

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

<div></div>	Completed
<div></div>	In Progress
<div></div>	Planned

Designation		Designation or Goal Outcomes(s) Assessed	Link to GE Goal	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	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	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	In progress for: 2018-2019 AY  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	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	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	Assessment planned for <u>AY 2019-2020</u> Assessment Process TBA Results TBA Closing the Loop TBA			
E Natural Science	Direct	GOAL 1 Summary Objectives: <ul style="list-style-type: none"><li>Students will comprehend fundamental scientific principles and arguments.</li><li>Students will communicate and represent quantitative information or results numerically, symbolically, orally, visually, or in writing.</li><li>Students will apply inductive, deductive, and other systems of logical analysis to solving problems.</li></ul>	(GOAL 1) Students will demonstrate analytical reasoning and critical thinking within and across disciplines	205 Students 2 Colleges 6 courses 14 Sections  6 OEA fellows assessing  Artifacts collected in Spring 2018  Assessment planned for Summer 2018	Use AAC&U critical thinking value rubric criteria linked to General Education Learning Outcomes goals to score a summative introductory physics laboratory report	Artifact Assessment Summer 2018 Results TBA Closing the Loop TBA	
	Direct	Designation Outcomes to be Assessed: TBA	(GOAL 1) Students will demonstrate analytical reasoning and critical thinking within and across disciplines	Natural Science designated courses across two colleges totaling a few hundred students  Assessment project led by OEA fellow	Assessment planned for <u>AY 2018-2019</u> Assessment Process TBA Results TBA Closing the Loop TBA		
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	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"><li>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 form as described in the course assignment”</li><li>No anomalies found in the rubrics scores. Faculty will continue to monitor and assess the designation goal</li></ul>

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<b>FYOC</b> First Year Oral Communication	<b>Direct</b>	<p>FYOC Outcomes</p> <p>2. 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>	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines	<p>278 Students 3 Colleges 6 Departments 6 courses 18 Sections 10 Instructors</p> <p>Assessment performed in the AY 2016-2017</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>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 oral presentation skills</p> <p>b.) Very low percentage decline in scores between first and last oral 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"> <li>Discussion of results among project collaborators results in a thoughtful dialog about teaching and assessment of student learning by faculty</li> <li>For the next AY, increase focus on non-verbal skills improvement as those rubric criteria scores were weakest</li> <li>Same group of faculty will conduct a FYDT project next AY</li> </ul>
	<b>Indirect</b>	<p>FYOC Outcomes</p> <p>3. 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>	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines	<p>7 Students in a Focus Group</p> <p>Assessment performed in Spring 2017</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>a.) Participants agreed that a gradual progression in the size and scope of the oral presentation projects helped to facilitate the improvement of oral communication skills.</p> <p>b.) A structured course where objectives and expectations were outlined, as well as constructive feedback after the presentation, were important in building confidence for students.</p> <p>c.) Major-specific FYOC courses were found to be most beneficial to the students' overall enjoyment of the course.</p> <p>d.) Flexibility in choosing a topic to present on was critical to students' enjoyment of the course, as well as their confidence in their oral presentation projects.</p>	<p>The Provost Assessment Scholars provided the following recommendations:</p> <ul style="list-style-type: none"> <li>Continue to Gradually Increase Presentation Difficulty</li> <li>Continue Major Specific FYOC Courses with Added Outcomes.</li> <li>Create an Open and Comfortable Environment FYOC</li> <li>Allow Topic Flexibility</li> </ul>
<b>FYS</b> First Year Seminar	<b>Direct</b>	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	<p>First Year Seminar designated courses across all colleges totaling a few hundred students</p> <p>Assessment project led by OEA fellow and Director of FYS</p>	<p>Assessment planned for <u>AY 2018-2019</u> Assessment Process TBA Results TBA Closing the Loop TBA</p>		

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<b>FYW</b> First Year Writing	Direct	<ul style="list-style-type: none"> <li>Employ flexible strategies for generating, organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression.</li> <li>Find, gather, read, summarize, evaluate, analyze, and synthesize texts in a purposeful manner in order to generate and support writing.</li> <li>Write for different audiences, purposes, and contexts.</li> <li>Integrate their own ideas with those of others using accurate and appropriate documentation.</li> <li>Develop skills related to critical self-assessment and reflection on the process of writing.</li> <li>Write in standardized English using appropriate syntax, grammar, spelling, and punctuation.</li> </ul>	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines	<p><u>Assessment completed in Spring 2016</u> 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:</p> <p><a href="#">First Year Writing Assessment Report</a></p>			
		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	<p>Assessment planned for <u>AY 2020-2021</u> Assessment Process TBA Results TBA Closing the Loop TBA</p>			
<b>Q</b> 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	<p>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:</p> <ol style="list-style-type: none"> <li>Using numerical information to examine a real-world problem or issue (2% below our peer %)</li> <li>Evaluated what others have concluded from numerical information (3% below our peer %)</li> </ol>			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 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	<p>Direct assessment rationale includes NSSE data referenced in indirect assessment above Assessment planned for <u>AY 2018-2019</u> possibly utilizing ETS Testing Results TBA Closing the Loop TBA</p>			
<b>S</b> Social/ Behavioral Science		Designation Outcomes to be Assessed: TBA	(GOAL 1) Students will demonstrate analytical reasoning and critical thinking within and across disciplines	<p>Assessment planned for <u>AY 2020-2021</u> Assessment Process TBA Results TBA Closing the Loop TBA</p>			
<b>W/EPW</b> Writing Intensive		Designation Outcomes to be Assessed: TBA	(GOAL 2) Students will demonstrate proficiency in verbal (written and oral) communication within and across disciplines	<p>Assessment planned for <u>AY 2019-2020</u> Assessment Process TBA Results TBA Closing the Loop TBA</p>			