

University of Scranton – General Education Assessment Results – 2016 to Present

Completed
In Progress
Planned

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Designation	Designation or GOAL Outcomes(s) Assessed		Link to GE Goal	Link to ILO	Sample	Assessment Process	Results	Closing the Loop/Use of Results	
CA Humanities/ Culture: Art and Music	Designation Outcomes to be Assessed: TBA		(GOAL 4) Students will develop historically, aesthetically, and socially grounded understanding of the humanities and expressive arts that encompass the variety of human cultural production	(ILO 2) Students will be able to <i>exhibit broad knowledge of the human condition</i> , understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief	Assessment planned for <u>AY 2020-2021</u> Assessment Process TBA Results TBA Closing the Loop TBA				
CF Humanities/ Culture: Foreign Languages	Designation Outcomes to be Assessed: TBA		(GOAL 4) Students will develop historically, aesthetically, and socially grounded understanding of the humanities and expressive arts that encompass the variety of human cultural production	(ILO 2) Students will be able to <i>exhibit broad knowledge of the human condition</i> , understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief	Assessment planned for <u>AY 2019-2020</u> Assessment Process TBA Results TBA Closing the Loop TBA				
CH Humanities/ Culture: History	Indirect	Designation Outcomes are being revised and simplified by CH faculty	(GOAL 4) Students will develop historically, aesthetically, and socially grounded understanding of the humanities and expressive arts that encompass the variety of human cultural production	(ILO 2) Students will be able to <i>exhibit broad knowledge of the human condition</i> , understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief	Delayed, continue project in 2019-2020 Four full-time history department faculty along with an OEA Assessment fellow (also a History faculty member), are revising and simplifying the CH designation learning outcomes to align better with courses with the CH designation		Results TBA Closing the Loop TBA		
CI, CX Humanities/ Culture: Interdisciplinary and General	Designation Outcomes to be Assessed: N/A <u>NOTE:</u> No courses offered in spring 2018 and Fall 2018 have this GE designation		(GOAL 4) Students will develop historically, aesthetically, and socially grounded understanding of the humanities and expressive arts that encompass the variety of human cultural production	(ILO 2) Students will be able to <i>exhibit broad knowledge of the human condition</i> , understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief	Assessment planned for: N/A Assessment Process: N/A Results: N/A Closing the Loop: N/A				
CL Humanities/ Culture: Literature	Designation Outcomes to be Assessed: TBA		(GOAL 4) Students will develop historically, aesthetically, and socially grounded understanding of the humanities and expressive arts that encompass the variety of human cultural production	(ILO 2) Students will be able to <i>exhibit broad knowledge of the human condition</i> , understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief	Assessment planned for <u>AY 2019-2020</u> Assessment Process TBA Results TBA Closing the Loop TBA				

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D Cultural Diversity	Designation Outcomes to be Assessed: TBA	(GOAL 6) Students will develop and articulate a cultural and global awareness and sensitivity that contributes to an integrated understanding of human diversity	(ILO 2) Students will be able to <i>exhibit broad knowledge of the human condition</i> , understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief	Assessment planned for <u>AY 2019-2020</u> Assessment Process TBA Results TBA Closing the Loop TBA			
E Natural Science	<div>Direct</div> GOAL 1 Summary Objectives: <ul style="list-style-type: none"> Students will comprehend fundamental scientific principles and arguments. Students will communicate and represent quantitative information or results numerically, symbolically, orally, visually, or in writing. Students will apply inductive, deductive, and other systems of logical analysis to solving problems. 	(GOAL 1) Students will demonstrate analytical reasoning and critical thinking within and across disciplines	(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning , and technological competency and information	205 Students 2 Colleges 6 courses 14 Sections 6 OEA fellows assessing Artifacts collected in Spring 2018 Artifacts assessed and project report written in Summer 2018	Used modified AAC&U critical thinking value rubric criteria linked to General Education Learning Outcomes goals to score a summative introductory physics laboratory report A norming session for this project and rubric occurred in the OEA. Several artifacts were presented to the project group. Some were assessed by the project leader (director of this physics laboratory and an OEA fellow) and some artifacts were independently scored by the rest of the assessors followed by a discussion of the scores. 205 artifacts were scored by the 6 assessors from OEA	Three of the AAC&U critical thinking value rubric criteria were assessed with the following mean scores: Explanation of issues: 3.4/4 Evidence: 2.9/4 Outcomes: 2.9/4 Looking closer at the scores showed 86% of the artifacts were scored a 3 or 4 on Explanation of issues, 60% and 68% scored a 3 or 4 on Evidence and Outcomes criteria respectively.	The results for the “Evidence” criterion show low frequencies of “3” and “4” scores (only 60A recommendation from the project group is to keep the assessment the same but implement a report “checklist” the students would be required to fill out, sign, and hand in with their lab report. This should compel the students to read over their report making sure that certain requirements are present. For the “Evidence” criterion, an artifact from this physics laboratory must contain at least two sources in order to correctly perform the scientific analysis. If one of those sources is missing, the highest score that can be achieved is a “2”. The checklist implementation should increase the amount of artifacts containing two sources allowing for the possibility to increase the amount of “3” and “4” scores. This checklist should also help increase the scores of the other criteria, although the group was satisfied with the “Explanation of Issues” and “Outcomes” criteria scores. An assessment after checklist implementation will occur in Fall of 2019.

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<p>E Natural Science</p>	<p>Direct</p>	<p>Assess alignment and attainment of General Education (GE) and Natural Science (E) goals among a sample of undergraduate students enrolled in General Biology I (BIOL 141) and Human Anatomy and Physiology I (BIOL 110) lecture courses.</p>	<p>GE1: demonstrate familiarity with and differentiate among the objects, methods, ethics, and conclusions of natural and social-behavioral scientific inquiry</p> <p>GE2: comprehend fundamental scientific principles and arguments</p> <p>GE3: create, solve, interpret, formulate, and execute basic mathematical models and concepts</p> <p>GE4: communicate and represent quantitative information or results numerically, symbolically, orally, visually, or in writing</p> <p>GE5: apply inductive, deductive, and other systems of logical analysis to solving problems</p>	<p>(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information</p> <p>(ILO2) Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief</p> <p>(ILO3) Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership</p>	<p>116 Students 1 Colleges 1 Departments 2 Courses 4 Sections 2 Instructors</p> <p>Assessment performed in Fall of 2018</p>	<p>This was an item analysis of questions from comprehensive final examinations administered at the end of the Fall 2018 semester. The research question was: Do students' scores on questions related to GE, E or GE and E on a comprehensive final exam demonstrate acceptable achievement of GE and E objectives?</p>	<p>BIOL 110 and 141 are foundational courses, both with GE and E designations. In both courses, the extent to which all GE and E objectives are met varies between course and objective, with most objectives being met if the benchmark of 74% students answering correctly on a particular question or set of questions that links to E and/or GE learning outcomes is used.</p>	<p>After collecting and analyzing data for BIOL 110 and BIOL 141, a few questions arise. One, in general, how many E and GE objectives should a course with those designations should meet arises? Two, more specifically and because they are foundational, should BIOL 110 and BIOL 141 meet all E and all GE objectives, or is meeting some subset of objectives an adequate curricular goal? If the answer to this question is yes, then how to strike balance between meeting all of these objectives and covering adequate amounts of foundational content must be examined.</p>
	<p>Direct</p>	<p>Assess alignment and attainment of General Education (GE) and Natural Science (E) goals among a sample of undergraduate students enrolled in General Biology II (BIOL 142) and Human Anatomy and Physiology I (BIOL 111) lecture courses.</p>	<p>GE1 GE2 GE3 GE4 GE5</p>	<p>(ILO 1) (ILO2) (ILO3)</p>	<p>90 Students 1 Colleges 1 Departments 2 Courses 4 Sections 2 Instructors</p> <p>Assessment performed in Spring of 2019</p>	<p>This was an item analysis of questions from comprehensive final examinations administered at the end of the Spring 2019 semester. The research question was: Do students' scores on questions related to GE, E or GE and E on a comprehensive final exam demonstrate acceptable achievement of GE and E objectives?</p>	<p>BIOL 111 and 142 are foundational courses, both with GE and E designations. In both courses, the extent to which all GE and E objectives are met varies between course and objective, with most objectives being met if the benchmark of 74% students answering correctly on a particular question or set of questions that links to E and/or GE learning outcomes is used.</p>	<p>After collecting and analyzing data for BIOL 111 and BIOL 142, a few questions arise. One, in general, how many E and GE objectives should a course with those designations should meet arises? Two, more specifically and because they are foundational, should BIOL 110 and BIOL 141 meet all E and all GE objectives, or is meeting some subset of objectives an adequate curricular goal? If the answer to this question is yes, then how to strike balance between meeting all of these objectives and covering adequate amounts of foundational content must be examined.</p>

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E Natural Science	Direct GOAL 1 Summary Objectives: <ul style="list-style-type: none"> Students will comprehend fundamental scientific principles and arguments. 	(E) Objectives 3. Use appropriate mathematical and statistical methods to analyze data that either (a) he/she has gathered, or (b) the instructor has provided and will use those data to test the validity of a hypothesis 4. Demonstrate an understanding of the foundation of at least one of the natural sciences	(ILO2) Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief	For E.3 N = 289 For E.4 N = 180 1 College 3 Departments 5 Courses Assessment performed in Spring of 2019	Faculty from the Biology, Chemistry, and Physics departments gathered in December of 2018 to discuss the collection of artifacts for a GE (E) Natural Science assessment project planned for the 2018-2019. Student artifacts and data were collected by faculty during the spring 2019 semester. The AQUA assessment platform was used during the summer of 2019 to assess the artifacts using the aforementioned rubric criteria. Since the faculty who teach the above courses were also the assessors for this project, the assessors did not meet for norming. Each assessor used their own judgement and subject matter expertise to determine artifact criterion scores. Data for CHEM 113L was analyzed outside of Aqua.	<u>For GE (E) Outcome #4</u> Average Criterion Score: 2.96 out of 4 (N = 180) <u>For GE (E) Outcome #3</u> Average Criterion Score: 3.26 out of 5 (N=58) for artifacts from PHYS 121L Three CHEM 113L Final Exam Questions linked to Outcome #4 (N = 231) QA: 93% correct QB: 71% correct QC: 64.1% correct	For Outcome #4, 67% (N=121) of lecture artifacts were scored either a 3 or a 4 with an average score of 2.96. Faculty in the project believe no interventions are needed since the distribution of scores were skewed toward a score of a 3 or 4. For Outcome #3, An increased emphasis on the use of this statistic in the introductory physics laboratory will be implemented in AY 2019-2020 by faculty and graduate teaching assistants. An assessment will be conducted to determine if the intervention was successful. The new custom chemistry laboratory book will now contain an additional appendix for the students with information about basic statistics with some examples. In addition, the chemistry graduate teaching assistants of the laboratory will include this as part of their instruction. In addition, chemistry lecture instructors have agreed to emphasize basic statistics in their lecture. The same type of questions will be included on next year's final exam and an analysis will be conducted to see if scores improve.
FYDT First Year Digital Technology	Direct 2. FYDT Outcomes Employ digital technology to deliver results in appropriate forms	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines (GOAL 3) Students will demonstrate technological and information literacy	(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information	315 Students 3 Colleges 7 Departments 7 Courses 24 Sections 12 Instructors Assessment performed spring of 2018	Use a common rubric criteria derived from AAC&U value rubrics linked to designation goals to score a digital technology deliverable created by students toward the end of the semester looking for quality	Normal distribution of rubric scores were found in both rubric criteria. 84.5% of students scored in the top two rubric criteria and the "exceeds expectations" score for the integrated digital technology criterion and 86.1% of students scored in the top two rubric criteria and the "exceeds expectations" score for the Acquiring Digital Competencies criterion	<ul style="list-style-type: none"> The original FYDT learning goal was confusing in terms of what is meant by an "appropriate form". It is the recommendation of the faculty collaborating on this project to modify the outcome to read: "Employ digital technology to deliver results in appropriate <i>form as described in the course assignment</i>" No anomalies found in the rubrics scores. Faculty will continue to monitor and assess the designation goal

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<p>FYOC First Year Oral Communication</p>	<p>Direct</p>	<p>2. FYOC Outcomes Develop and share ideas in both formal and informal situations using verbal and non-verbal communication</p> <p>3. Create and maintain a relationship between the speaker and audience</p>	<p>(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines</p>	<p>(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information</p>	<p>278 Students 3 Colleges 6 Departments 6 courses 18 Sections 10 Instructors</p> <p>Assessment performed in the AY 2016-2017</p>	<p>Use a common rubric with criteria linked to designation goals to score the first and last oral presentations of the semester looking for overall growth and quality</p>	<p>a.) More than 50% of students scored in the top two scores for each rubric criteria, showing Scranton students come to the university with good verbal skills</p> <p>b.) Very low percentage decline in scores between first and last presentation</p> <p>c.) Non-verbal skills excellent final score was lowest, along with total percentage of initial good and excellent scores</p> <p>d.) May be reasonable to benchmark that 80% of students should score in the top two rubrics scores by the end of a FYOC course</p>	<ul style="list-style-type: none"> Discussion of results among project collaborators results in a thoughtful dialog about teaching and assessment of student learning by faculty For the next AY, increase focus on non-verbal skills improvement as those rubric criteria scores were weakest Same group of faculty will conduct a FYDT project next AY
	<p>Indirect</p>	<p>3. FYOC Outcomes Develop and share ideas in both formal and informal situations using verbal and non-verbal communication</p> <p>4. Create and maintain a relationship between the speaker and audience</p>	<p>(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines</p>	<p>(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information</p>	<p>7 Students in a Focus Group</p> <p>Assessment performed in Spring 2017</p>	<p>Focus groups were conducted by students within the Provost Assessment Scholars Program. The participants of the focus groups were students who completed an FYOC course in the fall of 2016</p>	<p>a.) Gradual progression in the size and scope of the oral projects facilitated improvement of skills.</p> <p>b.) A structured course was important in building confidence for students.</p> <p>c.) Major-specific FYOC courses were found to be most beneficial</p> <p>d.) Flexibility in choosing topics to present was critical to students' confidence</p>	<p>The Provost Assessment Scholars provided the following recommendations:</p> <ul style="list-style-type: none"> Continue to Gradually Increase Presentation Difficulty Continue Major Specific FYOC Courses with Added Outcomes. Create an Open and Comfortable Environment FYOC Allow Topic Flexibility

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FYS First Year Seminar	Direct	3. Student is able to articulate components of the Ignatian identity and mission of the University of Scranton.	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines	(ILO4) Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.	216 student submissions from all 3 colleges. Assessment performed in the spring 2019.	Used a common rubric and a norming session to score written essays that students submitted to their First Year Seminar courses at the beginning of Fall 2018.	72% of students scored in the "developing" or "proficient" categories.	Working with faculty to better integrate the IVIA reading and lecture into each FYS course Distributing the question earlier in the summer so faculty have ample time to prepare. Doing an additional assessment at the end of the semester to better gauge student improvement. Better integrate Aqua and D2L.
FYW First Year Writing	Direct	<ul style="list-style-type: none"> Employ flexible strategies for generating, organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression. Find, gather, read, summarize, evaluate, analyze, and synthesize texts in a purposeful manner in order to generate and support writing. Write for different audiences, purposes, and contexts. Integrate their own ideas with those of others using accurate and appropriate documentation. Develop skills related to critical self-assessment and reflection on the process of writing. Write in standardized English using appropriate syntax, grammar, spelling, and punctuation. 	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines	(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication , scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information	Assessment completed in Spring 2016 For the assessment process, results, and closing the Loop, see the First Year Writing Assessment Report prepared by the First Year Writing Director by following the link below: First Year Writing Assessment Report			

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P Philosophy and Theology/ Religious Studies	Designation Outcomes to be Assessed: TBA		(GOAL 5) Students will develop historically informed and engaged understandings of God, world, and the human person that fosters a commitment to service, faith, and justice in the Jesuit and Catholic traditions	(ILO 2) Students will be able to <i>exhibit</i> broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief	Assessment planned for <u>AY 2020-2021</u> Assessment Process TBA Results TBA Closing the Loop TBA			
Q Quantitative Reasoning	Indirect	1. Use mathematics to communicate ideas including interpreting mathematics information (e.g. measures of central tendency and dispersion in descriptive statistics)	(GOAL 1) Students will demonstrate analytical reasoning and critical thinking within and across disciplines	(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning , and technological competency and information	2017 National Survey of Student Engagement (NSSE) data shows that specific quantitative literacy question results are below the peer institution average. Specifically, the two questions relating to: 1. Using numerical information to examine a real-world problem or issue (2% below our peer %) 2. Evaluated what others have concluded from numerical information (3% below our peer %)			Data from this project shows a direct assessment project is needed to look at those two specific NSSE questions that link to a GE goal
	Direct	1. Use mathematics to communicate ideas 2. Use mathematical, quantitative or statistical models for concrete or abstract problem solving or decision making.	(Goal 1) Students will demonstrate analytic reasoning and critical thinking within and across disciplines.	(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning , critical analysis and reasoning, and technological competency and information	84 students -58 Freshmen & Sophomores -26 Juniors & Seniors 1 Department 2 Courses 4 Sections 2 Instructors Assessment performed fall of 2018	Use a common rubric adapted from two online rubrics to score final exam problems.	Eighty seven percent of students scored in the top two rubric criteria (Exemplary and Proficient) for trigonometric functions and 84% scored in the top two rubric criteria for rational functions. Thirty three percent of students scored in the top two rubric criteria for related rates, and 20% scored in the top two rubric criteria for optimization.	Faculty teaching the course did not find anything unusual about the results. The measures would not necessarily make sense in the context of other Q courses so the extent to which the results are general assessments of Q competencies in general is uncertain. There is an opportunity for faculty to decide what it means to <i>use mathematics to communicate ideas</i> across a set of courses so that assessment in this area reflects general and not course-specific competencies.

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S Social/ Behavioral Science	Designation Outcomes to be Assessed: TBA	(GOAL 1) Students will demonstrate analytical reasoning and critical thinking within and across disciplines	(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information	Assessment planned for <u>AY 2020-2021</u> Assessment Process TBA Results TBA Closing the Loop TBA			
W/EPW Writing Intensive	Designation Outcomes to be Assessed: TBA	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines	(ILO 1) Students will be able to develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication , scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information	Assessment planned for <u>AY 2019-2020</u> Assessment Process TBA Results TBA Closing the Loop TBA			