have contributed to lower than expected scores, including: the potentially misleading wording of items 1 and 2, student investment in the exam due to lack of grade implications, prior knowledge of the students, and the general lack of data due to the scale (only 6 questions) of the exam. Therefore, we believe the true value of the assessment is not in judging the competency of our graduates but instead in creating a roadmap for further investigation.

### ***Comparison of Performances by Course***

Each of the courses involved in the assessment were compared with the percentage of students performing at each competency level displayed on the following chart.



Looking through the data, there seemed to be a clear distinction between the performance of students in courses taught primarily for natural science majors (Math 150, Math 151, Math 250, and Math 316) and courses taught primarily for non-natural science majors (Math 120, Math 140, Math 141, and Psych 250). This is illustrated in the following table:

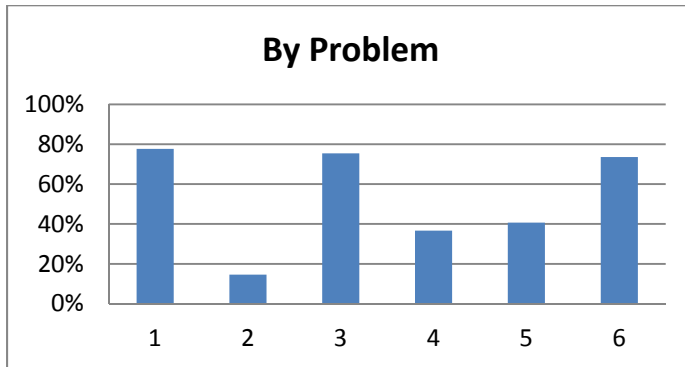
	Students Enrolled	% Achieving at least Medium Competency	% Achieving High Competency	Average Score
Math150/Math151/Math250/Math316	91	85%	27%	3.75
Math120/Math140/Math141/Psych250	231	68%	7%	2.97

This table indicates that either through prior experience, self-selection, or course instruction students enrolling in mathematics courses designed for natural science majors tended to perform at a preferable level of quantitative reasoning ability. However, due to the same potential factors, students enrolled in quantitative reasoning courses designed for non-natural science majors overall failed to perform at a preferable level of quantitative reasoning.

For these reasons, the areas in greatest need of improvement are the courses designed for non-natural science majors. We intend, in the short term, to focus our attention and efforts towards determining ways in which the students enrolled in these courses can improve their quantitative reasoning abilities.

### ***Comparison of Student Performance on Individual Items***

The problem-by-problem performance of all students involved in the assessment is summarized in the following chart:



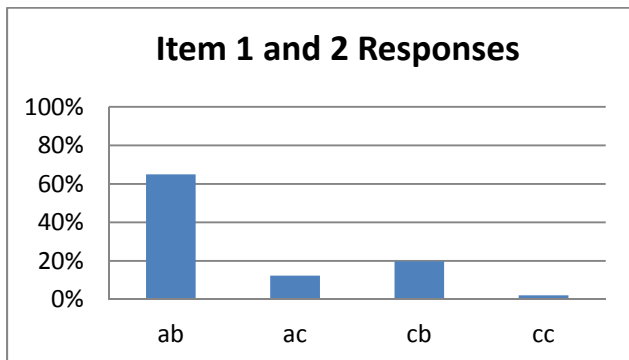
From these results we see that students performed the worst on items 2, 4, and 5. Therefore, we will take a closer look at these specific items.

### ***Item 2***

Items 1 and 2 were written to determine students' abilities to interpret information given in the form of an if-then statement. Item 1 assumes the hypothesis to be true while item 2 assumes the hypothesis to be false.

The committee, while discussing the low scores on item 2, determined that there are several confounding factors that could have misled students. In particular, the wording of the problem as well as students' experiences with the context (a purchasing contract) might have misled students into the interpreting the if-then statement as one of many requirements the purchaser must meet. However, it was also noted that this perspective would likely have led the student to miss item 1 as well.

A comparative summary of all responses to items 1 and 2 is located in the following chart:



The above chart indicates that roughly 20% of the students possibly interpreted the statement to mean the converse of its actual meaning; whereas, over 60% of the students interpreted the statement as an if-an-only-if statement.

Additionally, students' performance on item 2 was correlated with their performance on the remaining problems. Students who correctly answered item 2 achieved a mean score of 3.47 on the remaining 5 problems while students who incorrectly answered item 2 achieved a mean score of 2.97 on the remaining 5 problems. This indicates that the ability to read and interpret logical statements is correlated with the ability to interpret quantitative data in other forms.

For these reasons, we would like to gather more data on students' abilities to read and interpret logical statements. In particular, we would like to know how to improve our instruction to support students' development in this area, whether improved abilities in the context of our courses are translated to situations outside of our classes, and whether these abilities influence students' performance on other quantitative assessments.

### *Items 4 and 5*

Items 3 and 4 were written to determine students' abilities to interpret information given on a chart and emphasized interpreting an amount from a percentage and the concept of accumulation.

One of the hallmarks of quantitative thinking is the ability to focus attention on appropriate quantities. In this respect, the students involved in the assessment performed exceptionally well as 89% of the students gave a response to item 3 that indicated that they were attending to the number of adults (and not the percentage) and 81% of students gave a response on item 4 that indicated that they were attending to the number of adults.

We found it interesting that overall students were successful at applying the concept of accumulation on item 3, as 75% answered that item correctly; whereas, the students struggled in applying the concept of accumulation on item 4 with only 37% answering that item correctly. At the same time, on item 4, 44% of the students responded with (d) which indicates that they were attending to the correct quantity but not applying the concept of accumulation.

Items 5 and 6 were written to determine students' abilities to interpret information given on a graph and emphasized the concept of rate of change.

Students involved in the assessment were much more successful on item 6, answering that problem correctly 74% of the time as compared to item 5, which they answered correctly only 41% of the time. The most popular pair of responses were (c) on item 4 and (a) on item 5 which was given by 35% of the students. This can be compared to the correct pair of responses which was given by 28% of the students and the responses (c) and (b), which would indicate that the students interpreted the graph as being of the distance travelled (rather than the velocity) which was given by 11% of the students.

The committee observed a commonality between the results on items 3 – 6 in that students performed well on items 3 and 6 which required the students to reason about a single value on the chart and the graph and struggled with items 4 and 5 which required the students to reason across values throughout the chart and graph. This struggle has been identified in mathematics education literature and often attributed to students' inability to coordinate the behavior of two quantities simultaneously (Carlson, et al., 2002, Thompson, 2008). The committee would like to investigate methods for improving this coordinating ability among students and assess the success of these methods.

***Indirect Evidence***

Indirect evidence collected from the senior survey indicated that less than half the students (43.7%) identified the GE program as either “successfully” or “considerably” contributing to their knowledge of quantitative reasoning. Coupling this with the fact that quantitative reasoning was the lowest scoring GE outcome on the survey indicates a gap between the GE programs’ goals of quantitative reasoning and the students’ experiences in the GE program.

The committee discussed this gap and believed that these results might indicate a disconnect for students between their math courses and the rest of their academic program. The committee would like to investigate this possibility in future indirect assessments.

**X. Closing the Loop & Quality Improvement Program**

The committee feels that it would be unwise to radically modify the Quantitative reasoning GE Program based on the results of a single six-question assessment. Therefore, our primary recommendation is to look closely at specific weaknesses identified in the assessment in order to better determine the cause of the weakness and potential avenues for improvement. This assessment has brought two such weaknesses to our attention: Reading and interpreting logical statements and coordinating quantities throughout an interval. We would like to follow a lesson study methodology, where members of the committee collaborate in developing a lesson to emphasize concepts in which students struggle followed by an analysis of the student responses to the lesson. This recommendation will manifest itself in the two upcoming assessment cycles, and are summarized as the Action Items #1 and #2 below:

- **Action Item #1:** Investigate Student Understanding of Logical Statements
- **Evidence to support this proposed action:** Results from Item 2 in the Direct Assessment
- **Expected outcome (if the action item is implemented):**  
Faculty will gain insight into how we may improve students’ abilities to read and interpret logical statements.
- **Expected timeline:** Academic Year 2012-2013
- **Type of Action:**  **Resource Neutral**  **Resources Required**

- **Action Item #2:** Investigate Student Understanding of How Quantities Are Coordinated throughout an interval.
- **Evidence to support this proposed action:** Results from Items 4 and 5 in the Direct Assessment
- **Expected outcome (if the action item is implemented):**  
Faculty will gain insight into how to improve students’ abilities to coordinate several quantities across a continuum of values.
- **Expected timeline:** Academic Year 2013-2014
- **Type of Action:**  **Resource Neutral**  **Resources Required**

**XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Brian Fisher	Assistant Professor of Mathematics	Natural Science

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Carol Adjemian	Professor of Mathematics	Natural Science
Don Hancock	Professor of Mathematics	Natural Science
Kevin Iga	Professor of Mathematics	Natural Science
Timothy Lucas	Assistant Professor of Mathematics	Natural Science
David Strong	Professor of Mathematics	Natural Science
Don Thompson	Professor of Mathematics	Natural Science

**APPENDICES****Appendix A - Assessment Details**

The following problems were used for direct assessment of the student learning outcome.

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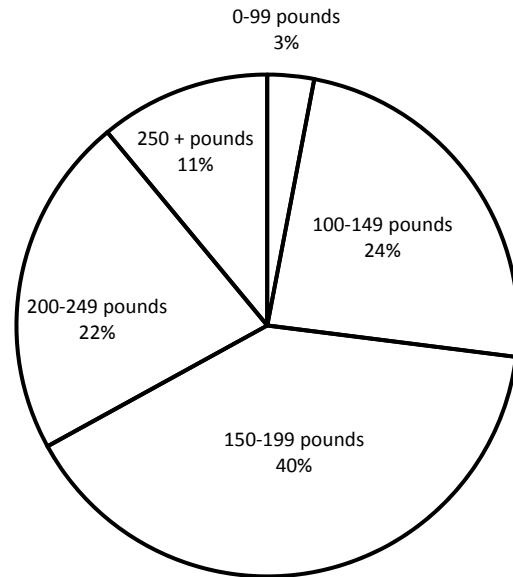
Clayton is hoping to buy car insurance from a discount insurance company. The language in the contracts reads as follows:

*“If you are over 21 years old and have not been in an accident in the past year then you are eligible to purchase insurance.”*

Clayton has not been in an accident in the past year. Please answer the following questions.

1. \_\_\_\_\_ If Clayton is over 21 then
  - a) He is definitely eligible to purchase insurance from this company.
  - b) He is definitely ineligible to purchase insurance from this company.
  - c) He could be either eligible or ineligible depending upon other company requirements.
  
2. \_\_\_\_\_ If Clayton is under 21 then
  - a) He is definitely eligible to purchase insurance from this company.
  - b) He is definitely ineligible to purchase insurance from this company.
  - c) He could be either eligible or ineligible depending upon other company requirements.

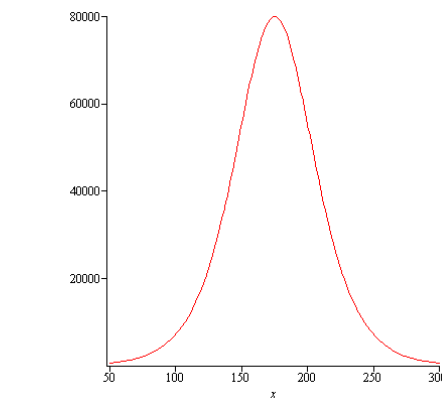
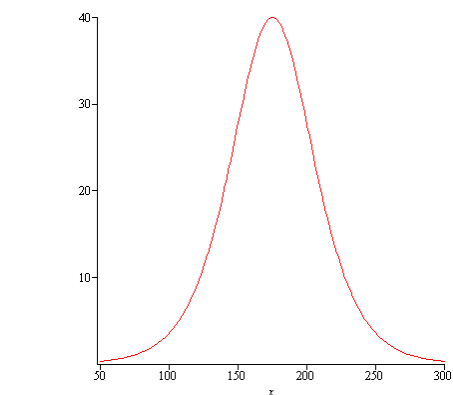
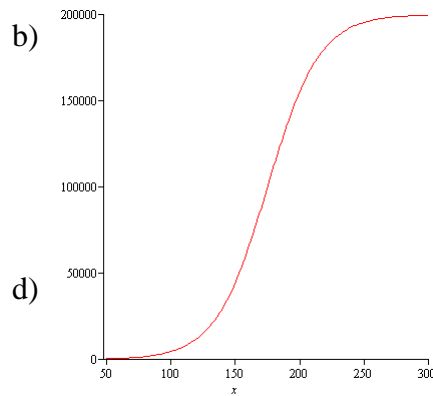
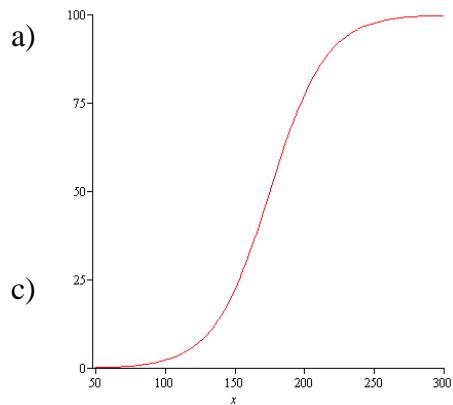
200,000 adults were surveyed about their weight with the results displayed on the chart to the right:



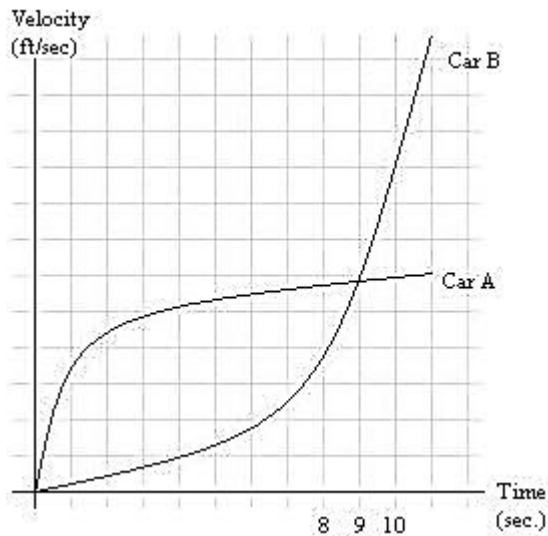
3. \_\_\_\_\_ Approximately how many of the adults surveyed weigh less than 150 pounds?

- a) 24,000
- b) 27,000
- c) 48,000
- d) 54,000
- e) None of the above

4. \_\_\_\_\_ Which graph below might reasonably represent the total number adults surveyed whose weight is less than  $x$  pounds?



Two cars, Car A and Car B, speed up from a stoplight. The velocities of the two cars are recorded on the following graph.



5. \_\_\_\_\_ Which car travels further during the first 9 seconds after the light turns green?
- Car A
  - Car B
  - They travel the same distance
  - It is impossible to tell from this graph
6. \_\_\_\_\_ Which car is traveling faster 8 seconds after the light turns green?
- Car A
  - Car B
  - They are traveling at the same speed
  - It is impossible to tell from this graph

## **Appendix B - Chronology**

The committee met and performed activities in support of this assessment as indicated below.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
10/27/2011	CA, BF, DH, TL, DS, DT	Discussed Program Learning Outcome and Student Learning Outcome
11/17/2011	CA, BF, DH, TL, DS, DT	Discussed Student Learning Outcome and possible assessment plans
12/3/2011	CA, BF, DH, TL, DS, DT	Finalized Student Learning Outcome and discussed possible assessment plans
1/19/2012	CA, BF, DH, KI, TL, DS, DT	Discussed assessment plans
2/2/2012	CA, BF, DH, KI, TL, DS, DT	Finalized assessment plan
2/23/2012	CA, BF, DH, KI, TL, DS, DT	Discussed direct assessment items
3/8/2012	CA, BF, DH, KI, TL, DS, DT	Finalized direct assessment items
3/29/2012	CA, BF, DH, KI, TL, DS, DT	Finalized implementation of direct assessment items
4/26/2012	CA, BF, DH, KI, TL, DT	Discussed results of direct assessment and created action items based on the results
5/15/2012	CA, BF, DH, KI, TL, DS, DT	Over email the committee reviewed and edited the final assessment document

## **References**

- Carlson M., Jacobs, S., Coe, E., Larsen, S., & Hsu, E. (2002). Applying covariational reasoning while modeling dynamic events: A framework and a study. *Journal for Research in Mathematics Education*, 33(5), 352 – 378.
- Smith, J., & Thompson, P. W. (2007). Quantitative reasoning and the development of algebraic reasoning. In J. Kaput, D. Carraher, & M. Blanton (Eds.), *Algebra in the early grades* (pp. 95-132). New York: Erlbaum.
- Thompson, P. W., & Silverman, J. (2008). The concept of accumulation in calculus. In M. Carlson & C. Rasmussen (Eds.), *Making the connection: Research and teaching in undergraduate mathematics* (pp. 117-131). Washington, DC: Mathematical Association of America.

# Seaver College General Education Assessment Academic Year 2011-2012

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## I. Program Learning Outcome

**Scientific Reasoning:** Use the scientific method to investigate the natural or physical world

## II. Institutional Educational Objectives

**Laboratory science** is one of 14 General Education (GE) program learning outcomes in the undergraduate school (Seaver College) at Pepperdine University. Seaver College offers a liberal arts education that includes both a broad GE and a focus in a subdivision of knowledge needed for specialized professions. The GE model at Seaver College is dissemination and integration; such that, students fulfill GE curriculum learning outcomes in courses designed specifically for the GE program and in courses within their chosen majors. In the case of the GE learning outcome for *Scientific Reasoning*, students enrolled in Seaver College achieve this learning outcome through specific courses designated as a GE Laboratory Science.

The GE curriculum advances the mission, objectives, and institutional educational objectives (IEO) of Pepperdine University. In this context, the major objectives of Pepperdine University are formed by two components: core commitments and institutional values. The core commitments of the university are *knowledge and scholarship, faith and heritage, and community and global understanding*. Each commitment is implemented and evaluated through the lens of the institutional values of purpose, service, and leadership. The Institutional Educational Objectives and their relationship to the GE program learning outcomes are shown in the tables below. The *Scientific Reasoning* GE learning outcome fulfills IEOs #1, #4, and #7:

### **Institutional Educational Objectives**

	<b>Knowledge/ Scholarship</b>	<b>Faith/ Heritage</b>	<b>Community/Global Understanding</b>
<b>PURPOSE</b>	<b>IEO#1</b> Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	<b>IEO#2</b> Appreciate the complex relationship between faith, learning, and practice.	<b>IEO#3</b> Develop and enact a compelling personal and professional vision that values diversity.
<b>SERVICE</b>	<b>IEO#4</b> Apply knowledge to real-world challenges.	<b>IEO#5</b> Respond to the call to serve others.	<b>IEO#6</b> Demonstrate commitment to service and civic engagement.
<b>LEADERSHIP</b>	<b>IEO#7</b> Think critically and creatively, communicate clearly, and act with integrity.	<b>IEO#8</b> Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	<b>IEO#9</b> Use global and local leadership opportunities in pursuit of justice.

<b>GE Learning Outcomes</b>	IEO#1	IEO#2	IEO#3	IEO#4	IEO#5	IEO#6	IEO#7	IEO#8	IEO#9
Critical Thinking	✓	✓		✓			✓	✓	
Quantitative Reasoning				✓			✓		
<b>Scientific Reasoning</b>	✓			✓			✓		
Oral Communication							✓		
Written Communication							✓		
Human Response to Art	✓	✓			✓			✓	
Human Response to Literature	✓	✓			✓			✓	
Christianity & Culture		✓		✓	✓	✓		✓	✓
American Experience			✓	✓		✓			✓
Foreign Language			✓	✓			✓		
Human Institutions & Behavior		✓	✓	✓	✓		✓	✓	
Western Heritage			✓						
Nonwestern Heritage			✓						
Research & Inquiry	✓								

The IEOs are representative of the comprehensive mission of Pepperdine University; therefore, the specific alignment of these IEOs to the curriculum of the GE program illustrated the integrality of the GE curriculum in advancing the Mission of the University.

### **III. Student Learning Outcome**

<b>SLO #1</b>	<p><b><i>Laboratory Science (Scientific Method)</i></b></p> <p>Through laboratory science, students will demonstrate the ability to identify the basic components of the scientific method and/or distinguish between facts and inference through application of the scientific method.</p>
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The primary objective of scientific research is to provide a materialistic explanation for natural phenomena through observation and experimentation. Scientific inquiry involves discovery and the testing of hypotheses with the acquisition of empirical data, both qualitative and quantitative. Science progresses by following a protocol, designed to enhance objectivity. This protocol is known as the scientific method, which is designed to test falsifiable predictions derived from specific models developed to explain various phenomena.

There are five basic components to the scientific method. These include: 1) establishment of a goal or objective for a particular study; 2) proposal of a model or abstract explanation that makes specific testable predictions or inferences; 3) observation and data collection used to

test a specific model; 4) an evaluation of a specific model by direct comparison to observations and data collection; and 5) rejection or revision of the model in light of the comparisons made. Models can be of various types. For instance, **abstract models** may be in the form of a hypothesis, such as cellular telephones increase the risk of brain cancer. Other types of abstract models include theories, mathematics models, and computer models. Two other types of models are **physical and sampling models**. Physical models include organisms, properties of organisms, structures, pictures, and replicas. For instance, the food pyramid is a physical model that emphasizes the ingredients required for a healthy diet. Another type of physical model is the laboratory mouse, which serves as a surrogate for experiments designed to investigate human diseases. Sampling models relate to the treatment of data. For instance, the selection of samples for a particular experiment might be either random or blind, and samples might be subdivided into controls and experimental groups.

#### **IV. Curriculum Map**

The laboratory science general education learning outcome is met by various courses within the Natural Science Division of Seaver College. Some of these courses satisfy a lower-division prerequisite for science majors, while others serve only the GE curriculum (i.e., non-science majors). It is expected that within each of the courses listed here, the laboratory science learning outcome will be introduced, developed, and mastered at a level appropriate for both the general education curriculum goals as well as the course level (upper- or lower-division) itself. GE laboratory science is required of science and non-science majors alike. There are courses that fulfill *only* the GE laboratory science requirement. There are courses offered within the curriculum of a science major that fulfill the GE laboratory science requirement. For this reason, most science majors do not take a GE science course outside of the requirements in their major (one of the courses in each science major will meet the laboratory science requirement). The 2011-2012 Academic Calendar states:

##### ***Laboratory Science (4)***

*This laboratory-based requirement demonstrates the applicability of science to everyday life. Students are introduced to the methods used by scientists to investigate and understand the natural world and are taught to assess the reliability and limitations of those methods.*

***Courses fulfilling the laboratory science requirement (recommended for the general student): BIOL 105, BIOL 106, BIOL 107, BIOL 108, BIOL 109, NASC 101, NASC 108, NASC 109, NASC 155, NASC 156, NUTR 210, SPME 106. These major-specific courses also satisfy the requirement: BIOL/SPME 230, BIOL/SPME 270, CHEM 120, PHYS 202, PHYS 210.***

**V. Assessment Plan**

	Direct Evidence	Indirect Evidence	Authentic Evidence
<b>SLO #1</b>	See specific course listings below	None	None

**Lab Science Courses – Natural Science Division**

	Course	Instructor	Direct Evidence	Assessment Tool	2011 2012	2012 2013	
<b>SLO #1</b> Students will demonstrate the ability to identify the basic components of the scientific method and/or distinguish between facts and inference through application of the scientific method.	BIOL 108	Nofziger Plank	Specified exam questions Selections from lab notebook Pseudoscience Assignment Genetic Technology Debates	NASC Rubric	✓		
	BIOL 109	Welday	Practical exam (evaluation of original research)	NASC Rubric	✓		
	BIOL 270	Jasperse	Group discussions Case studies related to scientific method Laboratory exercise	NASC Rubric	✓		
	CHEM 120	Fritsch	Review of lab practical exams	NASC Rubric	✓		
	PHYS 202	Henisey		NASC Rubric	✓		
	SPME 106	Nelson	Specified assignment pertaining to the scientific method	Modified Rubric	✓		
	NASC 109	Fasel	Creating a journal	NASC Rubric	✓		
	NUTR 210	Delano	Practical exam over original research	NASC Rubric	✓		
	NUTR 210	Helm	Practical exam over original research	NASC Rubric	✓		
	<i>GE Science Courses offered in International Programs</i>						
	NASC 109	Armstrong					✓
	SPME 106	Giacobassi					✓
	BIOL 107	Zhong					✓
NASC 101	Davis, S	Field notebook, exams, reading reports	NASC Rubric	✓			

## VI. Rubric

<b>SCIENTIFIC THINKING</b> <i>Achievement of skill</i> <i>GE achievement of skill</i>	<i>Knowledge Creation</i> <b>4</b> <i>Capstone</i> <i>Very high</i>	<i>Knowledge Deepening</i> <b>3</b> <i>Milestone</i> <i>Milestone (High)</i>	<i>Knowledge Acquisition</i> <b>2</b> <i>Benchmark</i> <i>Milestone (Moderate)</i>	<i>Knowledge Acquisition</i> <b>1</b> <i>Benchmark</i> <i>Benchmark</i>
I. Background information, statement of problem, hypothesis formation	Accurately identifies the problem/question and provides a well-developed summary of the problem. Statements and hypothesis(es) are contextual, evidence-based, clear/concise, and appropriate in scope.	Accurately identifies the problem/question and provides a brief summary; introduction complete but either unclear or poorly organized in places.	Identifies the problem/question and provides a poor summary or is inaccurate in identification of problem/question.	Failure to clearly and/or accurately define the problem/question; poor or lacking organization.
II. Experimental procedure, identification and/or application of method/model	Method/model properly identified, described, and/or applied. Details are provided in a sequential manner and include a complete account of materials used and analyses performed.	Method/model reasonably identified and/or not completely described. Some elements are unorganized or missing.	Somewhat incomplete description of method/model. Provides an account of the experimental procedures but key elements are unclear or missing.	Misidentification or incomplete/unclear description of the model; failure to list important aspects of the experimentation.
III. Results of methods/models	Thorough account of results (e.g., inclusion of tables/figures), excellent and accurate presentation of data/analysis(es).	Missing few details of the results, lacks creativity in presentation of data/analysis(es).	Merely lists of provides an incomplete report of data/results.	Provides an inaccurate or inadequate identification of data/results.
IV. Conclusions, implications, and consequences	Accurately identifies and/or develops evidence-based conclusions with a well-developed explanation. Provides objective reflection of own assertions and a creative assessment.	Accurately identifies and/or develops conclusions with a brief evaluative summary; distinguishes between fact and opinion but is somewhat lacking in reflection and creativity.	Does not thoroughly explain, provides some misinformation, or only provides a list of ideas or limits evaluation to discussion of one area.	Provides an inaccurate or inadequate report of conclusions.
<b>Thinking skills associated with level of learning</b>	<b>Higher Order Thinking Skills</b>		<b>Lower Order Thinking Skills</b>	
	<b>4</b> <i>Designing, constructing, planning, producing, inventing, devising, making, evaluating, checking, hypothesizing, critiquing, experimenting, judging testing, detecting, monitoring</i>	<b>3</b> <i>Analyzing, comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, applying, implementing, carrying out, using, executing</i>	<b>2</b> <i>Understanding, interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying</i>	<b>1</b> <i>Remembering, recognizing, listing, describing, identifying, retrieving, naming, locating, finding</i>
<b>Communication Spectrum</b>	<i>Collaborating, moderating, negotiating, debating, commenting</i>	<i>Meeting, reviewing, questioning, replying, posting &amp; blogging</i>	<i>Networking, contributing, chatting, e-mailing, texting</i>	

## VII. Criteria/Benchmarks for Student Achievement/Success

The Natural Science Division in Seaver College at Pepperdine University developed a rubric for the assessment of laboratory science GE and adapted as needed to suit specific assignments and/or course terminology. The rubric, included in this report utilizes a scale of 1-4 to indicate various levels of achievement in the four basic steps of the scientific method (or scientific way of thinking). As no external benchmarks exist to aid in the establishment of criteria indicating appropriate levels of student learning in *laboratory science*, all members of the Natural Science faculty have agreed on the following expectant levels of achievement:

<b>SCIENTIFIC THINKING</b>	<i>Knowledge Creation</i>	<i>Knowledge Deepening</i>	<i>Knowledge Acquisition</i>	<i>Knowledge Acquisition</i>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>Achievement of skill</i>	<i>Capstone</i>	<i>Milestone</i>	<i>Benchmark</i>	<i>Benchmark</i>
<i>GE achievement of skill</i>	<i>Very high</i>	<i>Milestone (High)</i>	<i>Milestone (Moderate)</i>	<i>Benchmark</i>

## VIII. Evidence / Data

### DIRECT EVIDENCE

In the academic year 2011-2012, the Natural Science Division on the Malibu campus assessed nine separate courses that meet the GE laboratory science requirement. The full assessment of the laboratory science learning outcome is included here in the example of PHYS 202 (Physics I). The table provided here is a summary of all courses that assessed the laboratory science GE learning outcome this academic year, based on the NASC scientific method rubric or other closely related rubric:

#### **Laboratory Science Courses – AY 2011-2012**

<b>Course</b>	<b>Instructor</b>	<b>Sample Size</b>	<b>Fulfills Science Major Req</b>	<b>Meets or Exceeds Benchmark 2</b>	<b>Does Not Meet Benchmark</b>	<b>Average Level of Student Achievement*</b>
BIOL 108	Nofziger Plank	20	GE only	100%	0%	2.5
BIOL 109	Welday	15	GE only	100%	0%	2.7
NASC 109	Fasel	25	GE only	100%	0%	?
NUTR 210	Helm	28	✓	75%	25%	3.0
NUTR 210	Delano	32	✓	75%	25%	3.0
SPME 106	Nelson	40	GE only	100%	0%	?
BIOL 270	Jasperse	38	✓	100%	0%	3.7
CHEM 120	Fritsch	18	✓	83%	17%	2.5
PHYS 202	Henisey	32	✓	100%	0%	3.5
NASC 101 (London)	Davis	14	GE only	100%	0%	2.5

\* This average is for students assessed using the NASC rubric.

## EXAMPLE ASSESSMENT

### *General Education - Program Learning Outcome*

Laboratory Science, Natural Science Division

*In the current academic year (2011-2012), PHYS 202 was used to assess the GE learning outcome of laboratory science (scientific method).*

#### I. Learning Outcome

Students will demonstrate the ability to identify the basic components of the scientific method and/or distinguish between facts and inference through application of the scientific method.

#### II. Direct Evidence

I assessed the above learning outcome using a small group, independent research project focused loosely on the physics of California. After identifying an environmental phenomena, biological process, or technological process relevant to their experience as Californians and tied to the group members' personal interests, students formulate a relevant and physically-motivated mathematical model designed to predict the outcome of a controlled experiment. Over the course of several weeks, the group then carries out this experiment and compares their collected data with their model's predictions. Students lastly draw conclusions about the applicability of their model to the broader topic motivating the investigation, presenting their information both in the form of a written research paper and an oral presentation. This assessment focuses solely on students' written submissions. The reader may find the assignment's instructions in Appendix A and a represent set of submissions along with their individual assessments in Appendix C.

#### III. Assessment and Grading Rubrics

I assessed student achievement in scientific reasoning by applying the standardized rubric for scientific thinking established by the Natural Science Division (hereafter, "assessment rubric") to a representative selection of student submissions. Section IV aggregates the achievements of these samples while section V comments on these results in the context of the expected learning outcome. Samples and their accompanying rubrics can be found in Appendix C.

However, for grading purposes, I utilized the rubric by which I score student laboratory reports throughout the semester (hereafter, "grading rubric"). This provides greater continuity and a better assessment of progression during the term. This rubric can be found in Appendix B.

#### IV. Assessment Results

Figure 1 shows the number of students with project reports scores in 2 point bins, Fall 2011 represented by blue, Spring 2012 by red, and the combined populations by the dotted lines. Scores are based on the grading rubric found in Appendix B. The following table provides basic statistics from these distributions.

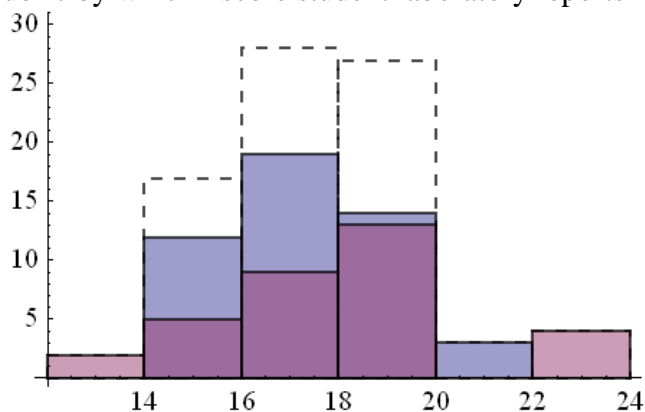


Figure 1 – Student project scores in 2 point bins for Fall 2011 (blue), Spring 2012 (red), and the total set (dotted).

	Fall 2011	Spring 2012	Combined
<b>Median</b>	17.5	18.5	17.5
<b>Mean</b>	17.1	17.9	17.4
<b>Standard Dev.</b>	1.4	2.6	2.0

To understand these grades in the context of assessing our above learning outcome, I apply the assessment rubric to a representative sample of student project reports. Seven sample reports make up this assessment, four from the Fall 2011 term and three from Spring 2012, each included in Appendix C. The first four reports were taken from the Fall 2011 class, scored 12.5, 18, 18, and 24 points on the grading rubric, respectively, and represent roughly the lowest, median, and highest achieving works. Likewise, the remaining three reports were taken from the Spring 2012 class, scored 12, 18.5, and 22 points on the grading rubric, respectively, and again represent the lowest, median, and highest achieving works. Although a report scoring roughly 18 or more points strongly meets my course expectations, I believe a lower score may nonetheless meet the GE laboratory science learning outcome.

The highest achieving reports from the two semesters demonstrated a strong understanding of the scientific method. By scoring predominantly in the “3” and “4” columns of the assessment rubric, students clearly organize scientific information and understand the interplay between experimental methods, numerical data and scientific hypotheses. In general, the authors fall short of mastery only when evaluating their conclusions within the context of the broader topic. That is, after an introduction, which effectively motivates a controlled experiment and a physical model (or at least an investigation into various potential models), both reports seem to relate their bottom line findings back to their opening discussions in only a rudimentary way. This aside, both assignments align exceptionally well with the desired learning outcome: each clearly identifies the connection between experimentation and quantitative modeling that is at the heart of the scientific method.

Reports achieving roughly median scores from both terms exhibit a basic understanding of the scientific method. In each of these three reports, students scored characteristically in the “3” column of the assessment rubric with only roughly one achievement skill rated in the “2” column. Our median students successfully apply each component of the scientific method within their study. They often see beyond the individual pieces to a more integrated understanding of the method. Each then demonstrates a developing skill at synthesizing reasonable scientific conclusions from their experimental and analytical work. These evidence an appropriate alignment with our learning outcome.

Lastly, student work at the lowest levels of achievement shows, at the very least, a minimal understanding of some aspects of the scientific method. Each report earns scores in the “2” column of the assessment rubric in at least three of the four achievement skills. In both cases, the authors successfully identify some aspects of an appropriate physical model or develop at least the makings of an experimental method. However, each ultimately fails to work out one or more component of the scientific method and is unable to draw substantive conclusions beyond their initial inferences. Of course, this assessment attests only to these students’ baseline level of understanding. I strongly suspect some lack of effort likely contributed to their low achievement, particularly in the development of a legitimate experimental procedure. Therefore, although their work may not identify the true achievement of these students, it at least indicates a

rudimentary familiarity with the scientific method and development toward the learning outcome.

As a final comment, the quality of thought and creativity in the “off-sequence,” Spring 2012 cohort is markedly lower than that of the Fall 2011 group. Unfortunately, I did not reflect these differences in my application of the grading rubric as a way of compensating for slightly different expectations. However, I speculate that the disparity in quality arises for three reasons. First, I was significantly more hands-on with the Fall students in terms of intermediate deadlines and scheduling. These students, therefore, began thinking about their project as much as two to three weeks earlier. Second, the Spring term had a significantly younger demographic, that is, the majority of student are sophomores rather than juniors. Certainly students mature in both scientific reasoning and time management throughout their undergraduate careers, and this progression may be visible between these two populations. Lastly, students perhaps enroll in the “off-sequence” because they advanced more slowly toward the completion of the requisite calculus coursework. This likely creates a selection effect that biases the Spring term toward students with weaker math backgrounds.

## V. Conclusions

The seven selected student reports from the 2011-2012 Physics 202 trace the minimum, median, and maximum achievement of the learning outcome across both terms. As representative elements then, these samples indicate that the bulk of our Physics 202 students can effectively apply components of the scientific method and are actively developing the skills necessary to integrate these components to synthesize meaningful conclusions. Furthermore, it appears that no student leaves this course without at least a rudimentary ability to identify aspects of the scientific method as prescribed by the learning outcome. Numerically, at least 56% of Physics 202 students meet the learning outcome by achieving on average at the “milestone” or “3” column level; likewise, 100% of the Physics 202 students meet the learning outcome by achieving on average at the “benchmark” or “2” column level. I therefore believe that Physics 202 meets or exceed its aims as a GE laboratory science course.

This success aside, a look into the course demographic from the past year, raises two concerns. The following table breaks down the two terms’ enrollments based on the student year:

Term	Freshmen	Sophomores	Juniors	Seniors
Fall 2011	0	4	23	23
Spring 2012	3	12	11	6

Clearly the fall term is dominated by students taking Physics in the later stages of their undergraduate education. My first concern for this group then is that, if the GE science courses are to explore the practical application of the scientific method, these students might be learning scientific reasoning skills too late to be useful in their major curricula. On the other hand, my second concern is that, although Physics 202 students achieve their learning goals at a somewhat higher level than expected, as juniors and seniors, they should perhaps have progressed even further toward mastery than the language of the learning outcome suggests. As indicated in section IV, these older students did, in fact, perform better than their younger, Spring-term counterparts, but other the confounding factors make it difficult to say which of the two concerns is more pressing. In either case, the faculty may wish to discuss the temporal placement of this course within the major curricula from a practical perspective.

*END OF EXAMPLE ASSESSMENT (PHYS 202)*

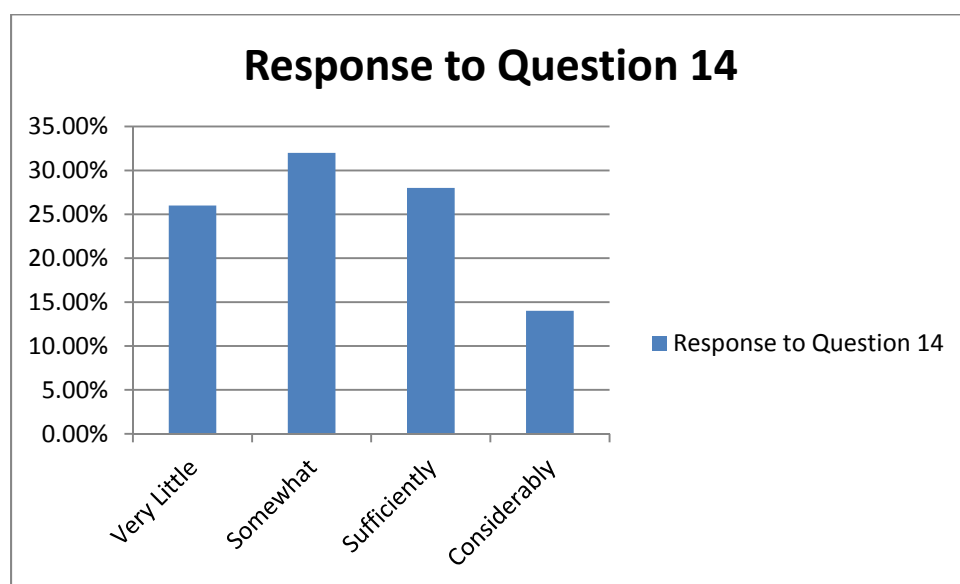
**INDIRECT EVIDENCE**

Graduating seniors were asked, by survey, how the general education curriculum contributed to their knowledge, skills and personal development in the outcomes targeted within the GE curriculum. The following is a table of the responses across all areas:

How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas?					
Answer Options	Very Little	Somewhat	Sufficiently	Considerably	Response Count
1. Careful reading: Comprehension and analysis of written texts within and across genres.	32	84	124	32	272
2. Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	22	79	108	63	272
3. Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	44	88	95	45	272
4. Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	25	80	123	42	270
5. Effective writing: Conveying accurate and compelling content in clear, expressive, and audience- appropriate prose.	30	73	116	53	272
6. Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience- appropriate oral presentations.	31	73	111	56	271
7. Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	66	76	94	35	271
8. Problem solving: Designing, evaluating and implementing a strategy to answer questions or achieve a goal.	56	79	95	41	271
9. Civic engagement: Promoting the quality of life in a community, through both political and non-political processes.	66	89	85	32	272
10. Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	38	75	110	48	271
11. Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramification of alternative actions.	32	73	113	53	271
12. Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	27	73	117	54	271
13. Quantitative Reasoning: Explain math concepts, solve quantitative problems, and understand empirical data.	73	80	83	36	272
<b>14. Science: The scientific method and the natural and physical worlds.</b>	<b>70</b>	<b>87</b>	<b>76</b>	<b>38</b>	<b>271</b>
15. The Arts: The historical, cultural or technical significance of music, theater or art.	33	63	109	66	271
16. Literature: The ability to read, interpret and understand literature.	26	76	107	61	270
17. Christianity: Christian Scripture and the use of Scripture to evaluate the ethical and religious dimensions of contemporary society and culture.	37	54	105	76	272

18. American Experience: The political and historical developments that shaped America's diverse society.	35	64	116	57	272
19. Foreign Language: The ability to read, speak, listen and write in a non-English language.	37	54	103	76	270
20. Human Institutions & Behavior: The disciplines of economics, psychology and sociology and how they inform institutional and human behavior.	28	71	110	63	272
21. Western culture: The history, literature, philosophy and artistic achievements of western civilizations.	29	60	108	75	272
22. Nonwestern Culture: The history, literature, philosophy and artistic traditions of civilizations outside western civilizations.	35	70	103	63	271
				<i>answered question</i>	<b>272</b>
				<i>skipped question</i>	<b>43</b>

A total of 271 students provided a response to question 14, which is related to the scientific method and the natural world. Over 50% of the students responded either “very little” (26%) or “somewhat” (32%), whereas only 14% said considerably and 28% indicated sufficiently (Figure Below).



## **IX. Summary**

*Is our current GE lab science program successful at educating non-majors?* - Currently, the GE requirements at Seaver College include 4 units of a “Laboratory Science” course, which is taught through the Natural Science Division. This requirement is considerably less than seen at other peer institutions, and it presents a challenge in terms of offering a course in science that is comprehensive enough to provide students with a reasonable educational experience in the sciences. Nevertheless, the Natural Science Division offers a smorgasbord of courses that meet the basic GE requirement including: BIOL 105 (Introduction to Marine Biology), BIOL 106 (Principles of Biology), BIOL 107 (Plants and the Environment), BIOL 108 (Genetics and Human Affairs), BIOL 109 (Introduction to Animal Behavior), CHEM 120 and 120L (General Chemistry), NASC 101 (Science As a Way of Knowing), NASC 108 (Beginning Geology), NASC 109 (Introduction to Astronomy), NASC 155 (Physical Science: A Way of Knowing), NASC 156 (Earth Science: A Way of Knowing), NUTR

(Contemporary Issues in Nutrition), PHYS 202 (Basic Physics), PHYS 210 (Physics I), SPME 106 (Introduction to Human Anatomy and Physiology), SPME 108 (Scientific Foundations of Sports Performance), SPME 230 or BIOL 230 (Human Anatomy), SPME 270 or BIOL 270 (Principles of Human Physiology). Although CHEM 120, PHYS 202, PHYS 210, SPME 230, and SPME 270 are listed as GE in the catalogue, the majority of students taking these courses are majors in the Natural Science Division. Based on a survey of enrollment in GE courses offered between 2008 and 2012, the most heavily subscribed courses are NUTR 210 and SPME 106 (Figure). Enrollment in SPME 230, SPME 270, and CHEM 120 reflect requirements for the Sports Medicine and Biology majors.

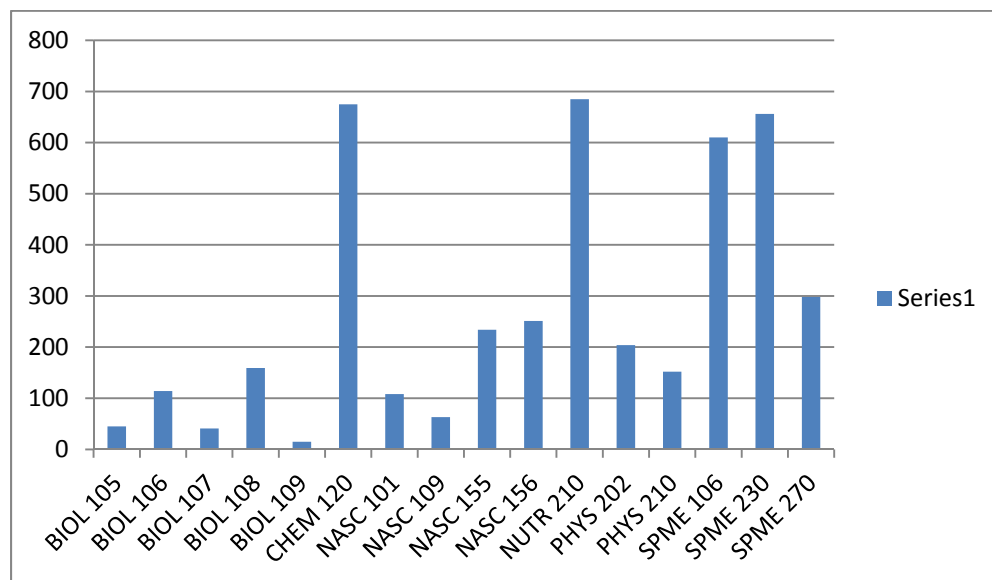


Figure. Summary of Enrollment in GE courses between 2008 and 2012

Why are more non-majors enrolling in NUTR 210 and SPME 106? There is more than one explanation for this result. First, these courses are probably offered on a more regular basis, and in the case of NUTR 210, multiple sections are offered. Second, non-majors often avoid “hard science” courses such as Biology, Chemistry, and Physics. We view these results as somewhat problematic, primarily because our non-majors are actually acquiring a limited amount of knowledge about science. Clearly, all of our current GE offerings fall short of providing breadth of knowledge as it relates to science. It is true that based on our GE assessment, students have reached a minimum level of understanding relative to the scientific method. At the same time, assessments that were more detailed revealed limits in both student interest and understanding. Indirect evidence from the survey of graduating seniors tends to support this finding.

Here are some interesting excerpts from a few of these assessments:

- (1) BIOL 101 (London) – *“In some ways the students did learn at the anticipated level, in other ways they did not meet anticipated levels. One disadvantage of science courses being taught at our International Programs is that typically a well-equipped laboratory is not available, thus students are not able to experience the scientific process first hand. That is, they are not able to generate hypotheses that are empirically testable in an experimental lab, collect and analyze data, and draw conclusions.”*

- (2) NUTR 210 – *“Based upon our initial results, it appears that only about half of our students clearly understand the application of the scientific method. It is the expectation that 90-100% of our students will gain an understanding of the basic components of the scientific method and its’ application, and this was not achieved with an average percentage score of 75%.” “The range within the scores is wide, as expected. Some of the students mastered the concept while others demonstrated a lack of a “complete” understanding of scientific method.”*

Based on the results of the senior survey on the GE curriculum, second the quantitative reasoning, graduating students scored scientific reasoning the lowest among 22 areas of skills and knowledge. The results of this survey backup the irregularities of the direct evidence and provide further impetus for a closer evaluation of the GE Lab Science curriculum.

## **X. Recommendations (Closing the Loop)**

*Long range goals for GE lab science curriculum* – Although each GE course taught during the spring semester of 2012 assessed knowledge of the scientific method, it is not clear whether in one GE lab science course taught in our division that non-majors leave with a clear understanding of or appreciation for the enterprise of science. This is somewhat problematic because scientific thinking/enterprise will touch each of their lives on a daily basis regardless of their chosen vocation. As a result, we feel that faculty in the Natural Science Division involved in the GE curriculum should discuss ways to make the overall GE lab science courses more meaningful.

*Assessment of GE lab science courses offered as study abroad* – Only one study abroad science course (BIOL 101 in London) was assessed this year. GE lab science courses offered at a diversity of study abroad program are hard to properly assess. In many cases, local professors teach these GE courses, and proper evaluation of the quality of courses and student learning is **not** easy to execute. Therefore, it is our intention to communicate with each professor teaching a lab science course in the study abroad program, and as part of that communication, we will emphasize the need for an effective laboratory experience. More importantly, we will not support any lab science courses in the study abroad program that are not accomplishing the goals set for the GE lab science program.

Currently, two of the study abroad programs (London and Argentina) will begin offering both CHEM 310 and 311 (Organic Chemistry) and PHY 202 and 203 (General Physics). These courses are required for many of our majors in the Natural Science Division. In both cases, we coordinated the selection of appropriate instructors and the procurement of necessary laboratory facilities. We feel that the same care should be used in the coordination of GE lab science courses, especially since non-majors only have to take 4 units of lab science.

*Coordination of proper GE assessment* – Although all professors teaching GE courses during the spring of 2012 were provided a copy of the rubric and assessment protocol to be used,

reporting of information varied in quality and content. Therefore, it was difficult to clearly evaluate the overall level of student learning as it relates to the scientific method. It does appear that at least the majority of students demonstrated “moderate” learning in terms of understanding the scientific method. Nevertheless, we need to do a better job of acquiring quantitative information that is consistent across the courses offered. We will attempt to do initiate this in the coming fall semester.

### **XI. Contributors**

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Rodney Honeycutt	University Professor and Chair, Natural Science Division	Natural Science
Cooker Perkins	Assistant Professor III, Sports Medicine	Natural Science
Shane Naki	Undergraduate	Natural Science

## APPENDICES

### **Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_\_\_\_.

Click here to enter text.

*{Repeat and edit the above text as necessary for each assessment tool.}*

## Appendix B - Rubrics

The following rubric was developed by the Natural Science Division as a tool to be used across disciplines in the assessment of Scientific Reasoning

<b>SCIENTIFIC THINKING</b>	<i>Knowledge Creation</i> <b>4</b> <i>Capstone</i> <i>Very high</i>	<i>Knowledge Deepening</i> <b>3</b> <i>Milestone</i> <i>Milestone (High)</i>	<i>Knowledge Acquisition</i> <b>2</b> <i>Benchmark</i> <i>Milestone (Moderate)</i>	<i>Knowledge Acquisition</i> <b>1</b> <i>Benchmark</i> <i>Benchmark</i>
<i>Achievement of skill</i> <i>GE achievement of skill</i>				
I. Background information, statement of problem, hypothesis formation	Accurately identifies the problem/question and provides a well-developed summary of the problem. Statements and hypothesis(es) are contextual, evidence-based, clear/concise, and appropriate in scope.	Accurately identifies the problem/question and provides a brief summary; introduction complete but either unclear or poorly organized in places.	Identifies the problem/question and provides a poor summary or is inaccurate in identification of problem/question.	Failure to clearly and/or accurately define the problem/question; poor or lacking organization.
II. Experimental procedure, identification and/or application of method/model	Method/model properly identified, described, and/or applied. Details are provided in a sequential manner and include a complete account of materials used and analyses performed.	Method/model reasonably identified and/or not completely described. Some elements are unorganized or missing.	Somewhat incomplete description of method/model. Provides an account of the experimental procedures but key elements are unclear or missing.	Misidentification or incomplete/unclear description of the model; failure to list important aspects of the experimentation.
III. Results of methods/models	Thorough account of results (e.g., inclusion of tables/figures), excellent and accurate presentation of data/analysis(es).	Missing few details of the results, lacks creativity in presentation of data/analysis(es).	Merely lists of provides an incomplete report of data/results.	Provides an inaccurate or inadequate identification of data/results.
IV. Conclusions, implications, and consequences	Accurately identifies and/or develops evidence-based conclusions with a well-developed explanation. Provides objective reflection of own assertions and a creative assessment.	Accurately identifies and/or develops conclusions with a brief evaluative summary; distinguishes between fact and opinion but is somewhat lacking in reflection and creativity.	Does not thoroughly explain, provides some misinformation, or only provides a list of ideas or limits evaluation to discussion of one area.	Provides an inaccurate or inadequate report of conclusions.
Thinking skills associated with level of learning	<b>Higher Order Thinking Skills</b>		<b>Lower Order Thinking Skills</b>	
	<b>4</b> <i>Designing, constructing, planning, producing, inventing, devising, making, evaluating, checking, hypothesizing, critiquing, experimenting, judging testing, detecting, monitoring</i>	<b>3</b> <i>Analyzing, comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating, applying, implementing, carrying out, using, executing</i>	<b>2</b> <i>Understanding, interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying</i>	<b>1</b> <i>Remembering, recognizing, listing, describing, identifying, retrieving, naming, locating, finding</i>
Communication Spectrum	<i>Collaborating, moderating, negotiating, debating, commenting</i>	<i>Meeting, reviewing, questioning, replying, posting &amp; blogging</i>	<i>Networking, contributing, chatting, e-mailing, texting</i>	

**Appendix C - Evidence /Data (Optional)**

The following evidence was gathered in assessment of Student Learning Outcome #\_\_\_\_.  
*{Repeat and edit the above text as necessary for each SLO.}*

**Appendix D - Chronology**

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
Fall 2011	AD, MF, CF, CP	Established meta-outcomes for general education curriculum
Fall 2011	AD, MF, CF, CP	Established meta-outcomes for general education curriculum
Fall 2011	RH, CP	Division meeting to discuss assessment of Lab Science GE
Jan 2012	RH, CP	Established rubric for scientific reasoning
Jan 2012	RH, CP	Distribution of assessment rubric
Apr 2012	RH, CP	Data collection
May 2012	RH, CP	Data collection & first draft of assessment report
May 18, 2012	RH, CP	Submission of GE Lab Science assessment report

# Seaver College General Education (GE) Assessment – Humanities Academic Year 2011-2012

Submitted by Cyndia Clegg, Humanities Program Coordinator and Distinguished  
Professor of English

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You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## **Introduction**

The Humanities General Education Program consists of 3 courses, 111, 212, 313, and the original intention in designing this sequence was to have courses be taught at the introductory, intermediate, and advanced (upper division level). The learning outcomes, besides mastering content information in the area of western culture (history, philosophy, and the arts), are concerned with being introduced to, developing, and mastering skills in the analysis of historical and cultural evidence, thinking critically and writing effectively about the course materials, and finally being able to identify and make judgments informed by values. Moreover, in terms of the General Education Program, this course is regarded as contributing to students' understanding of diversity—which we have taken to mean not only diverse cultures and values, but diverse approaches to historical and cultural evidence. So that others might fully understand the terms and outcomes upon which this assessment study has focused, the following course descriptions from the Seaver catalog should be helpful.

### **Western Heritage (9)**

This three-course sequence, taught with progressively more rigorous expectations, gives a historical and sequential introduction to the achievements of Western culture from prehistoric times through the late Middle Ages (30,000 CE–1300 CE) in the first course, through the Early Modern Period (1300–1815) in the second, and from the Industrial Revolution to the present in the third. Through an integrated, interdisciplinary study of politics, literature, philosophy, and the arts, the sequence explores the interrelationship between the cultural arts and the spiritual, political, and intellectual commitments of men and men in the West

Courses fulfilling the Western Heritage requirement: HUM 111, HUM 212, and HUM 313, taken in sequence at the introductory, intermediate, and advanced levels:

In the Western Heritage requirement, students will:

- Develop a historical and sequential understanding of the history of Western civilization.
- Experience the West's important primary cultural "texts" (literature, philosophy, art, and music) and explore their historical contexts.
- Understand the consequences and costs of Western cultural achievements both to men and women in the West and to other civilizations with which the West has interacted.
- Learn, use, and evaluate ideas of historical periodization, such as "Classical," "Medieval," "Renaissance," "Baroque," "Enlightenment," "Romantic," "Modern," and "Postmodern."

### **HUM 111 Western Culture I (3)**

An introduction to the West, with particular emphasis on knowledge and comprehension. Students will achieve basic cultural literacy in the following time periods: Prehistoric, Mesopotamia, Egypt, Greece, Rome, Medieval Europe (30,000 BC-AD 1300). (GE)

### **HUM 212 Western Culture II (3)**

An analysis and interpretation of six major historical "events" during the time period 1300-1815 and their cultural implications: Renaissance, Reformation, Intercultural Encounters, Science, Enlightenment, the French Revolution. Students will achieve cultural literacy in these areas and develop skills in cultural interpretation and analysis. Prerequisite: HUM 111. (GE)

### **HUM 313 Western Culture III (3)**

Focused on a particular topic in modern culture, the course will use historical narrative of the time period 1815 to the present as a background for investigation into a particular theme or themes. Students will engage with and assess varying cultural and historical interpretations. Students will achieve cultural literacy in the modern period and demonstrate their skill in

synthesizing and evaluating diverse historical and cultural interpretations.  
Prerequisite: HUM 212. (GE)

## **I. Program Learning Outcome**

Students express broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of western civilizations.

## **II. Institutional Educational Outcomes (Objectives)**

The Humanities Learning Outcomes align with the following IEOs.

- I. Demonstrate a historical and chronological understanding of Western cultures from the ancient world to the present.
  - i. Knowledge & Scholarship (Purpose): Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery
- II. Demonstrate skill in analyzing and evaluating diverse voices in historical evidence from literature, the art and both primary and secondary historical texts
  - i. Community and Global Understanding (Purpose): Develop and enact a compelling personal and professional vision that values diversity.
  - ii. Knowledge & Scholarship (Leadership): Think critically and creatively, communicate clearly, and act with integrity
- III. Write clearly and coherently on the formation and global implications of western cultural values—political, philosophical, aesthetic, religious—and the historical contexts in which they were formed.
  - i. Faith & Heritage (Purpose): Appreciate the complex relationship between faith, learning and practice.
  - ii. Knowledge & Scholarship (Leadership): Think critically and creatively, communicate clearly, and act with integrity

## **III. Student Learning Outcome(s)**

<b>SLO #1</b>	Students demonstrate a historical and chronological understanding of Western cultures from the ancient world to the present.
<b>SLO #2</b>	Demonstrate skill in analyzing and evaluating diverse voices in historical evidence from literature, the art and both primary and secondary historical texts
<b>SLO #3</b>	Write clearly and coherently on the formation and global implications of western cultural values—political, philosophical, aesthetic, religious—and the historical contexts in which they were formed.

#### **IV. Curriculum Map**

	<b><u>SLO #1</u></b>	<b><u>SLO #2</u></b>	<b><u>SLO #3</u></b>
<b><u>Hum 111</u></b>	<b><u>I</u></b>	<b><u>D</u></b>	<b><u>M</u></b>
<b><u>Hum 212</u></b>	<b><u>I</u></b>	<b><u>D</u></b>	<b><u>M</u></b>
<b><u>Hum 313</u></b>	<b><u>I</u></b>	<b><u>D</u></b>	<b><u>M</u></b>

#### **V. Assessment Plan**

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Assessment of writing sample drawn from Humanities courses	Student and Alumni Surveys
<b>SLO #2</b>	Assessment of writing sample drawn from Humanities courses	Student and Alumni Surveys
<b>SLO #3</b>	Assessment of writing sample drawn from Humanities courses	Student and Alumni Surveys

***Narrative Description of Assessment Plan:*** The assessment committee gathered and evaluated a collection of 78 items of representative samples of student work produced from Humanities 111, 212, and 313 courses taught in Malibu during the fall and spring semesters of 2011-2012. The committee, consisting of all the faculty teaching these courses coordinated to create a rubric (see below) for assessing student learning in these courses. The committee met on two separate mornings (March 21 and March 28, 2012, and read, discussed and scored all samples. The committee read each of the samples to determine whether and to what extent the sample in question provided evidence that the 3 SLOs had been achieved. The samples were identified only by the course.

It is important to note that we have not yet assembled a portfolio that includes courses taught in International Programs or in Seaver summer sessions. There has not been a prior effort to coordinate PLOs and SLOs, so International Programs and Seaver summer sessions have not been operating with the same outcomes. The larger Assessment Plan for Humanities Sequence is to bring IP and Seaver summer into line by providing them with the designated program outcomes and to create a portfolio of student work for the 2012-2013 academic year.

#### **VI. Rubrics**

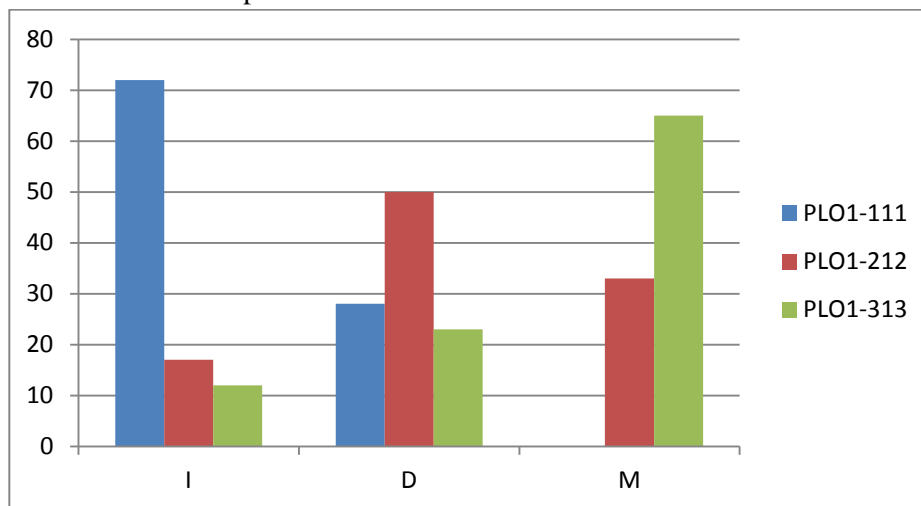
	<b><u>I</u></b>	<b><u>D</u></b>	<b><u>M</u></b>
<b><u>Outcome 1</u></b>	Places person/historical event in historical context	Discerns different ways of understanding persons/historical events and contexts	Shows understanding of interplay between multiple events and contexts
<b><u>Outcome 2</u></b>	Identifies diverse voices in art, literature and historical texts	Analyzes diverse voices in art, literature and historical texts and uses these as evidence in argument	Evaluates diverse voices in art, literature and historical texts and uses these as evidence in argument
<b><u>Outcome 3a</u></b>	Addresses the topic with specific and relevant examples	Has a clear argument supported with specific, relevant, and well described examples	Presents and evaluates multiple arguments based on specific and relevant examples
<b><u>Outcome 3b</u></b>	Identifies a culture's philosophical, political, aesthetic, and religious values	Identifies the global implications of a culture's philosophical, political, aesthetic, and religious values	Evaluates the implication of and responds to a culture's philosophical, political, aesthetic, and religious values

## **VII. Criteria/Benchmarks for Student Achievement / Success**

The designated criterion/benchmark for adequate student performance in the area of critical thinking is that, *for each SLO, seventy percent (70%)* of the assessed samples at the designated level for each course: i.e., 70% of 111 sample would be at the introductory level, 70% of 212 sample would be at the level of developing, 70% of 313 students would be at the level of mastery.

## **VIII. Evidence / Data**

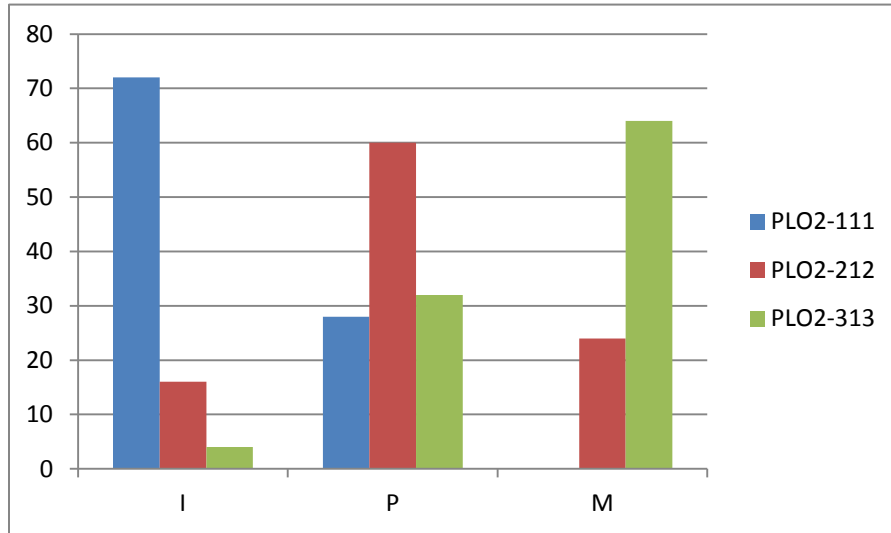
**SLO 1:** Students demonstrate a historical and chronological understanding of Western cultures from the ancient world to the present.



**111** Slightly more than 70% of the student samples demonstrate knowledge at the introductory level in Humanities. Nearly 30% of student samples in this course demonstrate knowledge at the level of developing. **212** 82% of student samples in 212 are demonstrating knowledge at the level of developing and mastery with 30% exceeding expectations at the mastery level. **313:** 65% of student samples in 313 demonstrate knowledge at the level of mastery, 5% below the benchmark. Somewhat more troubling is that 10% of the samples demonstrate content mastery at a beginning level.

**Conclusion:** For Humanities 111 and 212 are exceeding expectations of student learning in the area of content. Humanities 313 come close, but not close enough. One instructor for the course suggested that the samples selected were not representative. For future assessment, we may need to be more directed in assembling the portfolio.

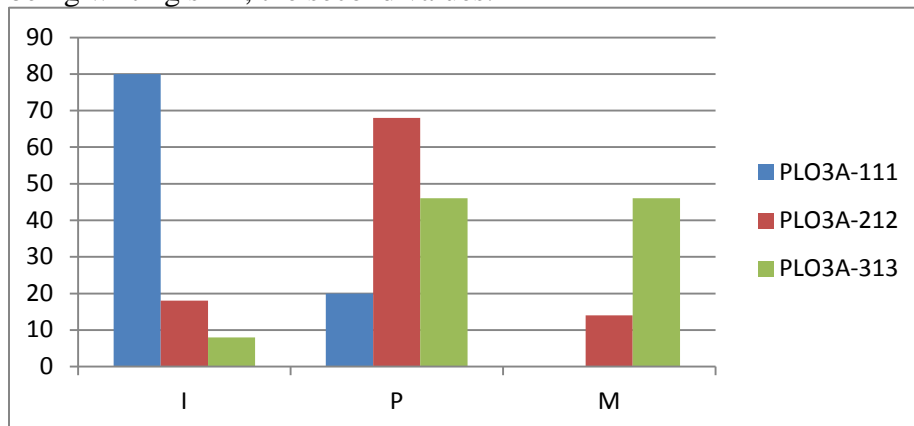
**SLO 2:** Demonstrate skill in analyzing and evaluating diverse voices in historical evidence from literature, the art and both primary and secondary historical texts.



**111:** Slightly more than 70% of the student samples demonstrate skill in historical and cultural analysis the introductory level in Humanities. Nearly 30% of student samples in this course demonstrate skill in historical and cultural analysis knowledge at the level of developing. **212** 82% of student samples in 212 are demonstrating skill in historical and cultural analysis at the level of developing and mastery with 32% exceeding expectations at the mastery level. **313:** 62% of student samples in 313 demonstrate skill in historical and cultural analysis at the level of mastery, 8% below the benchmark.

### Conclusion:

**SLO 3:** Write clearly and coherently on the formation and global implications of western cultural values—political, philosophical, aesthetic, religious—and the historical contexts in which they were formed. This SLO was separated into two components for assessment. The first being writing skill; the second values.



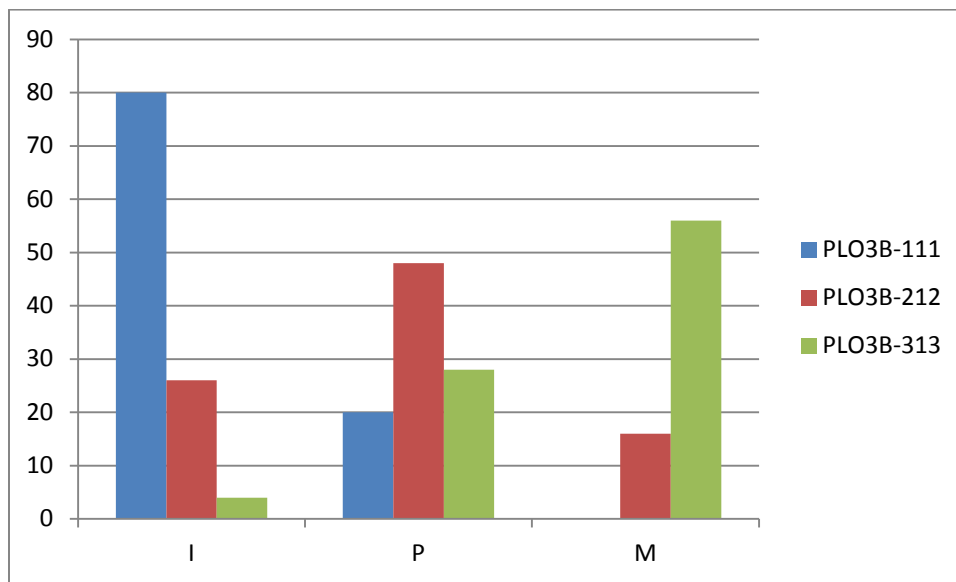
**111:** Slightly more than 80% of the student samples demonstrate effective writing skills the introductory level in Humanities. Nearly 20% of student samples in this course demonstrate skill in historical and cultural analysis knowledge at the level of developing. **212:** 78% of student samples in 212 are

demonstrating effective writing skills at the level of developing and mastery with 18% exceeding expectations at the mastery level. **313:** Only 48% of student samples in 313 demonstrate effective writing skills at the level of mastery, 22% below the benchmark. Even so 80% demonstrate effectiveness at the level of practicing and mastery.

### Conclusion

For Humanities 111 and 212 are meeting expectations of student learning in the area of writing skills. Humanities 313 falls seriously short—short enough that the question of sample may not entirely be the issue. It is a challenge to have writing in a large lecture class, but since the other courses (111 and 212) are meeting the challenge, perhaps the program might better delineate writing expectations for all courses.

### SLO 3B Values



**111:** Slightly more than 80% of the student samples articulate the formation of western values and their impact on other cultures in Humanities 111. 20% of student samples for this course articulate the role of values and their impact at the level of developing. **212:** 74% of student samples in 212 articulate the formation of western values and their impact on other cultures at the level of developing and mastery with 16% exceeding expectation. **313:** 55% of student samples in 313 articulate the role of values and their impact at the level of at the level of mastery, 15% below the benchmark. Here at though, nearly 30% articulate the formation of western values and their impact on other cultures.

**Conclusion:** Students in the humanities courses are effectively articulating the formation of values in western culture and their impact on other cultures. What all 313 students are not mastering this outcome, they are practicing it effectively.

### VIII.F. INDIRECT EVIDENCE OF CRITICAL THINKING

The “indirect evidence” of the GE curriculum’s performance with respect to critical thinking was gathered by means of a survey conducted by Seaver College to the graduating Class of 2012. The survey asked respondents to answer

several questions that relate to the Humanities sequence including question 2 (critical thinking), 5 (writing), 10 (intercultural knowledge), 15 (the arts), and 21 (western culture). Questions 2 and 5 would seem to apply to the General Education Sequence generally, but it is relevant that 62% of graduating seniors felt their GE experience contributed sufficiently or considerably to their ability to their skills in critical thinking (62.9) and writing (62.1). Intercultural knowledge and competence is a bit more difficult with regard to Humanities—the subtitle of which is “Western Culture.” So students may not regard Humanities as contributing to this kind of competency and skill. Even so, 58.3% regarded their GE experience as contributing sufficiently or considerably to this competency. Since Humanities has a significant focus on the “historical, cultural, or technical significance of music, theater or art, that 64.6% of graduating seniors regarded their GE experience as contributing significantly or considerably to this competence is significant. Question 21 addresses western culture specifically.

The results of the survey administered to 2012 graduating seniors were as follows:

	Very Little	Somewhat	Sufficiently	Considerably	Response Count
21. Western Culture: The history, literature, philosophy and artistic achievements of western civilizations	10.7 (29)	22.1.0% (60)	39.7% (108)	27.6% (63)	272

It should be noted that the percentage of students who felt that the GE curriculum contributed sufficiently or considerably to their knowledge, skills, and personal development in this area was 67.3%—**the highest for all the GE categories and questions**. The next highest was in the category of Christianity (66.5%), the third foreign language (66.2%). The average reply in this survey of students reporting that the various course areas and learning skills was 57.32%. Student favorable response their learning in the Humanities was thus 10% above the average.

## **IX. Summary**

### ***Narrative Summary of Overall Findings:***

Based on the “direct evidence” compiled in Sect. VIII of this document, the assessment committee found that the Seaver College Humanities curriculum currently meets its expectation for student learning, especially if we accept that the level of “practicing” would usually be considered adequate performance. Our expectation of mastery in 313 is perhaps as much a problem of expectation than of actual performance. Even so, in all but the area of writing, the samples from Humanities 313 came within a few percentage points of the level of mastery. In terms of the knowledge content parameters set by the General Education curriculum for the Humanities sequence, students all students samples demonstrated learning that expresses broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of western civilization. All students in the 111 sample demonstrate the knowledge and the skills associated with it at or above the level of introduced, as would be appropriate for the introductory course. 90% of students in the 212 sample demonstrate the knowledge and skills associated with it at or above the level of practice, as would be appropriate for the intermediate course, and 88% of students in the 313 sample demonstrate the knowledge and skills at or above the level of practice, with an average of 60% demonstrating mastery.

The indirect evidence confirms that students are learning sufficiently or considerably in the content area of Western Culture.

## **X. Recommendations (Closing the Loop)**

Based upon the committee’s analysis, the following actions are necessary to assure the continued level of student learning outcomes in the humanities sequence.

**Action Item #1:** Follow-up on the assessment of Humanities 313, but collecting samples during the 2012-1013 year to determine whether the problem was with the sample or with learning outcomes being sufficiently clear. This may be more easily determined if writing expectations are clearly set forth for the course—especially because adjuncts will be teaching the course next year.

**Evidence to support this proposed action:** Outcomes from portfolio on SLO 3A.

**Expected outcome (if the action item is implemented):** We will have a more representative sample to evaluate student learning—and outcomes may be addressed more intentionally in the Humanities 313 course.

**Expected timeline:** Action will be taken before the fall semester begins.

**Type of Action:**  **Resource Neutral**       **Resources Required**

**Action Item #2**

We will assess International Programs and Seaver Summer as part of our assessment plan.

**Evidence to support this proposed action:** We had no evidence from these courses.

**Expected outcome (if the action item is implemented):**

We will know if there is continuity.

**Expected timeline:** PLOs and SLOs will be disseminated before fall. Assessment will take place during the spring term.

**Type of Action:**  **Resource Neutral**       **Resources Required**

**Resource Detail:** N/A

Act

**XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Cyndia Clegg	Distinguished Prof. of English	Humanities & Teacher Ed.

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Dr. Sonia Sorrell	Visiting Professor of Humanities	Fine Arts
Dr. Bryan Givens	Associate Prof. of History	Humanities & Teacher Ed.
Dr. Sharyl Corrado	Assistant Prof. of History	Humanities & Teacher Ed.
Dr. Andrea Siegel	Visiting Prof. of Jewish Studies	Humanities & Teacher Ed.

## APPENDICES (Humanities)

### Appendix A – Assessment Details (Portfolio is on file in Dr. Cyndia Clegg’s Office)

Learning Outcome 1- Student portfolio containing 78 samples of student work from Humanities Courses.

Learning Outcome 2- Student portfolio containing 78 samples of student work from Humanities Courses

Learning Outcome 3- Student portfolio containing 78 samples of student work from Humanities Courses

### Appendix B - Rubrics

	<b><u>I</u></b>	<b><u>D</u></b>	<b><u>M</u></b>
<b><u>Outcome 1</u></b>	Places person/historical event in historical context	Discerns different ways of understanding persons/historical events and contexts	Shows understanding of interplay between multiple events and contexts
<b><u>Outcome 2</u></b>	Identifies diverse voices in art, literature and historical texts	Analyzes diverse voices in art, literature and historical texts and uses these as evidence in argument	Evaluates diverse voices in art, literature and historical texts and uses these as evidence in argument
<b><u>Outcome 3a</u></b>	Addresses the topic with specific and relevant examples	Has a clear argument supported with specific, relevant, and well described examples	Presents and evaluates multiple arguments based on specific and relevant examples
<b><u>Outcome 3b</u></b>	Identifies a culture’s philosophical, political, aesthetic, and religious values	Identifies the global implications of a culture’s philosophical, political, aesthetic, and religious values	Evaluates the implication of and responds to a culture’s philosophical, political, aesthetic, and religious values

### Appendix C – Evidence Data (included in report)

### Appendix D Chronology

<b>Date</b>	<b>Participants</b>	<b>Action</b>
10/2011	CC, BG, SS, SC	Revised learning outcomes in light of GE outcomes
3/21/12	CC, BG, SS, SC, AS	Portfolio assessment for 111, 212
3/28/12	CC, BG, SS, SC, AS	Portfolio assessment for 313

# Seaver College General Education (GE) Assessment – Written Communication Academic Year 2011-2012

You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## I. Program Learning Outcome

Students communicate effectively in written form.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Students will write in an engaging, effectively organized style that enhances reader's understanding of the topic.
<b>SLO #2</b>	Students will effectively address an audience, providing substantial supporting evidence, insightful analysis, synthesis, and critique of the subject.
<b>SLO #3</b>	Students will use appropriate materials from a variety of resources to support ideas, consistently employing a standard documentation style.
<b>SLO #4</b>	Students will demonstrate a sophisticated use of grammatical conventions with writing that is virtually free from the kinds of errors that distract from meaning and readability.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrouced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>
<b>ENG 101/Great Books/SAAJ</b>	I, D	I, D	I	I, D
<b>Junior Writing Portfolio (JWP)</b>	M	D, M	D, M	M

## V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Essays from the JWP; committee members will look for evidence of effective organization and engaging style	GE senior survey
<b>SLO #2</b>	Essays from JWP; committee members will look for evidence of audiences awareness, effective use of evidence, insightful analysis, synthesis of ideas, and critique	GE senior survey
<b>SLO #3</b>	Essays from JWP; committee members will look for evidence that students are drawing from appropriate sources to support ideas and consistently employ a standard documentation style	GE senior survey
<b>SLO #4</b>	Essays from the JWP; committee members will look for evidence that students have a command of standard grammatical conventions and are producing essays virtually free from errors that distract from meaning and readability	GE senior survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

Rubric attached in Appendix B

## **VII. Criteria/Benchmarks for Student Achievement / Success**

For each assessment SLO, list the criteria or benchmarks established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	In the absence of an external benchmark, the assessment committee—composed of experts in the fields of composition studies and rhetoric—determined that at least 70% of student writing should be at a 3 or higher for each SLO. We agreed upon 70% as a benchmark because it indicates that a large majority of students are meeting or surpassing the “sufficient to more-than-sufficient” level.

<b>SLO #2</b>	70% of student writing should be at a 3 or higher
<b>SLO #3</b>	70% of student writing should be at a 3 or higher
<b>SLO #4</b>	70% of student writing should be at a 3 or higher

### **VIII. Evidence / Data**

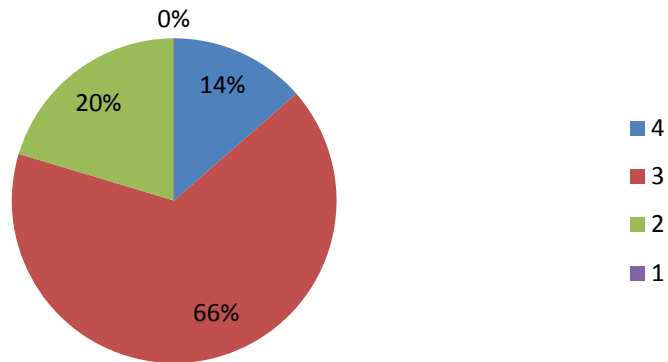
For each SLO, present in summary form the evidence/data gathered to assess the SLO. If necessary, use Appendix C to report raw or original data necessary to support your findings.

For each SLO, the committee evaluated a sample of 59 Junior Writing Portfolios (each portfolio consisted of a reflective cover letter and four essays). The table and charts below summarize the committee's findings for each SLO.

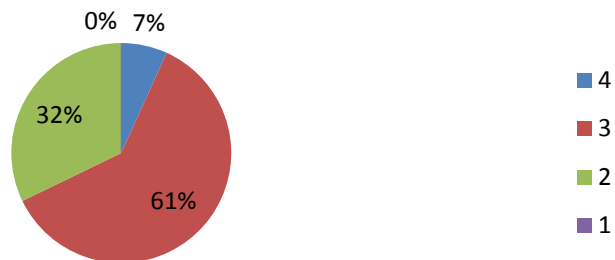
#### **SLO 1-4 Data**

	4	3	2	1	
<b>SLO#1</b> Students will write in an engaging, effectively organized style that enhances reader's understanding of the topic.	8	39	12	0	59
<b>SLO#2</b> Students will effectively address an audience, providing substantial supporting evidence, insightful analysis, synthesis, and critique of the subject.	4	36	19	0	59
<b>SLO#3</b> Students will use appropriate materials from a variety of resources to support ideas, consistently employing a standard documentation style.	7	35	16	1	59
<b>SLO#4</b> Students will demonstrate a sophisticated use of grammatical conventions with writing that is virtually free from the kinds of errors that distract from meaning and readability.	8	33	18	0	59

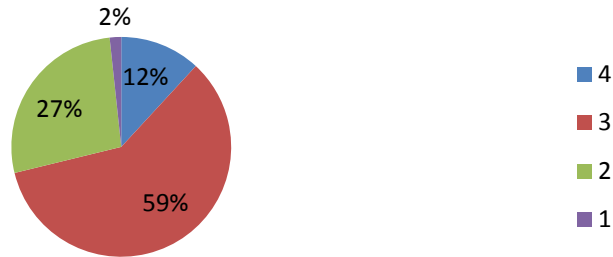
**SLO#1 Students will write in an engaging, effectively organized style that enhances reader's understanding of the topic.**



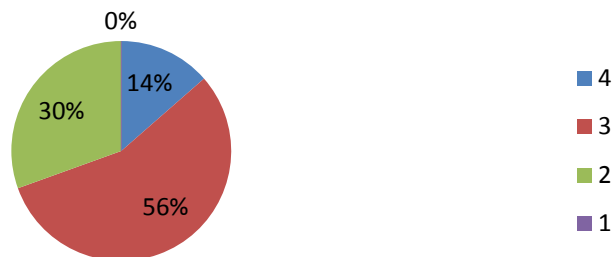
**SLO#2 Students will effectively address an audience, providing substantial supporting evidence, insightful analysis, synthesis, and...**



**SLO#3 Students will use appropriate materials from a variety of resources to support ideas, consistently employing a standard...**



**SLO#4 Students will demonstrate a sophisticated use of grammatical conventions with writing that is virtually free from the kinds of...**



## **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions. Also, be certain to reference the appropriate evidence / data supporting each finding / conclusion.

1. Are the SLOs being met at the appropriate level of achievement based upon the criteria / benchmarks defined? Stated differently, are students learning at an appropriate level for this component of the GE program?
2. Is the GE requirement as described in the catalog appropriate or does it need to be revised?

1) Using a rubric of 1-4, the JWP Committee has set a 70% ratio of 3(Sufficient to More-Than Sufficient) as an internal benchmark for each Student Learning Objective. The Committee members based this determination on their expertise in composition and rhetoric studies with two considerations in mind. *First*, setting a benchmark of 70% of students earning a 3 is appropriate pedagogically for the holistic approach to writing assessment that the JWP Committee members and many writing specialists use. *Second*, reaching this benchmark would place the students slightly above an average level of competence.

A review of the data on SLO #1 suggests that student writing in this sample surpassed the benchmark. 80% of student portfolios scored a 3 or higher for *writing in an engaging, effectively organized style that enhances the readers understanding of the topic*. Of the four SLOs, the competencies described in SLO #1 may transcend the specialized writing conventions linked to each major.

However, student writing in this sample did not meet the stated benchmark for SLO#2. Only 68% scored 3 or higher in terms of *effectively addressing an audience and providing substantial supporting evidence*. The lower scores could be explained by the higher levels of critical thinking and rhetorical sophistication that this SLO requires. Or perhaps the range of writing assignments expected within different majors partly account for the scores. A larger sample size or samples from various majors would be needed to draw more definitive conclusions.

The data further indicates that for SLOs #3 and 4, student writing met the benchmark for achievement, as 71% and 70% (respectively) scored 3 or higher. SLO#3 required students to “use appropriate materials from a variety of resources to support ideas, consistently employing a standard documentation style.” SLO#4 required students to “demonstrate a sophisticated use of grammatical conventions with writing that is virtually free from the kinds of errors that distract from meaning and readability.” These scores may be partly attributable to the respective emphasis each major program places upon precise research and correct language usage.

Indirect evidence from the GE Assessment survey sent to graduating seniors is generally supportive of the JWP Committee’s findings. Because the scales on the two surveys differ, it is not possible to match these data sets perfectly (for example, our 3 contains the “sufficient to more-than-sufficient” range, which may blur the line between “sufficient” and “considerably” on the senior survey); however, no major discrepancies exist between the two data sets. According to the senior survey, 61.2% of respondents noted that the GE curriculum had contributed either “sufficiently” or “considerably” (45.6% and 15.6% respectively) to their ability to write effectively. The reported JWP data indicates that between 56% and 66% of students are earning a score of 3 for SLOs #1-4, which is in keeping with the seniors’ self-reported scores.

2) The GE requirement as described in the catalog is appropriate.

## **X. Recommendations (Closing the Loop)**

What recommendations are necessary to correct weaknesses or improve this area of the General Education program? For each recommendation, reference the supporting evidence and briefly describe the expected outcome. All recommendations should be resource neutral.

Additionally, if you propose revision of the catalog content on pages 77-87 of the 2012-2013 Seaver College catalog (<http://seaver.pepperdine.edu/academics/content/2012seavercatalog.pdf>) indicate the proposed revised content as an action item.

*You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

1) In order to make sure that the Written Communication component of the GE program is being integrated successfully, we need to take a closer look at the Writing Intensive courses in the major. Some students submit their JWP without having written a paper for a course in their major, which leaves us unable to determine how successfully a student has learned appropriate disciplinary research skills, documentation style, audience awareness, and so forth. It is possible that more focused oversight of these courses within programs/divisions, as well as within International Programs, is needed to ensure that students are learning the expectations for writing in their chosen field of study and that they are being asked to practice writing in that field. The scores for SLO #2 could potentially be improved if students across all majors are regularly asked to synthesize and analyze information in writing. Similarly, increased attention to writing in the major may allow us to exceed the benchmark for SLO #3, because all students would be learning and practicing the research and documentation style appropriate to their discipline.

2) We suggest collecting feedback from faculty across the disciplines who teach writing intensive courses regarding their current practices and their concerns/questions about teaching writing, particularly in relation to the SLOs. If we learned, for example, that most faculty are not sure how to incorporate one of the SLOs into their courses, we would be able to take deliberate steps toward faculty development in that area.

## **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Heather Thomson-Bunn	Assistant Professor of English, Director of First-Year Writing	HUTE

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Theresa Flynn	Writing Center Director, Visiting Assistant Professor of English	HUTE
Lorie Goodman	Associate Professor of English	HUTE
David Holmes	Professor of English	HUTE

## APPENDICES

### **Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #1, 2, 3, and 4.

For SLOs 1, 2, 3, and 4, committee members looked at a sample of 59 JWPs collected from undergraduates at Seaver College during the Spring 2012 semester. Using a rubric aligned with the SLOs, committee members evaluated JWPs to determine whether Seaver undergraduates demonstrate acceptable achievement for each SLO.

Data will be archived using Sakai (Courses), with the site accessible to all faculty involved in assessment. Archiving data online will provide easy access to current and future assessment committee members, and will establish a chronology of assessment activity. Along with a description of relevant findings, an account of assessment procedures and all rubrics developed will be posted, allowing others to replicate assessment activities in the future.

### **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #1-4.

*{Repeat and edit the above text as necessary for each rubric.}*

	4 (Outstanding)	3 (Sufficient to More-Than-Sufficient)	2 (Minimally Passable)	1 (Unacceptable)
SLO #1 Students will write in an engaging, effectively organized style that enhances reader's understanding of the topic	<p>Writing engages reader &amp; enhances their understanding of the topic</p> <p>Writing clearly demonstrates an effective pattern of organizing that facilitates the reader's understanding</p> <p>Main points are clearly stated and well advanced</p>	<p>Writing enables reader to understand ideas with little or no re-reading</p> <p>Writing follows an appropriate pattern of organization</p> <p>Main points are clearly stated</p>	<p>Writing occasionally requires reader to re-read in order to understand ideas</p> <p>Structural problems occasionally hinder reader's understanding</p> <p>Main points are stated, but not necessarily clearly or effectively</p>	<p>Writing requires reader to re-read frequently in order to understand ideas, or writing is so confusing as to obscure meaning</p> <p>Overall structure lacks coherence</p> <p>Main points are not clearly stated</p>

<p>SLO #2 Students will effectively address an audience, providing substantial supporting evidence, insightful analysis, synthesis, and critique of the subject</p>	<p>Writer provides insightful, well articulated analysis, synthesis, and critique of the subject</p> <p>Sustains a well-focused analysis, connecting ideas in a sophisticated and logical manner</p> <p>Statements substantially supported with compelling evidence</p>	<p>Cogent, clear analysis, synthesis, and critique of the subject</p> <p>Statements sufficiently supported with relevant evidence</p> <p>Connects ideas logically</p>	<p>Analysis of the subject is sometimes superficial and not consistently supported with relevant evidence</p> <p>Ideas are not always connected logically</p>	<p>Superficial and/or poorly articulated analysis of subject</p> <p>Fails to connect ideas logically</p>
<p>SLO #3 Students will use appropriate materials from a variety of resources to support ideas, consistently employing a standard documentation style</p>	<p>Adeptly uses appropriate materials from a variety of resources to support ideas</p> <p>Consistently employs a standard documentation style</p>	<p>Adequately uses appropriate materials from a variety of resources to support ideas</p> <p>Employs a standard documentation style with few errors</p>	<p>Use of resources is limited and/or inappropriate for writer's purpose</p> <p>Documentation style is employed inconsistently or with frequent errors</p>	<p>Fails to include and synthesize appropriate resources</p> <p>Makes significant errors in documentation style</p>
<p>SLO #4 Students will demonstrate a sophisticated use of grammatical conventions with writing that is virtually free from the kinds of errors that distract from meaning and readability</p>	<p>Sophisticated use of grammatical conventions</p> <p>Writing is virtually free from the kinds of errors that distract from meaning and readability</p> <p>Vocabulary &amp; sentence</p>	<p>Grammatical structures are generally appropriate, though not necessarily perfect</p> <p>Occasional errors may distract from readability</p> <p>Vocabulary &amp;</p>	<p>Grammatical errors occasionally distract the reader</p> <p>Vocabulary &amp; sentence structure are simple</p>	<p>Grammatical errors are so obtrusive that readers are seriously distracted by them</p> <p>Simplistic word choice &amp; sentence structure limits description and/or expression</p>

	structure are sophisticated and appropriate for the topic, discipline, and intended audience	sentence structure are adequate, but may lack sophistication		
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### **Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome # \_\_\_\_.  
*{Repeat and edit the above text as necessary for each SLO.}*

### **Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
9/22	HTB	Drafted SLOs; set up team meeting to discuss template
9/28	HTB, TF, DH	Meeting to discuss template and revise SLOs
10/4-10/17	HTB, TF, LG, DH	Sections I-V of template revised and completed (via email exchanges); template submitted to Dean Feltner for review
11/16	HTB	Meeting with Dean Feltner to discuss comments on template and plans for proceeding with template. Revisions made to template in response to comments.
11/29	HTB	Reviewed sample rubrics; compiled list of next steps to discuss at team meeting
11/30	HTB, TF, LG, DH	Meeting to work on rubrics and full assessment plan.
12/7	HTB	Revision of template in response to committee meeting; meeting with Dean Feltner to discuss description of JWP assessment
12/8	TF, LG	Meeting to develop rubrics for assessment
12/9	HTB	Drafted Assessment Plan; updated template submitted to Dean Feltner for review
3/14	HTB, LG, DH	Meeting to develop plan for data collection
3/30	LG	Revised SLOs for use in rubric
4/2	HTB	Drafted data analysis rubric; prepared for team meeting
4/3	HTB, LG	Meeting to finalize rubric for data analysis

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4/29- 5/3	HTB, DH, LG, TF	Evaluated sample JWPs using rubric
4/30	HTB, LG, DH	Met to discuss provisional findings and devise plan for summarizing findings
5/7	LG	Synthesized rubrics and created graphs representing findings for each SLO
5/8	HTB, LG, DH, TF	Met to review synthesized data and map out narrative summary
5/10	HTB	Analyzed indirect evidence and compared it to committee's findings; drafted action items
5/16	DH	Drafted narrative summary
5/17	HTB, LG, DH	Finalized and proofread report

# Seaver College General Education (GE) Assessment – American Experience Academic Year 2011-2012

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You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## **I. Program Learning Outcome**

Students identify and explain significant political and historical developments that have shaped America’s democracy and its diverse society and apply that knowledge to develop a personal vision about its meaning.

## **II. Institutional Educational Outcomes (IEOs)**

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

*Service*

Apply knowledge to real-world challenges.

### **Community & Global Understanding**

*Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## **III. Student Learning Outcome(s)**

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

SLO 1 Students identify and explain significant political and historical developments that have shaped America’s democracy and its diverse society in the context of the discipline of political science.

SLO 2 Students identify and explain significant political and historical developments that have shaped America’s diverse society in the context of the discipline of history

SLO 3 Students apply their knowledge by developing a personal vision regarding diversity.

## **IV. Curriculum Map**

For each SLO, indicate the course(s) where the outcome is **I**ntrouced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	SLO 1: Students identify and explain significant political and historical developments that have shaped America’s democracy and its diverse society in the context of the discipline of political science	SLO 2: Students identify and explain significant historical developments that have shaped America’s diverse society in the context of the discipline of history	SLO 3: Students apply their knowledge by developing a personal vision regarding diversity
<b>POSC 104</b>	Introduced		Introduced
<b>HIST 304</b>		Introduced and Developed	Developed

## V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO 1</b>	<p>Short answer and/or essay questions will be developed and required in each section of POSC 104. These will ask students to identify and explain significant political and historical developments that have shaped the development of the American political system. Students will answer the question for SLO 1 (and 3) in late March in each section of POSC 104. We will collect student papers from all sections and randomly choose ten responses from each section of the course (20 for the big Elkins class). That will result in a sample of approximately 40 papers. A committee of political scientists will evaluate student learning using rubrics. Eighty percent of papers should receive an acceptable or excellent (see rubrics for number values). The papers and data collected will be scanned to PDF documents and archived on a Political Science or American Experience or GE page in Courses (Sakai).</p> <p>The answers will be evaluated using rubrics. See Appendices A and B for more information.</p>	<p>Click here to enter text.</p>
<b>SLO 2</b>	<p>Instructors in each of the History 304 sections were required to choose at least one essay question from a list of ten questions specially prepared for this assessment (See Appendix A). The essay requires students to identify and explain significant historical developments that have shaped America's diverse society. Students answered the question for SLO 2 (and 3) in late April (and/or in the Final Exam timeslot if that is what instructors preferred) in each section of HIST 304. Instructors collected student papers from all sections and randomly choose five responses from each section of the course. A committee of historians then evaluated student learning using rubrics. Eighty percent of papers should receive an acceptable or excellent (see rubrics for number values). The papers and data collected will be scanned to PDF documents and archived on a History or American Experience or GE page in Courses (Sakai).</p> <p>See Appendices A and B for more information.</p>	
<b>SLO 3</b>	<p>The essay in each section of HIST 304 will require students to explain how what they've learned in the classroom has affected their personal views on diversity.</p> <p>The answers will be evaluated using a rubric. See above and Appendices A and B for more information</p>	<p>Students at Seaver College who have completed the American Experience requirement will complete a survey that answers questions about how they integrated knowledge of historical diversity in the co-curriculum</p>

		and in their lives.
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Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	80% of the papers should receive an 'acceptable' or higher according to the rubric.
<b>SLO #2</b>	80% of the papers should receive an 'acceptable' or higher according to the rubric.
<b>SLO #3</b>	80% of the papers should receive an 'acceptable' or 'excellent' according to the rubric. Survey on whether/how students integrated a historical understanding of diversity in their lives should show 80% did.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

### **SLO #2**

#### Evidence/Data

On Tuesday, May 1, 2012, a committee of four History 304 instructors (Darlene Rivas, Stewart Davenport, Phil Chase, and Ilana Miller) evaluated 35 randomly chosen essay exams using the attached rubric. We analyzed the exams independently, assigning a score from 0-5, and then compared results in teams of two (Rivas and Chase, Davenport and Miller). We were pleased to find that with only a few exceptions, the two evaluating professors in each team were only one point off in their scores. We then averaged the scores, or when separated by more than one point, revisited the exam with the assistance of a historian from the other team.

Results:

**Identification** of Historical Diversity: 77.14% achieved an "acceptable" or higher.

**Explanation** of Historical Diversity: 62.86% achieved an "acceptable" or higher.

#### Findings

The original criteria established as an acceptable standard of student achievement was 80% “acceptable” or higher for both “**Identification** of Historical Diversity” and “**Explanation** of Historical Diversity.” This year’s assessment reveals that students are falling short in both categories. They are very close to 80% in regard to “identification”—77.14%; but much further from 80% in regard to “explanation”—62.86%.

### **SLO #3**

#### Evidence/Data

**Application** of knowledge to personal vision: 85.7%.

#### Findings

We are happy to report that students are exceeding the criteria of 80% “acceptable” or higher.

### **Indirect Evidence**

In addition to assessing students according to SLO 2 and 3, the History 304 instructors issued a survey to the students taking the class in the Spring semester, 2012. A copy of the survey is attached in Appendix B.

The results are as follows.

1. Students taking the survey 179

Sophomores	29 (16.2%)
Juniors	83 (46.37%)
Seniors	67 (37.43%)

2. It is important to have Political Science 104 as a prerequisite for History 304.

Strongly Agree	4 (2.23%)
Agree	35 (19.55%)
Neutral	50 (27.93%)
Disagree	67 (37.43%)
Strongly Disagree	23 (12.85%)

3. It is important to have History 304 be a 300 level (upper division) course.

Strongly Agree	14 (7.95%)
Agree	44 (25%)
Neutral	56 (31.81%)
Disagree	49 (27.84%)
Strongly Disagree	13 (7.39%)

4. I would have preferred to have taken History 304 earlier in my Pepperdine career.

Strongly Agree	17 (9.5%)
Agree	49 (27.37%)
Neutral	67 (37.43%)
Disagree	35 (19.55%)

Strongly Disagree 11 (6.14%)

### **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

In summary, the data paints a mixed picture. In regard to SLO 2, History 304 is not meeting the 80% threshold for “acceptable” or higher (77.14% for Identification of historical diversity; 62.86% for Explanation of Historical Diversity). The class is succeeding, however, with SLO 3—encouraging students to apply their knowledge of diversity by developing a personal vision (85.7% “acceptable” or higher). The obvious strength of the course, therefore, seems to be that students find its attention to diversity applicable to their lives. The weaknesses, frankly, are in instructing students about the facts of diversity in American history (identification at 77.14%); and especially in comprehending more complex historical concepts such as context, causality, and change over time (explanation at 62.86%). In terms of what needs improvement, clearly it would be good to bring up the numbers in both Identification and Explanation. However, we recommend three changes in conceptualizing the class:

- (1) A more realistic understanding of what can be accomplished in a one-semester, diversity-focused American history survey class. Correspondingly,
- (2) Lower the expectation that significant historical events and personalities that have shaped America’s diverse society can be both introduced **and** adequately developed (by the instructors), identified **and** adequately explained (by the students), in a single class.
- (3) Instead, focus on and improve the strengths and possibilities of the class that this assessment highlights: application of diversity to students’ lives; identification of historical developments; and laying a foundation for a more sophisticated understanding (i.e. “explanation”) of complex historical concepts, especially related to the development of diversity in American society.

### **X. Closing the Loop & Quality Improvement Program**

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #\_1\_:** Make the History component of the GE curriculum a lower division course. In other words, turn History 304 into History 204.
- **Evidence to support this proposed action:** There are simply too many expectations and responsibilities loaded into this one class as it is currently conceptualized. In terms of the content of the class (the entirety of American History, 1492-present), while the instructors are very capable, it is simply not realistic to expect them in a single semester both to both “Introduce” and “Develop” adequately the significant historical events that have shaped America’s diverse society. The evidence bears this out. 77.14% of students can “identify” these historical developments, while only 63.86% of them can really “explain” them.
- Two other points bear mentioning on this topic. First, the other upper division classes in the GE curriculum at Pepperdine (HUM 313 and REL 301) both have classes that “Introduce” students to the discipline and the subject (HUM 111 and 212, and REL 101 and 102)—a foundation upon which the upper division classes can then adequately “develop” a more sophisticated understanding of their subjects, one that can truly be labeled “explanation.” History 304 has no such class, and Political Science 104 is not an effective introduction (see Action Item #2).
- Second, Pepperdine is frankly out of step with other academic institutions in making its mandatory American History class an upper division course. At every other college and university we have investigated, the introductory American History class is precisely that—introductory—and appropriately placed at either the 100 or 200 level. Again, we have not found a single other college or university in the nation that structures the History component of its GE in this way. In this instance, Pepperdine is not unique because it is creative or excellent, but because no other institution thinks this is a good idea. Having the one History GE class at the 300 level is simply not in accordance with best practices.
- It is very gratifying, however, that a full 85.7% of students assessed can apply their knowledge of diversity in a personal vision. This kind of application is a value—a Christian value—that we believe should be introduced and cultivated at an earlier stage of a Pepperdine student’s academic career. It should therefore be placed earlier in the GE curriculum.
- Finally, the survey we administered to students in the 2012 Spring semester yielded the following data on this question. In response to the statement “It is important to have History 304 be a 300 level (upper division) course” most of the students (35.23%) responded either “Disagree” or “Strongly Disagree.” This is slightly higher than the 32.95% who responded “Strongly Agree” or “Agree,” with the final 31.84% of respondents being “Neutral.” These numbers are very

close, with the students being divided roughly into thirds, although the plurality of students believe that it is not important for the History GE class to be at the 300 level. Also, based on the comments on the surveys, many of those who believed that History 304 should remain at the 300 level did so because they believed the current readings and assignments for the class were so demanding that the work load would be inappropriate for a lower level class. In other words, they did not want to see such a challenging class at the 100 or 200 level. If the class were to be made History 204, however, we would adjust the level of rigor in assignments proportionately.

- In response to the related prompt of “I would have preferred to have taken History 304 earlier in my Pepperdine career,” 36.87% responded with “Strongly Agree” or “Agree,” while only 25.69% responded “Disagree” or “Strongly Disagree.” These numbers paint a more compelling picture. A full 37.43% of students, however, were neutral.
- Although not overwhelming, the data from this survey suggest that students would prefer to have the American History GE class earlier in their career, or at the very least would not mind (i.e. be “neutral”) if the class’s placement were changed.
- **Expected outcome (if the action item is implemented):**
- The main impact is that there would be no required number of units to take before registering for History 204, and POSC 104 would no longer be a prerequisite (see Action Item #2).
- It is also possible that more transfer students will have fulfilled this requirement at their prior institution. We will then have to make the decision about whether this previous course meets Pepperdine’s diversity requirement. While this might result in fewer students having to take Pepperdine’s History GE class, it correspondingly will mean a reduced reliance on adjunct professors. For instance, of the nine sections of History 304 taught in the 2012 Spring semester, only one of them was taught by a full time faculty member. This also does not seem to be best practice.
- It could be determined at a later date as to whether or not students with a score of 4 or 5 on the U.S. History AP test would be required to take History 204.
- **Expected timeline:** We hope to get this changed in time for the 2013-2014 academic year.
- **Type of Action:**  **Resource Neutral**       **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*

The number of History 204 instructors would be roughly the same as the number currently teaching History 304. If the number of students taking the class declines, so will Pepperdine’s reliance on adjuncts.

- **Action Item # 2 :** That Political Science 104 no longer be a prerequisite for the History GE class.
- **Evidence to support this proposed action:** From an instructor’s standpoint, there is no pedagogically sound reason to make an introduction to American Political Science a prerequisite for an introduction to American History. They are separate disciplines and employ different methodologies. A student can learn just as much from taking American History before taking American Political Science as from the reverse. And there is especially no reason why a student *must* take Political Science first. The results from the survey we administered during the 2012 Spring semester bear this out. Of the 179 students responding, a full 50.28% either “disagreed” or “strongly disagreed” with the statement “it is important to have Political Science 104 as a prerequisite for History 304.” This is the most clear and compelling result of the survey. Only 21.78% either “strongly agreed” or “agreed” that POSC should be a prerequisite, while 27.93% were neutral.
- **Expected outcome (if the action item is implemented):**
- Zero disruption to the current GE program, and indeed a streamlining of course registration for students. In other words, they will be able to take the History component or the Political Science component in whatever order they choose, and according to what best fits their schedule.
- **Expected timeline:** Again, we hope to get this change implemented in time for the 2013-2014 academic year
- **Type of Action:**   Resource Neutral       Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*

[Click here to enter text.](#)

## XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

Committee Chairperson	Position Title	Academic Division
Megan Francis	Assistant Professor of Political Science and Professor of History	Social Science and Humanities and Teacher Education
Darlene Rivas	Associate Professor of History	
Stewart Davenport		
Committee Members	Position Title	Academic Division
Phil Chase	History 304 adjunct	
Ilana Miller	History 304 adjunct	

## **XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

## **APPENDICES**

### **Appendix A - Assessment Details**

The following assessments were used to assess Student Learning Outcomes.

#### HISTORY 304 Knowledge of American Diversity Essay

The theme of this course has been the historical development of the diverse American peoples, including ethnic/racial (e.g. European, African, Hispanic, Asian, and Native Americans) and other forms of diversity (religion/ideology, gender). For our assessment of this class, please choose one of the following essay questions. Be sure to identify the significant people, events, and ideas required to answer the question, and to explain their significance to the development of diversity in American history.

#### A. Historical Developments that have shaped America's diverse society (SLO 2)

Choice of Questions:

1. Characterize the relationship between European settlers and Native American populations of North America in the colonial era. How did relations change over time? How did the development of an independent American nation impact the lives of Native Americans?
2. William Penn's "Holy Experiment" is in many ways the exception to the rule when it comes to English/Indian relations. What was the rule, what was the exception in Pennsylvania, and why was Pennsylvania the exception?
3. Compare and contrast slavery in the United States with slavery in either the Caribbean or Brazil.
4. Explain how slavery in North America developed and became race based in the colonial era. What was the impact of slavery on slaves, masters, and society? In what ways did slavery change after 1800?
5. What were the impulses behind the idea of "Manifest Destiny?" Who benefitted most as American settlers and the federal government spread westward between 1845 and 1890, and which peoples paid the greatest price? How did westward expansion affect the development of American ethnic/racial and religious diversity?
6. Between the Civil War and World War I, immigration to America changed dramatically. Who are considered America's "old immigrants"? Who were some of these "new immigrants," how did they impact American society, and how did American

society impact them? Finally, how did those in American society whose relatives came before 1865 respond to the influx of new immigrants?

7. Describe and explain the causes and consequences of at least two important waves of migration in the United States in the first half of the twentieth century. Choices: Great Migration of African Americans, Mexican American migration, rural migration to cities, migration to the West Coast (especially California), or another major migration of your choice.

8. Identify, describe and explain the goals and methods of the various Civil Rights groups and their leaders during the 1950s and 1960s. Explain change over time in American race relations and the development of a more inclusive and democratic society between 1950 and 1970, with particular attention to what you consider to be the Civil Rights Movement's most important turning points.

9. Identify and explain significant events that shaped the experiences of a particular group (choose one racial/ethnic and/or religious minority group) in American history in the twentieth century. What are some ways that group has contributed to American diversity and democracy?

10. Describe how and explain why American society has grown more diverse since 1965.

B. Application of knowledge by developing a personal vision regarding diversity. To be graded for completion, or non-completion only. (SLO 3)

Prompt: In what way(s) has emphasizing diversity in the study of America's past affected your understanding of diversity in America today? In your response please use specific examples from what you have learned in class.

### POSC 104: KNOWLEDGE OF AMERICAN DEMOCRACY ESSAY

The focus of this course has been the development of the American political system over time and describing how our current political system operates. Please choose one topic below and write an essay that identifies the significant institutions, features, events, and theories associated with that topic.

Potential Topics Include (but are not limited to):

1. How are the Virginia Plan, the New Jersey Plan, and the Connecticut compromise related and how did they shape the Constitution?
2. What were the main concerns of the Anti-Federalists? How did they change the Constitution? How did the Federalist respond to some of their concerns?
3. Identify, define, and give an example of the two different forms of "political participation".

4. What does electoral realignment mean? Give an example of a realigning election and explain why it was such.
5. Provide three reasons why Parties are helpful to democracy and two reasons why some scholars consider Parties harmful to democracy.
6. Are third parties good for American democracy? Why/why not?
7. In Federalist #78, Alexander Hamilton referred to the Supreme Court as the “least dangerous branch” – explain why and detail how much the Court has changed over the years.
8. There are two dominant theories of presidential power in the literature. Define and describe the “power to persuade” and the “power to go public”.
9. What is a filibuster? How can a filibuster be stopped? Why do some proponents argue the filibuster is a protection of minority interests?

### **Appendix B - Rubrics**

The following rubrics were used to analyze the evidence gathered in assessment of Student Learning Outcomes. The first assesses both SLO 2 and 3. The second, SLO 1.

#### **HISTORY 304 Assessment Rubric**

Standard	Unacceptable 0-1	Acceptable 2-3	Excellent 4-5	Score
Identification of Historical Diversity	Shows only basic knowledge of history; Misidentifies or lacks relevant historical evidence (events, people, concepts, dates) related to topic	Accurately identifies relevant historical evidence (events, people, concepts dates) related to topic; may lack some relevant details or make minor errors	Accurately and thoroughly identifies relevant historical evidence (events, people, concepts, dates) related to topic	
Explanation of Historical Diversity	Offers rote or simplistic explanations; Fails to explain the historical development of American diversity and/or mischaracterizes it; lacks awareness of or shows simplistic historical thinking; lacks understanding of the relationship of the past to the present	Makes clear explanations about the development of diversity in American society; may be more summary and descriptive than analytical; demonstrates understanding of historical context and the role of change over time and makes reasonable connections between the past and the present	Makes clear and sophisticated interpretive explanations for the development of diversity in American society; is clearly analytical; demonstrates understanding of historical context, the role of change over time, and makes thoughtful connections between the past and the present	
Application of knowledge to personal vision	Is unable to visualize how knowledge of America’s historical	Offers a personal vision that integrates newly learned historical	Offers a compelling personal vision that integrates newly	

	diversity could have a personal impact or offers mundane explanation for how such knowledge matters; shows lack of interest in developing respect or understanding of other people	knowledge about American diversity; expresses interest in ongoing development of respect and understanding for diverse people	learned historical knowledge about American diversity and expresses commitment to respect and gain and promote further understanding of diverse people	
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Total \_\_\_\_\_

0-5 = Unacceptable

6-11 = Acceptable

12-15 = Excellent

### **Additional Indirect Evidence for History 304.**

The following survey was administered in the Spring semester, 2012 to all students taking History 304.

#### Assessment Survey for History 304

1. I am a (circle one):

Sophomore

Junior

Senior

2. It is important to have Political Science 104 as a prerequisite for History 304. Circle one:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comments:

3. It is important to have History 304 be a 300 level (upper division) course. Circle one:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comments:

4. I would have preferred to have taken History 304 earlier in my Pepperdine career. Circle one:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comments:

{Repeat and edit the above text as necessary for each rubric.}

### POSC 104 Assessment Rubric

Standard	Unacceptable 0-1	Acceptable 2-3	Excellent 4-5	Score
Identification of Political Developments in Shaping America's Democracy	Shows only basic knowledge of political science; Misidentifies or lacks relevant evidence (events, people, concepts, dates) related to topic	Accurately identifies relevant political developments (events, people, concepts dates) related to topic; may lack some relevant details or make minor errors	Accurately and thoroughly identifies relevant political developments (events, people, concepts, dates) related to topic	
Explanation of Political and Historical Events	Offers simplistic explanations; Fails to explain the political and historical development of American democracy and/or mischaracterizes it; lacks awareness of or shows simplistic political science thinking; lacks understanding of the relationship of the past to the present	Makes clear explanations about the American political system; may be more summary and descriptive than analytical; demonstrates understanding of historical context and the role of change over time and makes reasonable connections between the past and the present	Makes clear and sophisticated descriptions to explain different features of American Politics; is clearly analytical; demonstrates understanding of historical context, the role of change over time, and makes thoughtful connections between the past and the present	

Total \_\_\_\_\_

0-3 = Unacceptable

4-7 = Acceptable

8-10 = Excellent

### Appendix C - Evidence /Data

The following evidence was gathered in assessment of Student Learning Outcome # \_\_\_\_.

#### SLO #2

**Identification** of Historical Diversity: 77.14% achieved an “acceptable” or higher.

**Explanation** of Historical Diversity: 62.86% achieved an “acceptable” or higher.

#### SLO #3

Evidence/Data

**Application** of knowledge to personal vision: 85.7%.

**Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>		<b>Action</b>
9/20/11	MF, DR		Wrote Program SLO, Developed Curriculum Map and Assessment Plan
10/19/11	MF, DR		Developed responses to possible revisions to the document
11/17/11	MF, DR		Met with Michael Feltner and Nathan Klemp to discuss revisions
12/2/11	DR		Revised SLOs, developed draft rubrics, etc.
12/8/11	MF		Revised Appendix A & B for political science
3/28/12	SD		Met with Michael Feltner to take over the assessment from Darlene Rivas
4/1/12	SD, DR, Phil Chase, Ilana Miller		Met to assess the essay questions according to the Rubrics.

# Seaver College General Education Assessment—American Experience (POSC 104) -- Academic Year 2011-2012

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You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## **I. Program Learning Outcome**

Students identify and explain significant political and historical developments that have shaped America's democracy and its diverse society and apply that knowledge to develop a personal vision about its meaning.

## **II. Institutional Educational Outcomes (Objectives)**

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

*Service*

Apply knowledge to real-world challenges.

### **Community & Global Understanding**

*Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## **III. Student Learning Outcome(s)**

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

SLO 1 Students identify and explain significant political and historical developments that have shaped America's democracy and its diverse society in the context of the discipline of political science.

SLO 2 Students identify and explain significant political and historical developments that have shaped America's diverse society in the context of the discipline of history

SLO 3 Students apply their knowledge by developing a personal vision regarding diversity.

## **IV. Curriculum Map**

For each SLO, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	SLO 1: Students identify and explain significant political and historical developments that have shaped America's democracy and its diverse society in the context of the discipline of political science	SLO 2: Students identify and explain significant historical developments that have shaped America's diverse society in the context of the discipline of history	SLO 3: Students apply their knowledge by developing a personal vision regarding diversity
<b>POSC 104</b>	Introduced		Introduced
<b>HIST 304</b>		Introduced and Developed	Developed

### V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO 1</b>	<p>Essay questions will be developed and required in each section of POSC 104. These will ask students to identify and explain significant political and historical developments that have shaped the American political system. Students will answer the question for SLO 1 (and 3) during finals. We will collect student papers from all sections and score the papers. That will result in a sample of approximately 50 papers. A committee of political scientists will evaluate student learning using rubrics. Eighty percent of papers should receive an acceptable or excellent (see rubrics for number values).</p> <p>The answers will be evaluated using rubrics. See Appendices A and B for more information.</p>	Alumni Survey, Question # 14
<b>SLO 2</b>	<p>An essay question will be developed and required in each section of HIST 304. This essay will require students to identify and explain significant historical developments that have shaped America's diverse society. Students will answer the question for SLO 2 (and 3) in late April (and/or in the Final Exam timeslot if that is what instructors prefer) in each section of HIST 304. We will collect student papers from all sections and randomly choose five responses from each section of the course. That will result in a sample of approximately 50 papers. A committee of historians will evaluate student learning using rubrics. Eighty percent of papers should receive an acceptable or excellent (see rubrics for number values).</p> <p>See Appendices A and B for more information.</p>	
<b>SLO 3</b>	<p>The essay in each section of HIST 304 will require students to explain how what they've learned in the classroom has affected their personal views on diversity.</p> <p>The answers will be evaluated using a rubric. See above and</p>	Students at Seaver College who have completed the American Experience requirement will

	Appendices A and B for more information	complete a survey that answers questions about how they integrated knowledge of historical diversity in the co-curriculum and in their lives.
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Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

Rubric table is placed in Appendix B.

## **VII. Criteria/Benchmarks for Student Achievement / Success**

For each assessment SLO, list the criteria or benchmarks established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	80% of the papers should receive an 'acceptable' or higher according to the rubric.
<b>SLO #2</b>	80% of the papers should receive an 'acceptable' or higher according to the rubric.
<b>SLO #3</b>	80% of the papers should receive an 'acceptable' or 'excellent' according to the rubric. Survey on whether/how students integrated a historical understanding of diversity in their lives should show 80% did.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered to assess the SLO. *If necessary*, use Appendix C to report raw or original data.

Collection of direct evidence and rationale: In consultation with the two other professors who teach POSC 104, it was decided that the essay exam to measure the SLO would be administered as part of the final exam to the two smaller sections. Because the class in Elkins is very big and not conducive to essay exams, it was determined that this type of assessment measure would be obstructive and take away from needed class time. We feel confident that the two course that are not taught in Elkins are a representative sample that is reflective of the course as a whole. In regards to the way in which this instrument was conducted in the two smaller sections (both around 25 students) during the final exam, there are some inherent limitations worth noting. First, the high stress of final exam time at Pepperdine might mean that students were not performing as best as they could and/or that because the exam was a portion to a larger exam that they did not have an appropriate amount of time. However, we felt that conducting an exam at the end of the course to students who are prepared to take a comprehensive final would produce

a real sense of how much students learned in class rather than administering it to them at another point in the semester.

The wording of the essay questions by Professor 1 and Professor 2 are slightly different but seek to measure the same level of student learning in a POSC 104 class:

*Professor 1 Question:* American politics is constantly evolving in light of new ideas, circumstances, and expectations from the public about what the government is and what it ought to be accomplishing. Identify and explain this process of political development in one of the three following areas: Civil Rights, Social Policy, or Foreign Policy. In your essay, you should accomplish three things. First, you should examine the changing nature of governmental involvement in that issue over time. Second, explain the rationale or justification that accompanied this change. Third, review some of the political controversies that this new governmental role invited.

*Professor 2 Question:* Identify and explain this process of political development in one of the three following areas: Civil Rights, Civil Liberties, or Environmental Rights. In your essay, you should accomplish three things. First, you should examine the changing nature of governmental involvement in that issue over time. Second, explain three related cases and the rationale or justification that accompanied this change. Third, review some of the political controversies/challenges that these Supreme Court decisions invited. Finally, use your knowledge of the Founding to discuss if you think the Framers of the Constitution would be satisfied/dissatisfied/neither about the current state of the Supreme Court in American politics.

After the final exam, the essays were collected by both professors and all scored according to the rubric. Since the large Elkins class was not used, it was not necessary to pick out a random sample of papers—all the papers in both POSC 104 classes were scored which came to a total of 46 papers. Overall, 35 out of 46 papers or 76% of the students performed at ‘advanced’ or ‘excellent’ according to the rubric, 3 students or 7% performed at the ‘average’ level and 8 students or 17% of the students performed below average/unacceptable on the essay exam.

Collection of Indirect Evidence was done through an alumni survey (HEDS survey). On the relevant question of civic engagement (#9), a reported 32.7% of students stated that the GE curriculum “somewhat” and another 31.3% stated that it “sufficiently” contributed to their personal development. On the survey question most obviously related (#14) that asked students how the GE curriculum contributed to their knowledge of the “political and historical developments that shaped America’s diverse society,” 21.05% reported that it “considerably” and a high percentage of 42.6% reported that it “sufficiently” did so. From the direct evidence it can be determined that the American Experience GE component is meeting its goal of increasing understanding about American development. However, greater understanding does not seem to be extending into a similar increase in civic engagement.

## **IX. Summary**

Based on the evidence reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions. Also, be certain to reference the appropriate evidence / data supporting each finding / conclusion.

1. Are the SLOs being met at the appropriate level of achievement based upon the criteria / benchmarks defined? Stated differently, are students learning at an appropriate level for this component of the GE program?
2. Is the GE requirement as described in the catalog appropriate or does it need to be revised?

For the most part, the data supports the conclusion the POSC 104 course is meeting SLO 1 that “students identify and explain significant political and historical developments that have shaped America’s democracy and its diverse society in the context of the discipline of political science.” A high percentage, 83% of the students, in which direct evidence was collected from displayed average to advanced levels of knowledge. The ‘excellent/above average’ student papers were characterized by strong thesis statements, a depth of knowledge and ability to identify and explain critical developments in American politics. The highest level of students performing at this level were able to make extensive links between American politics past and the present and were able to expertly discuss continuing controversies that involve the topic they chose to write about.

Students performing at the ‘average level’ provided decent thesis statements and the relevant facts but did not have the connective tissue where they could link different political events discussed in their essays. Instead of being fluid—these essays seemed a bit disjointed and lacking a firm grasp of the course material. Students performing at the below average level had little to no sign of a thesis statement, sometimes provided a reasonable number of facts but made no attempt to link it to change over time. It is interesting to note that a greater percentage of students (17%) performed at the ‘below average’ level than at the ‘average’ level (7%) of learning.

*A note about SLO 3:*

Jolting students out of their “comfort zones” and producing a well-rounded, critical thinking individual, is an obligation of any university. In fact, much of democratic theory resounds with the idea that we need a literate and active citizenry in order to keep a well functioning republic (Dewey, 1916). The reasoning behind this is that critical debate allows for understanding of differences and thereby more tolerance. Of course, this works only when civil discourse is engaged in by a variety of participants. Hence, universities should attempt to instill a deeper appreciation for a diverse dialogue alongside basic and specialized knowledge. Though, we did not poll directly for SLO 3 that “students apply their knowledge by developing a personal vision regarding diversity,” we were still able to get a sense of how topics in this course expanded students conception of diversity. The essay questions used by both instructors touched on issues of diversity. Professor 2 used civil rights, civil liberties, and gender. Professor 1 used civil rights, social policy, and foreign policy as the essay prompts. In many of the student responses they exhibited a strong sense about how their own understandings of these areas have grown/changed over time.

In conclusion, we do not recommend revising the course content of the Seaver College manual (page 82) as far as POSC 104 is concerned. The GE requirement as explained in the catalog appropriately describes what students taking POSC 104 will learn.

## **X. Recommendations (Closing the Loop)**

What recommendations are necessary to correct weaknesses or improve this area of the General Education program? For each recommendation, reference the supporting evidence and briefly describe the expected outcome. All recommendations should be resource neutral.

Additionally, if you propose revision of the catalog content on pages 77-87 of the 2012-2013 Seaver College catalog (<http://seaver.pepperdine.edu/academics/content/2012seavercatalog.pdf>) indicate the proposed revised content as an action item.

*You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

One area where we could improve is to be explicit about teaching on political development. The students who performed at the ‘average’ and ‘below average’ levels, exhibited difficulty in linking important political events over time. For example, in regards to the development of civil rights: some students could not link the Reconstruction Amendments to Jim Crow laws to Brown v. Board of Education. Instead, students treated these as discreet topics. To overcome this hurdle, it is recommended that professors be more deliberate in making connections in their teaching between different political events and implement new kinds of assignments that help students think about political development over a long period of time.

If we base program changes solely on evidence gathered then the results of our direct evidence bears out only the above in terms of an action item. The vast majority of the students appear to be learning what they need to be. However, our mission as political science faculty and as a school committed to the education of all students. It is evident that the bottom 1/6<sup>th</sup> of students are not learning what they need to learn. Now this could be as a result of students who miss class and do not take the class seriously but it also could be as a result of cultural barriers. While, the direct evidence collected did not test for this—it is the belief of the faculty of POSC 104 that many international students struggle with this course. Many (certainly not all) international students have very different type of governments than the United States and they are tasked with learning about an entire new government from the Founding until the present. This is a considerable task for students who are used to the way our government functions—or at the very least—in which our government operations are normalized. In accordance with this concern, we propose that moving forwards, we look for ways to test for this and think creatively about ways to meet this concern.

## **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Megan Francis Darlene Rivas (fall) / Stewart Davenport (spring)	Assistant Professor of Political Science and Professor of History/ Associate Professor of History	Social Science and Humanities and Teacher Education

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
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Christopher Soper	Professor of Political Science	Social Science
Brian Newman	Associate Professor of Political Science	Social Science

## APPENDICES

### **Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_1\_\_.

Essay: Please read over the essay question carefully. In your essay response, provide an argument and bring in your knowledge of the readings and lecture in your answer. Note: It might help to sketch a rough outline to ensure you stay on message. [50 points each]

*Question 1:* American politics is constantly evolving in light of new ideas, circumstances, and expectations from the public about what the government is and what it ought to be accomplishing. Identify and explain this process of political development in one of the three following areas: Civil Rights, Social Policy, or Foreign Policy. In your essay, you should accomplish three things. First, you should examine the changing nature of governmental involvement in that issue over time. Second, explain the rationale or justification that accompanied this change. Third, review some of the political controversies that this new governmental role invited.

*Question 2:* Identify and explain this process of political development in one of the three following areas: Civil Rights, Civil Liberties, or Environmental Rights. In your essay, you should accomplish three things. First, you should examine the changing nature of governmental involvement in that issue over time. Second, explain three related cases and the rationale or justification that accompanied this change. Third, review some of the political controversies/challenges that these Supreme Court decisions invited. Finally, use your knowledge of the Founding to discuss if you think the Framers of the Constitution would be satisfied/dissatisfied/neither about the current state of the Supreme Court in American politics.

## **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #\_ 1\_\_\_\_.

*{Repeat and edit the above text as necessary for each rubric.}*

### **General Assessment: American Experience**

#### **POSC 104 Assessment Rubric**

Standard	Unacceptable/Below Average 0-3	Acceptable 4-7	Excellent/Above Average 8-10	Score
Introduction and Thesis Statement	Expectations have not been met. Papers doesn't introduce its arguments and/or basic content or done so in a sloppy way. Thesis is obscure or non-existent.	Paper introduces its contents in a satisfactory manner. However, the thesis statement is not strong and merely hints at arguments and/or the introduction is not concise/clear in several instances	The paper introduces its themes in an intriguing way, the introduction is concise. Thesis statement previews the paper's most important arguments.	
Identification of Political Developments in Shaping America's Democracy	Shows only basic knowledge of political developments and controversies; Misidentifies or lacks relevant evidence (events, people, concepts, dates) related to topic	Accurately identifies relevant political developments and controversies (events, people, concepts ) related to topic; may lack some relevant details or make minor errors	Accurately and thoroughly identifies relevant political developments and controversies (events, people, concepts) related to topic	
Explanation of Changing Nature of Governmental Involvement Over Time	Offers simplistic explanations; Fails to explain the political and historical development of American democracy and/or mischaracterizes it; lacks awareness of or shows simplistic political science thinking; lacks understanding of the relationship of the past to the present	Makes clear explanations about the American political system; may be more summary and descriptive than analytical; demonstrates understanding of the role of change over time and makes reasonable connections between the past and the present	Makes clear and sophisticated descriptions to explain different features of American Politics; is clearly analytical; demonstrates understanding of the role of change over time, and makes thoughtful connections between the past and the present	

Total \_\_\_\_\_

### **Appendix C - Evidence /Data (Optional)**

The following evidence was gathered in assessment of Student Learning Outcome #\_\_1\_\_.

*Data (essays) kept in a folder in my office.*

### **Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
9/20/2011	MF, DR	Wrote Program SLO, Developed Curriculum Map, and Assessment Plan
10/19/2011	MF, DR	Developed responses to possible revisions to the document
11/17/2011	MF, DR	Met with Michael Feltner and Nate Klemp to discuss revisions
12/2/2011	DR	Revised SLOs, developed draft rubrics, etc
12/8/2011	MF	Revised Appendix A & B for political science
2/2/2011	MF, SD	Meet and discuss assessment and collection of direct evidence
3/21/2011	MF, CS, BN	Meet to discuss conducting essay exams to POSC 104 students
4/18/2011	MF, CS	Finalize essay exam question
5/3/2011	MF, CS	Discuss graded papers according to rubric
5/10- 5/18/2011	MF	

# Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

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## I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of Spanish.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Orally narrate events using different time frames and express opinions and emotions.
<b>SLO #2</b>	In writing, narrate events using different time frames, and express opinions and emotions.
<b>SLO #3</b>	Explain cultural aspects of Spanish-speaking countries including traditions, important figures, art, and religious beliefs.

## IV. Curriculum Map

For each **SLO**, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table.

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>
<b>SPAN 151</b>	I	I	I
<b>SPAN 152</b>	I/D	I/D	I/D
<b>SPAN 251</b>	D/M	D/M	D/M

## V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Oral interview	Graduating Senior Survey
<b>SLO #2</b>	Composition on final exam	Graduating Senior Survey
<b>SLO #3</b>	Final group presentation	Graduating Senior Survey

Please see Appendix A for a copy of each assessment tool and explanation.

## **VI. Rubrics**

For the assessments identified in Section V., rubrics are provided in Appendix B. There is a separate rubric for each assessment tool.

## **VII. Criteria/Benchmarks for Student Achievement / Success**

For each assessment SLO, list the criteria or benchmarks established as an acceptable standard of student achievement.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	Intermediate Low Sublevel of ACTFL Proficiency Guidelines 2012 - Speaking
<b>SLO #2</b>	Intermediate Low Sublevel of ACTFL Proficiency Guidelines 2012 - Writing
<b>SLO #3</b>	Communicate and comment/reflect on cultural content at the Intermediate Low Sublevel of ACTFL Proficiency Guidelines - Speaking

For a copy of the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines* please see the “Publications” tab at: <http://www.actfl.org/i4a/pages/index.cfm?pageid=1>

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered to assess the SLO. If necessary, use Appendix C to report raw or original data necessary to support your findings.

In Spring 2012 there were 5 sections of SPAN 251 offered. Four were taught on the Malibu campus and one was taught in the Buenos Aires International Program. There was a total enrollment of 97 students, 81 students in the Malibu sections and 16 in Buenos Aires. The direct evidence here was collected across the various sections during the Spring 2012 semester.

### **SLO #1**

Oral interviews between the instructor and students take place during the 251 course. The actual interview experiences are not currently recorded or preserved in any way. Therefore, the data for this SLO consists of the rubrics prepared by the instructors from notes shortly after the interviews. 50 rubrics were selected at random from the four sections of 251 taught in Malibu by Professors Roggero and Stewart. A chart with the scores (out of a possible 100 points) appears in Appendix C.

The data shows that all 50 students could communicate effectively in Spanish during their interviews with the average score being 89.28 points out of 100. The students were evaluated on their ability to comprehend the conversation in which they participated with their instructor, fluency in responding, grammatical accuracy, vocabulary usage and pronunciation. These skills correspond directly to SLO #1 for the course and more generally to the Foreign Language GE PLO components of speaking and listening.

### **SLO #2**

All SPAN 251 sections in Malibu and Buenos Aires utilize a common final exam. There is a composition exercise on the final. 50 of these compositions from across all sections of the 251 course were randomly selected and scored by Professors Lila Carlsen, George Carlsen and April D. Marshall after student names were removed and inter-rater reliability was established. A chart with the scores from those compositions (out of a possible 30 points) appears in Appendix C. Copies of the compositions are on file in the ISL Division.

The evidence reveals that only two students demonstrated a lack of competence in written expression in Spanish. The average rating for the 50 compositions was 24.5 out of 30 points, which signifies a

demonstration of basic to good competence in written expression, according to the rubric. This assessment tool reflects SLO #2 for the course and relates to the writing component of the Foreign Language GE PLO.

### **SLO #3**

Group oral presentations are also used in the SPAN 251 course. One of these group presentations focuses on a cultural topic. The actual presentations are not currently recorded or preserved in any way. Therefore, the data for this SLO consists of the rubrics prepared by the instructor during or from notes shortly after the presentations, which are made in class. 50 of these rubrics from the final group presentations in the three sections of Professor Roggero's SPAN 251 classes in Malibu were randomly selected as data for this SLO.

In particular the last two sections of the rubric were considered relevant as evidence for this SLO, "Content, Participation, and Group work" and "Supportive Material". The first section was worth 30 points and the second 10. The evidence illustrates that all students are good to excellent in explaining cultural aspects of Spanish-speaking countries with no combined score in the last two rubric categories below 32 points and an average score of 38.94. A chart with all scores (out of a possible 40) appears in Appendix C. This SLO can be applied to the speaking and reading components of the Foreign Language GE PLO.

Indirect evidence for this assessment was collected in Spring 2012 as well using a survey of graduating seniors at Pepperdine conducted by our Office of Institutional Effectiveness. 315 students responded to the survey and 272 to a question directly related to the GE Program and outcomes. This represents a 42% response rate on the survey overall and a 35% response rate to the question about the GE.

The question about the GE had several parts, two of which provide data for the Foreign Language GE requirement. "How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas?" The areas listed that followed this question and convey evidence for this report include "Intercultural knowledge and competence" and "Foreign Language".

Regarding "Intercultural knowledge and competence," 40.6% of students responded that the GE Education curriculum sufficiently contributed to their knowledge, skills and personal development while 17.7% of students answered that the curriculum contributed considerably to this area. In relation to "Foreign Language," 38.1% of respondents reported that the GE Education curriculum sufficiently added to their "ability to read, speak, listen and write in a non-English language". 28.1% of students believe the curriculum considerably contributed to those abilities.

## **IX. Summary**

Based on the evidence reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions. Also, be certain to reference the appropriate evidence/data supporting each finding/conclusion.

1. Are the SLOs being met at the appropriate level of achievement based upon the criteria/benchmarks defined? Stated differently, are students learning at an appropriate level for this component of the GE Program?
2. Is the GE requirement as described in the catalog appropriate or does it need to be revised?

The *ACTFL 2012 Proficiency Guidelines* generally define the Intermediate level for Speaking as: "Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language" (7). Our committee determined that a reasonable expectation for the SPAN 251 course and GE Foreign Language sequence would correspond to achievement at the Intermediate Low sublevel for SLO #1. For further detail about this sublevel please see page 8 of the *ACTFL 2012 Proficiency Guidelines*. Additionally, the committee determined that 65% of the students in SPAN 251 scoring at least 75 points on the rubric used for evaluation of their oral interviews represented attainment of that ACTFL Intermediate Low sublevel given

that the score of 75 would describe a speaker who was “mostly” able to understand, “mostly” fluent, “generally” grammatical accurate, exhibited “occasional” misuse of vocabulary and “minor” pronunciation errors.

The evidence from this assessment indicates that only one of the 50 students scored below the 75-point threshold with a score of 73. Therefore the 65% benchmark for SLO #1 was achieved. In fact, 98% of the students in this assessment performed at least at the Intermediate Low sublevel with regards to SLO #1.

The *ACTFL 2012 Proficiency Guidelines* generally define the Intermediate level of Writing as: “Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives” (13). The committee agreed that students completing the 251 course should produce written work at the Intermediate Low sublevel for SLO #2. For further detail about this sublevel please see page 13 of the *ACTFL 2012 Proficiency Guidelines*. Moreover, the committee resolved that 65% of the students in SPAN 251 achieving the “Demonstrates basic to good competence in written expression” evaluation on the rubric for writing indicated accomplishment at the ACTFL Intermediate Low sublevel.

The data collected this spring shows that 70% of the compositions on the final exams received a rating in the category of the rubric that correlates to the ACTFL criterion selected by the committee. Thus, we are reaching the benchmark set for SLO #2.

Concerning SLO #3, the same ACTFL Intermediate Low sublevel for Speaking mentioned above was considered appropriate when applied to specific communication of cultural content. The committee decided that only two sections of the assignment rubric truly offered evidence of this SLO. The benchmark selected was achieving a rating of good or higher in the categories of “Content, Participation and Group Work” and “Supportive Material”.

According to the data collected, 100% of the final group presentations attained the benchmark established by the committee. No student received a rating less than “good” on the sections of the rubric connected to SLO #3 which represents achievement of the ACTFL Intermediate Low sublevel.

Meeting the benchmarks for the three SLOs for the SPAN 251 course indicates that students are indeed learning at a suitable level for this module of the GE Program since they are asked to listen, speak, read and write within the appropriate cultural context in the foreign language. That suitable level is described on page 81 of the 2012-2013 Seaver College catalog as “intermediate” and as previously mentioned, the criteria used in this assessment align with the ACTFL Intermediate Level, specifically Intermediate Low sublevel.

The indirect evidence gathered in the survey of graduating seniors supports these findings as well. 66.2% of the graduating students who responded to the question about the GE curriculum judge that those courses contributed either sufficiently or considerably to their “ability to read, speak, listen and write in a non-English language”. 58.3% of students further acknowledge that the GE curriculum sufficiently or considerably enhanced their “information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts”.

Upon discussion of the GE PLO and SLO #3 for SPAN 251 the committee realized that there is no ACTFL guideline related specifically to assessing cultural knowledge and that the various committee members’ expectations for explaining cultural knowledge differed. The committee would like to further develop a common definition of culture in relation to the SPAN 251 course in particular and the Foreign Language GE more generally and to also explore how to accurately assess an outcome that focuses on culture. Related to this, the committee proposed a revision to the GE PLO listed at the start of this document so that

the PLO would read “Students listen, speak, read, and write within the appropriate SITUATIONAL context in Spanish,” thus eliminating the unclear term “cultural”.

The data for SLOs #1 and #3 came from only certain sections of SPAN 251. It was discovered during this assessment that not all instructors use exactly the same scenarios for the oral assessment tools or identical rubrics. Though the materials are all similar they do contain slight variations on themes and rubric categories/scoring. Samples were drawn across only the sections using identical materials.

Furthermore in conducting this assessment, the committee realized that there is no SLO for the 251 course that focuses solely on the reading component of the Foreign Language GE PLO. Reading is implicit to the other three SLOs for the SPAN 251 course, but is not explicitly addressed. The committee would like to discuss this issue further to determine whether or not another SLO might be needed.

With reference to the description of this GE requirement in the 2012-2013 Seaver College catalog, the committee noted that the list of courses that fulfill the Foreign Language GE requirement should be amended to include Arabic 251 (ARBC), offered for the first time in Fall 2011.

## **X. Recommendations (Closing the Loop)**

What recommendations are necessary to correct weaknesses or improve this area of the General Education program? For each recommendation, reference the supporting evidence and briefly describe the expected outcome. All recommendations should be resource neutral.

Additionally, if you propose revision of the catalog content on pages 77-87 of the 2012-2013 Seaver College catalog (<http://seaver.pepperdine.edu/academics/content/2012seavercatalog.pdf>) indicate the proposed revised content as an action item.

*You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

1. Revise page 81 of Seaver College catalog. The list of courses that fulfill the Foreign Language GE requirement should now include Arabic (ARBC) 251. This change will modify catalog content to reflect all current courses that fulfill this GE requirement.
2. In light of the confusion that resulted when trying to discuss “culture” as related to the Foreign Language GE for this assessment, modify the GE PLO listed at the start of this document to read, “Students listen, speak, read, and write within the appropriate SITUATIONAL context in Spanish,” thus eliminating the ambiguous term “cultural”.
3. Continue discussions in the International Studies and Languages Division among all language faculty about how we want to define and assess culture in relation to this GE in order to decide if another SLO is necessary for the 251 courses. Along the same lines, consider adding a specific SLO related to reading to directly address that component of the Foreign Language GE PLO.
4. As explained above there is not uniformity across all of the SPAN 251 sections with regards to the oral assessment tools and rubrics utilized. To better guarantee achievement of the GE Foreign Language PLO organization and coordination of these materials across all sections of the class needs to occur. In the past, the Spanish Program had a Lower Division Coordinator in charge of SPAN 151,152, 251 (the GE sequence). That position has been vacant for a few years now. Lack of agreeable compensation is one reason and the nature of managing fulltime non-tenure track and tenure track colleagues who are not graduate assistants is another. Approaches to effectively managing the harmonization of the 251 courses across the various sections and instructors should be discussed among the Hispanic Studies faculty and not simply designated as a duty of the division Chairperson who must also deal with the other languages in the GE. Perhaps the Coordinator position should be revived or a Course Head role could be created for just this final class in the GE sequence.

5. Work with IT's Technology and Learning Group to consider efficient ways to record/preserve and archive the oral activities described in this assessment. The data collected here came from rubrics resulting from the assessment tools used for the SLOs related to oral production (speaking and listening). We do not actually archive the oral interviews and group presentations. Doing so could help with training for faculty, classroom instruction to help students note and correct errors, and future assessments.

### **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
April D. Marshall	Associate Professor of Hispanic Studies and Chair	International Studies and Languages

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
George Carlsen	Assistant Professor of Hispanic Studies	International Studies and Languages
Lila Carlsen	Assistant Professor of Hispanic Studies and Seaver Assessment and Learning Team Representative	International Studies and Languages
Cristina Roggero	Visiting Instructor of Hispanic Studies	International Studies and Languages
Alison Stewart	Adjunct Lecturer of Hispanic Studies	International Studies and Languages
Laura Moldes	Professor of Spanish	Buenos Aires International Program

## **APPENDICES**

### **Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome # 1.

The oral interview is between the instructor and the student. It consists of questions posed by the instructor about the students' life experiences (present, past and future). The students are able to discuss those topics as well as to express emotion, concerns, opinion, etc. about contemporary social/political events discussed in class (immigration, environment, etc.). The interview is individual (exceptionally could be with a partner). The duration is 10 to 15 minutes and it is performed out of class time.

The following tool was used to assess Student Learning Outcome #2.

COMPOSICIÓN: “*MI ÍDOLO*” (30 puntos)

Escribe una composición sobre una persona conocida a quien admiras.

Incluye el siguiente contenido:

- 1) Explica de manera general por qué admiras a esta persona.
- 2) ¿Qué hizo esta persona en el pasado? (Describe ejemplos específicos.)
- 3) Termina la composición con una reflexión; particularmente expresa tu opinión sobre la influencia de esta persona en el mundo de hoy o en tu vida.

Extensión: 200 palabras aproximadamente

This is the composition from the final exam for the SPAN 251 course. The prompt asks students to write a composition of approximately 200 words about a person they admire, asking them: 1) to explain in a general way why they admire the person, 2) in particular, what did this person do in the past? (Describe specific examples.) and 3) to end the composition with a reflection; express their opinion about the influence this person has on the world today or in their own life.

The final exam is 15% of the grade in the course and this composition section is 30% of the total final exam grade.

The following assessment was used to assess Student Learning Outcome #3.

## **SPAN 251 – PRESENTACIONES ORALES - PROYECTO FINAL** **16 y 17 de abril**

En grupos de 4 estudiantes o más, cada grupo representa un país dentro de los siguientes grupos regionales:

- 1) *Caribe*
- 2) *Centroamérica*
- 3) *Países Andinos*
- 4) *Cono Sur*

**Cada grupo debe:**

- compartir con la clase una canción representativa. La letra de la canción debe ser culturalmente apropiada. Deben traer copias para que todos los estudiantes puedan comprender la letra y acompañar el canto. Deben explicar de qué se trata, por qué la eligieron y hacer una reflexión y comentario.

- compartir imágenes representativas de la cultura de su país o región (puede ser arte, deportes, cine, etc.....) Breve descripción, comentario y opinión/reflexión.
- seleccionar una persona conocida nativa del país elegido: puede ser un actor, deportista, escritor, presidente etc. Expliquen porqué eligieron a esa persona como representante de su región. Síntesis sobre la vida y obra de la persona. Expresen su opinión y comentarios.
- **Algo más:** tienen que traer algo de comida y bebida –en lo posible representativo de su región! para compartir con la clase (no necesita ser ni mucha cantidad, ni caro... algo simple, y simbólico, simplemente para compartir).
- bienvenidas guitarras, flautas, acordeones o sus instrumentos favoritos!! Sí: queremos escuchar nuevamente sus talentos (eso sí! Tienen que interpretar algo hispánico!)...
- ...y alguna indumentaria... algo representativo o simbólico... usen la imaginación!!!

**Duración:**

- Cada estudiante debe hablar alrededor de 2 minutos. **NO pueden leer.**  
**Deben MEMORIZAR su parte.**
- Cada grupo tendrá 10 minutos más para compartir material extra (por ejemplo las canciones), responder preguntas o comentarios de los compañeros.

**La nota es individual e incluye: (vean la rúbrica para más detalles)**

- Gramática y vocabulario: 30%
- Fluidez, pronunciación y expresión: 30%
- Contenido, participación y trabajo con el grupo: 30%

- **Material de apoyo cultural: 10%**

This is a group oral presentation that takes place in front of the class. The instructions explain that students will work in groups of four or more to represent a Spanish-speaking country. Each group will share a representative song, some representative images and a famous person from the country they select. The groups should explain why they selected the examples they share and reflect/comment on the song, images and person. Furthermore, the groups should bring a simple and symbolic food or drink from the country to share with the class and try to incorporate a characteristic article of clothing into the presentation as well. Each student in the group should plan to speak for two minutes. Students cannot read their presentation, but are encouraged to memorize their part. The groups will have about 10 additional minutes to share extra material and respond to questions and comments from the class. They are encouraged to use their imagination

The three assessment tools selected here represent cumulative activities for the final course in the GE Foreign Language sequence for Spanish.

Rubrics were utilized to analyze the data collected. The data and results will be archived in the ISL Division.

## **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered for Student Learning Outcome # 1.

### **Span 251 – Oral Interview Rubric**

Oral performance is assessed with the following rubric.

#### **1. Comprehension skills:**

\_\_\_ (20) Able to understand questions and follow the conversation at a natural pace. Does not require adjustments.

\_\_\_ (15) Able to understand most questions and can comment without difficulty. Occasional need for clarification.

\_\_\_ (10) Able to understand very simple questions only. Frequent need for clarification and explanation.

\_\_\_ (5) Frequently misunderstands and needs repetition, or slowed down and rephrased speech. May answer the wrong question.

#### **2. Fluency:**

\_\_\_ (20) Able to sustain the conversation. Exclusive use of Spanish language.

Responses are always appropriate. Conversation flows smoothly and naturally; it sounds natural, spontaneous, unbroken.

\_\_\_\_ (15) Responses are mostly appropriate. Conversation generally flows smoothly. Communication is continuous with slight pauses.

\_\_\_\_ (10) Responses are at times inappropriate. Conversation does not flow well. Slow and hesitant communication.

\_\_\_\_ (5) Responses are inappropriate. Conversation does not flow. Long pauses. Halting and broken communication.

### **3. Grammar Accuracy:**

\_\_\_\_ (20) Expression is as grammatically correct as can be expected for the level. Uses variety of time frames (present, past, future), pronouns, and word connectors to formulate relative complex sentence structures.

\_\_\_\_ (15) Grammatical errors are more numerous but do not substantially impair communication. Generally good control of all grammatical constructions. Uses variety of time frames (present, past, future), pronouns, and word connectors to formulate relative complex sentence structures.

\_\_\_\_ (10) Grammatical errors are numerous and serious enough to noticeably impair communication. May not use a variety of time frames. Complex structures are avoided or inaccurate but meaning accurately expressed in simple structures.

\_\_\_\_ (5) Grammar seriously impedes comprehensibility; basic errors are excessive for this level.

### **4. Vocabulary:**

\_\_\_\_ (20) Knows and uses precise words for the situation and/or is able to paraphrase.

\_\_\_\_ (15) Misuses words occasionally; has difficulty paraphrasing when "stuck";

\_\_\_\_ (10) Very limited vocabulary for this level; uses English. Unable to paraphrase when necessary.

\_\_\_\_ (5) Vocabulary is clearly inadequate for this level.

### **5. Pronunciation:**

\_\_\_ (20) Pronunciation is very good for the level; does not impair communication. Rhythm and intonation are good for this level.

\_\_\_ (15) Pronunciation errors tend to be minor and interfere only minimally with comprehensibility.

\_\_\_ (10) Pronunciation is fairly weak and impedes comprehensibility.

\_\_\_ (5) Major errors (e.g., poor vowel/consonant production) are excessive for this level.

The following rubric was used to analyze the evidence gathered for Student Learning Outcome #2.

### **Span 251 - Rubric for the Composition (Final Exam)**

**30 points (A): Demonstrates excellence in written expression (appropriate to this level: “narrate events using different time frame and express opinions and emotions”)**

- Relevant, thorough, and very well-developed treatment of the topic
- Very well organized.
- Control of a variety of structures and idioms
- Comfortably varies sentence style
- Few to no errors in the usage of verbs (tense, conjugation, & subject-verb agreement)
- Few to no errors in the usage of pronouns
- Few to no errors in agreements of nouns, articles, adjectives, and pronouns
- Vocabulary is very varied and accurate in choice and word form
- Few to no errors in spelling

**27-29 points (A/A-): Demonstrates very good command in written expression**

- Relevant and well-developed treatment of the topic
- Well organized
- Control of a variety of structures and idioms, although a few grammatical errors may occur;
- Often varies sentence style

- Occasional errors in the usage of verbs do not affect comprehensibility (tense, conjugation, & subject-verb agreement)
- Occasional errors in the usage of pronouns
- Occasional errors in agreement of nouns, articles, adjectives and pronouns, do not affect comprehensibility
- Vocabulary is appropriately varied. Occasional errors in word choice or form do not affect comprehensibility
- Occasional errors in spelling do not affect comprehensibility

**26-24 (B/B-) points: Demonstrates basic to good competence in written expression**

- Relevant treatment of topic
- Adequate organization
- Errors may occur in a variety of structures
- Sometimes varies sentence style
- Errors in the usage of verbs (including tense, conjugation, & subject-verb agreement) do not affect comprehensibility
- Errors in the usage of pronouns
- Errors in agreement of nouns, pronouns, and adjectives do not affect comprehensibility
- Appropriate vocabulary; occasional second language interference may occur
- Occasional errors in word choice or form do not affect comprehensibility
- Occasional errors in spelling do not affect comprehensibility

**21-23 points (C/C-): Demonstrates minimum competence in written expression**

- Poor comprehensible expression. Partial response to the topic
- Some attempts at organization, but with confused sequencing
- Limited variety of sentences structures. Many word-order errors
- Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as some correct advanced structures
- Errors in verbs affect comprehensibility
- Errors in agreement of nouns, pronouns and adjectives affect comprehensibility
- Lack/wrong use of pronouns do affect comprehensibility

- Vocabulary is limited. Errors in word choice or form affect comprehensibility
- Frequent second language interference may occur

**20-18 points (D+/D-): Demonstrates lack of competence in written expression**

- Minimal relevance to the topic
- Disorganized
- Little to no structure present
- Struggles to or does not vary sentence style
- Verbs are almost always used improperly
- Wrong or lack use of pronouns
- There is little to no agreement in nouns, articles, adjectives and pronouns
- Insufficient vocabulary; constant second language interference
- Errors in word choice or form greatly affect comprehensibility

The following rubric was used to analyze the evidence gathered for Student Learning Outcome #3.

**SPAN 251 - RUBRIC FOR FINAL GROUP PRESENTATION**

<b><i>Grammar and Vocabulary</i></b> -----	<b>Excellent 30-27 points</b>	<b>Good 26-24 points</b>	<b>Fair 21-23 points</b>	<b>Poor 20-18 points</b>
	Appropriate usage of vocabulary and very few grammatical mistakes were made. Easily comprehensible.	Appropriate usage of vocabulary and grammar most of the time. There are mistakes made, but comprehension is not affected.	Grammatical mistakes are regularly made. Vocabulary is lacking. Comprehension negatively affected.	Vocabulary and Grammar are lacking. Many mistakes are made. Comprehension is negatively affected and presentation is almost incomprehensible.
<b><i>Pronunciation,</i></b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

<b><i>Fluidity, and Expression</i></b>	<b>30-27 points</b>	<b>26-24 points</b>	<b>21-23 points</b>	<b>20-18 points</b>
-----	Pronunciation and Fluidity in Speech are excellent with close to no mistakes made. Comprehension is easy.	Pronounces most of the words correctly and speaks clearly but with a few mistakes. Comprehension is not affected by performance.	Mistakes are made regularly in pronunciation and there is little fluidity in the speech. Comprehension is possible, but negatively affected.	Pronunciation and lack of fluidity cause the presentation to be almost, if not completely incomprehensible.

<b><i>Content, Participation, and Group work</i></b> -----	<b>Excellent 30-27 points</b>	<b>Good 26-24 points</b>	<b>Fair 21-23 points</b>	<b>Poor 20-18 points</b>
	Completely covers topic, and gives details and information that allow the class to easily understand. Group members function as a successful whole.	Mostly covers all the details and information, leaving out only a few pieces of info. Topic is understood. Group members evidence good cooperation.	Covers about half of the info available. Gives only enough detail that negatively affects understanding but can still be understood somewhat. Members evidence little group work and cooperation.	Does not provide enough information and details to allow the class to understand the topic of the presentation. Fails to cover almost all important information. Lack of group work and cooperation.
<b><i>Supportive Material</i></b> -----	<b>Excellent 10-9 points</b>  Cultural experience exceeded	<b>Good 9-8 points</b> Speaker mostly provided something cultural	<b>Fair 7-6 points</b> Speaker somewhat provided something cultural	<b>Poor 6-5 points</b> Speaker did not provide something cultural

**Appendix C - Evidence /Data**

The following direct evidence was gathered in assessment of Student Learning Outcome #1.

Rubric Scores for Oral Interviews (SLO #1)  
100 points possible

Student	Score	Student	Score
1	96	26	90
2	86	27	84
3	87	28	91
4	95	29	95
5	77	30	94
6	85	31	95
7	92	32	96
8	91	33	90
9	85	34	93
10	88	35	84
11	85	36	98
12	75	37	95
13	97	38	92
14	94	39	92
15	80	40	95
16	86	41	79
17	80	42	83
18	73	43	84
19	95	44	87
20	95	45	99
21	89	46	96
22	87	47	96
23	95	48	85
24	94	49	88
25	85	50	91

The following direct evidence was gathered in assessment of Student Learning Outcome #2.

Rubric Scores for Compositions on Final Exam (SLO #2)

30 points possible

Student	Score	Student	Score
1	25	26	22
2	22	27	22
3	26	28	27
4	23	29	24
5	29	30	28
6	23	31	28
7	28	32	26
8	25	33	24
9	25	34	25
10	22	35	28
11	24	36	28
12	21	37	28
13	25	38	24
14	24	39	20
15	25	40	25
16	24	41	22
17	24	42	24
18	26	43	22
19	28	44	23
20	22	45	28
21	28	46	21
22	25	47	24
23	24	48	22
24	27	49	21
25	25	50	19

The following evidence was gathered in assessment of Student Learning Outcome #3.

Rubric Scores for Final Group Presentations (SLO #3)

Last two categories of rubric only, 40 points possible

Student	Score	Student	Score
1	39	26	40

2	32		27	40
3	39		28	40
4	39		29	36
5	39		30	39
6	40		31	39
7	40		32	39
8	38		33	39
9	39		34	39
10	37		35	39
11	40		36	39
12	40		37	32
13	40		38	39
14	39		39	40
15	39		40	39
16	39		41	40
17	40		42	38
18	40		43	39
19	39		44	40
20	39		45	40
21	40		46	40
22	39		47	39
23	40		48	37
24	40		49	40
25	40		50	39

### **Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
9/13/2011	ADM	GE Assessment Meeting with other Committee Chairpersons and Associate Dean Michael Feltner
10/6/2011	ADM	Email to all Language faculty about GE Learning Outcome for Foreign Language requesting their feedback
10/6/2011	ADM, GC	Email discussing SPAN 251 and GE Assessment for Foreign Language
10/6/2011	ADM, LC	Email sharing progress on this document, copy also to Associate Dean Feltner
10/10/2011	ADM	Meeting with Associate Dean Feltner to discuss progress on this document
11/14/2011	ADM	Meeting with Associate Dean Feltner to discuss ongoing development of GE assessment for Foreign Language, including courses taught in International Programs and this document
11/18/2011	ADM, GC, CR	Meeting to discuss SPAN 251 SLOs and direct evidence

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1/5/2012	ADM, CR	Meeting to review assessment plan and tools for SPAN 251
2/16/2012	ADM, CR, AS, LM	Emails discussing and sharing information and rubric ideas for oral interviews and group presentations
2/21/2012	ADM, LC	Meeting to discuss GE assessment for Foreign Language progress
4/4/2012	ADM, CR, AS, LM	Email discussing collection of direct evidence and assessment
4/9/2012	ADM, CR	Meeting to review and finalize rubrics
4/25/2012	ADM, GC, LC	Meeting to assure inter-rater reliability of writing rubric
5/8/2012	ADM, GC, LC	Meeting to discuss benchmarks and analyze direct evidence

# Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

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## I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of Chinese.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Speak Chinese more fluently.
<b>SLO #2</b>	Listen to Chinese with better comprehension.
<b>SLO #3</b>	Read Chinese more smoothly.
<b>SLO #4</b>	Write Chinese more proficiently.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrouced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table.

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>
<b>CHIN 151</b>	I	I	I	I
<b>CHIN 152</b>	I/D	I/D	I/D	I/D
<b>CHIN 251</b>	D/M	D/M	D/M	D/M

## V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Oral translations	Graduating Senior Survey
<b>SLO #2</b>	Final exam	Graduating Senior Survey
<b>SLO #3</b>	Final exam	Graduating Senior Survey
<b>SLO #4</b>	Final exam	Graduating Senior Survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

**SPECIAL NOTE:** Due to the course rotation schedule, CHIN 251 was not being offered in Malibu during the Spring 2012 semester when data collection took place and there was only one section offered in our IP program in Shanghai. Therefore, we still need to gather sufficient direct evidence in order to perform a valid assessment. This may take a few years because the 251 course only occurs during the fall semester in Malibu with typical total enrollments of about 20. For the academic year 2012-2013 the committee will work to review assessment tools, develop rubrics and establish criteria, using ACTFL guidelines when applicable. We will also begin to collect direct evidence.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	Click here to enter text.
<b>SLO #2</b>	Click here to enter text.
<b>SLO #3</b>	Click here to enter text.
<b>SLO #4</b>	Click here to enter text.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

### **SLO #1**

#### Evidence/Data

Click here to enter text.

#### Findings

Click here to enter text.

## **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

Click here to enter text.

## **X. Closing the Loop & Quality Improvement Program**

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose*

as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.

- **Action Item #\_\_**: Click here to enter text.
- **Evidence to support this proposed action**: Click here to enter text.
- **Expected outcome (if the action item is implemented)**:  
Click here to enter text.
- **Expected timeline**: Click here to enter text.
- **Type of Action**:  **Resource Neutral**  **Resources Required**
- **Resource Detail**: *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
Click here to enter text.

### **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
April D. Marshall	Associate Professor of Hispanic Studies and Chair	International Studies and Languages

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Mei-na Hsieh	Adjunct Lecturer of Chinese	International Studies and Languages
Hailing Guan	Adjunct Lecturer of Chinese	International Studies and Languages

### **XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

## **APPENDICES**

### **Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_\_\_.

Click here to enter text.

*{Repeat and edit the above text as necessary for each assessment tool.}*

### **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #\_\_\_\_.

*{Repeat and edit the above text as necessary for each rubric.}*

### **Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome # \_\_\_\_.  
*{Repeat and edit the above text as necessary for each SLO.}*

### **Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>

# Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

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## I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of French.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations.
<b>SLO #2</b>	Demonstrate improved competence in core grammatical concepts, such as the control of verb tenses, adjective and noun gender agreement, use of prepositions and adverbs, and the correct use of interrogative forms.
<b>SLO #3</b>	Develop reading and writing skills at a commensurate level.
<b>SLO #4</b>	Understand how to interact and react in culturally-appropriate manners in a conversational context.
<b>SLO #5</b>	Recognize and speak about many of the cultures that comprise the French-speaking world.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrouced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>	<b>SLO #5</b>
<b>FRE 151</b>	I	I	I	I	I
<b>FRE 152</b>	I/D	I/D	I/D	I/D	I/D
<b>FRE 251</b>	D/M	D/M	D/M	D/M	D/M

## V. Assessment Plan

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{Enter Date} |

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Oral exposé and final exam	Graduating Senior Survey
<b>SLO #2</b>	Final exam	Graduating Senior Survey
<b>SLO #3</b>	Final exam	Graduating Senior Survey
<b>SLO #4</b>	Group oral presentation and final exam	Graduating Senior Survey
<b>SLO #5</b>	Oral exposé and final exam	Graduating Senior Survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

**SPECIAL NOTE:** During the Spring 2012 semester one of our long-time French professors was on medical leave. She would have taught one of the two FRE 251 sections offered. Instead a new Visiting Instructor filled in and Professor Langford taught the other section of FRE 251. Professor Langford was leading the assessment of the French Major this year as French Coordinator and the Visiting Instructor had to be trained with the French GE Program's assessment tools and rubrics. Also, she left the country immediately following final exams. It was also Professor Keating's first year at Pepperdine as a tenure track faculty member. Therefore undertaking an assessment was less than optimal for the Spring 2012 semester. For the 2012-2013 academic year our regular faculty will all be back and we will follow the model set forth in the Spanish GE assessment utilizing ACTFL criteria and collect direct evidence during both semesters.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	Click here to enter text.
<b>SLO #2</b>	Click here to enter text.
<b>SLO #3</b>	Click here to enter text.
<b>SLO #4</b>	Click here to enter text.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

### **SLO #1**

#### **Evidence/Data**

Click here to enter text.

#### **Findings**

Click here to enter text.

## IX. Summary

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

[Click here to enter text.](#)

## X. Closing the Loop & Quality Improvement Program

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #\_\_:** [Click here to enter text.](#)
- **Evidence to support this proposed action:** [Click here to enter text.](#)
- **Expected outcome (if the action item is implemented):**  
[Click here to enter text.](#)
- **Expected timeline:** [Click here to enter text.](#)
- **Type of Action:**  **Resource Neutral**  **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
April D. Marshall	Associate Professor of Hispanic Studies and Chair	International Studies and Languages

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Michele Langford	Professor of French, French Coordinator	International Studies and Languages
Kelle Keating	Assistant Professor of French	International Studies and Languages
Christine Peterson	Visiting Instructor of French	International Studies and Languages

**XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

**APPENDICES****Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_\_\_.  
Click here to enter text.

*{Repeat and edit the above text as necessary for each assessment tool.}*

**Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #\_\_\_\_.

*{Repeat and edit the above text as necessary for each rubric.}*

**Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome #\_\_\_\_.

*{Repeat and edit the above text as necessary for each SLO.}*

**Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>

# Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

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## I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of German.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Discuss selected German films in German.
<b>SLO #2</b>	Discuss significant aspects of history and culture of German speaking countries.
<b>SLO #3</b>	Improve listening and reading skills in German.
<b>SLO #4</b>	Increase communicative skills in speaking and writing in German.
<b>SLO #5</b>	Expand vocabulary.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table.

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>	<b>SLO #5</b>
<b>GER 151</b>	NA	I	I	I	I
<b>GER 152</b>	NA	I/D	I/D	I/D	I/D
<b>GER 251</b>	D/M	D/M	D/M	D/M	D/M

## V. Assessment Plan

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{Enter Date} |

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Essays	Graduating Senior Survey
<b>SLO #2</b>	Final exam	Graduating Senior Survey
<b>SLO #3</b>	Final exam	Graduating Senior Survey
<b>SLO #4</b>	Final exam	Graduating Senior Survey
<b>SLO #5</b>	Final exam	Graduating Senior Survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

**SPECIAL NOTE:** Though offered in the Spring 2012 semester, total enrollments for GER 251 were only 26. Therefore, we still need to gather sufficient direct evidence in order to perform a valid assessment. This may take a few years because the 251 course typically has total enrollments of about 10. It has actually been canceled for the Fall 2012 semester in Malibu already because only one student was enrolled. For the academic year 2012-2013 the committee will work to review assessment tools, develop rubrics and establish criteria, using ACTFL guidelines when applicable. We will also collect direct evidence.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	Click here to enter text.
<b>SLO #2</b>	Click here to enter text.
<b>SLO #3</b>	Click here to enter text.
<b>SLO #4</b>	Click here to enter text.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

### **SLO #1**

#### **Evidence/Data**

Click here to enter text.

#### **Findings**

Click here to enter text.

## **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

Click here to enter text.

### **X. Closing the Loop & Quality Improvement Program**

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #\_\_:** Click here to enter text.
- **Evidence to support this proposed action:** Click here to enter text.
- **Expected outcome (if the action item is implemented):**  
Click here to enter text.
- **Expected timeline:** Click here to enter text.
- **Type of Action:**  Resource Neutral  Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
Click here to enter text.

### **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
April D. Marshall	Associate Professor of Hispanic Studies and Chair	International Studies and Languages

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
David Dowdey	Professor of German, German Coordinator	International Studies and Languages
Joanna Stimmel	Visiting Instructor of German	International Studies and Languages

### **XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

## APPENDICES

### **Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_\_\_.

Click here to enter text.

*{Repeat and edit the above text as necessary for each assessment tool.}*

### **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #\_\_\_\_.

*{Repeat and edit the above text as necessary for each rubric.}*

### **Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome #\_\_\_\_.

*{Repeat and edit the above text as necessary for each SLO.}*

### **Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

Date	Members Participating (Initials)	Action

# Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

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## I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of Italian.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Correctly use learned vocabulary to discuss topics such as family, work, university life, vacation, travel, shopping, food, etc., and current, past, and future events.
<b>SLO #2</b>	Maintain simple conversations on familiar or of personal interest topics, express personal opinions, and exchanging information on topics pertinent to everyday life.
<b>SLO #3</b>	Write short essays discussing topics related to current or past personal experiences, and future plans.
<b>SLO #4</b>	Understand, summarize, and discuss the main ideas of short speeches, presentations, songs, narratives, or articles on familiar matters.
<b>SLO #5</b>	Be aware of the most significant similarities and differences between customs, usages, attitudes, and traditions prevalent in the Italian culture and those of his/her own.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required.

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>	<b>SLO #4</b>	<b>SLO #5</b>
<b>ITAL 151</b>	I	I	I	I	I
<b>ITAL 152</b>	I/D	I/D	I/D	I/D	I/D
<b>ITAL 251</b>	D/M	D/M	D/M	D/M	D/M

## V. Assessment Plan

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{Enter Date} |

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Final exam	Graduating Senior Survey
<b>SLO #2</b>	Oral presentation	Graduating Senior Survey
<b>SLO #3</b>	Composition	Graduating Senior Survey
<b>SLO #4</b>	Final exam	Graduating Senior Survey
<b>SLO #5</b>	Composition and oral presentation	Graduating Senior Survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

**SPECIAL NOTE:** The Italian Program faculty is comprised of one tenure track professor, a full time visiting instructor and an adjunct. During the fall of the 2011-12 academic year the tenure track faculty member went through the tenure process and was not awarded tenure. This created a problematical situation with regards to the assessment process given that she also served as Coordinator of the Italian Program. She refused to contribute either effort or data to this assessment. Furthermore, only one section of ITAL 251 was offered in Malibu this spring with an enrollment of 23. Though there were other 251 sections in our International Program in Florence, the former factor mentioned here made collecting and analyzing direct evidence difficult. The visiting and adjunct faculty are eager to participate in the GE assessment for the 2012-2013 academic year. Following the model of the Spanish GE assessment we will collect data and proceed.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	Click here to enter text.
<b>SLO #2</b>	Click here to enter text.
<b>SLO #3</b>	Click here to enter text.
<b>SLO #4</b>	Click here to enter text.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

### **SLO #1**

Evidence/Data

Click here to enter text.

Findings

[Click here to enter text.](#)

### **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?
5. What are the future one, three and five year goals for this component of the General Education program?

[Click here to enter text.](#)

### **X. Closing the Loop & Quality Improvement Program**

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #\_\_:** [Click here to enter text.](#)
- **Evidence to support this proposed action:** [Click here to enter text.](#)
- **Expected outcome (if the action item is implemented):**  
[Click here to enter text.](#)
- **Expected timeline:** [Click here to enter text.](#)
- **Type of Action:**  **Resource Neutral**  **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

### **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
April D. Marshall	Associate Professor of Hispanic Studies and Chair	International Studies and Languages

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Patrizia Lissoni	Visiting Instructor of Italian	International Studies and Languages
Brittany Corbucci	Adjunct Lecturer of Italian	International Studies and Languages

**XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

**APPENDICES****Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_\_\_.  
Click here to enter text.

*{Repeat and edit the above text as necessary for each assessment tool.}*

**Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #\_\_\_\_.

*{Repeat and edit the above text as necessary for each rubric.}*

**Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome #\_\_\_\_.

*{Repeat and edit the above text as necessary for each SLO.}*

**Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

Date	Members Participating (Initials)	Action

# Seaver College General Education (GE) Assessment – Foreign Language Academic Year 2011-2012

---

## I. Program Learning Outcome

Students listen, speak, read, and write within the appropriate cultural context of Japanese.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program.

<b>SLO #1</b>	Recognize and write Kanji.
<b>SLO #2</b>	Acquire and practice potential and volitional forms of verbs.
<b>SLO #3</b>	Acquire and practice sentence patterns and memorize vocabulary related to a variety of daily situations.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntrouced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table.

	<b>SLO #1</b>	<b>SLO #2</b>	<b>SLO #3</b>
<b>JAPN 151</b>	I	I	I
<b>JAPN 152</b>	I/D	I/D	I/D
<b>JAPN 251</b>	D/M	D/M	D/M

## V. Assessment Plan

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{Enter Date} |

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Final exam	Graduating Senior Survey
<b>SLO #2</b>	Final exam and skit	Graduating Senior Survey
<b>SLO #3</b>	Final exam and skit	Graduating Senior Survey

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

**SPECIAL NOTE:** JAPN 251 was not being offered during the Spring 2012 semester when data collection took place. Therefore, we still need to gather sufficient direct evidence in order to perform a valid assessment. This may take a few years because the 251 course only occurs during the fall semester with typical total enrollments of about 11. For the academic year 2012-2013 the committee will work to review assessment tools, develop rubrics and establish criteria, using ACTFL guidelines when applicable. We will also begin to collect direct evidence.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#).

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	Click here to enter text.
<b>SLO #2</b>	Click here to enter text.
<b>SLO #3</b>	Click here to enter text.
<b>SLO #4</b>	Click here to enter text.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

### **SLO #1**

#### **Evidence/Data**

Click here to enter text.

#### **Findings**

Click here to enter text.

## **IX. Summary**

Based on the evidence and findings reported in the previous section, summarize the findings in narrative form. In the summary, be certain to address the following questions for this area of the GE program.

1. Are the goals being achieved?
2. Are the SLOs achieved at the established standard of achievement?
3. What are the strengths and weaknesses?
4. What areas need improvement?

5. What are the future one, three and five year goals for this component of the General Education program?

Click here to enter text.

### **X. Closing the Loop & Quality Improvement Program**

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

- **Action Item #\_\_:** Click here to enter text.
- **Evidence to support this proposed action:** Click here to enter text.
- **Expected outcome (if the action item is implemented):**  
Click here to enter text.
- **Expected timeline:** Click here to enter text.
- **Type of Action:**  **Resource Neutral**  **Resources Required**
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
Click here to enter text.

### **XI. Contributors**

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
April D. Marshall	Associate Professor of Hispanic Studies	International Studies and Languages

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Sachiko Ota	Adjunct Lecturer of Japanese	International Studies and Languages

### **XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

## APPENDICES

### **Appendix A - Assessment Details**

The following assessment was used to assess Student Learning Outcome #\_\_\_\_.

Click here to enter text.

*{Repeat and edit the above text as necessary for each assessment tool.}*

### **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of Student Learning Outcome(s) #\_\_\_\_.

*{Repeat and edit the above text as necessary for each rubric.}*

### **Appendix C - Evidence /Data**

The following evidence was gathered in assessment of Student Learning Outcome #\_\_\_\_.

*{Repeat and edit the above text as necessary for each SLO.}*

### **Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

Date	Members Participating (Initials)	Action