



## General Education Assessment of Social & Behavioral Sciences and Cultural Diversity (2016)

### History of the Assessment Program

Assessment of student learning outcomes is a national expectation in higher education, and the expectation calls for increased accountability. Section 2.7.3 of the Southern Association of Colleges and Schools' (SACS) accreditation standards requires in each undergraduate program the successful completion of a general education component that:

- 1) is a substantial component of each undergraduate degree,
- 2) ensures breadth of knowledge, and
- 3) is based on a coherent rationale.

Section 3.5.1 of the SACS accreditation standards also requires that “the institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.”

Based on these standards, in 2005, the Provost charged the General Education Curriculum Committee (GECC) with developing and implementing an assessment program. To accomplish this directive, the committee developed and modified rubrics to measure student performance in the competencies stated in the preamble of the General Education Plan: “The General Education Program at the University of Louisville fosters active learning by asking students to:

- 1) think critically,
- 2) to communicate effectively, and
- 3) understand and appreciate cultural diversity.”

The GECC initiated the first General Education Assessment in fall of 2005. The university adopted LiveText© as the platform for electronic assessment of General Education artifacts in the fall of 2010. The process, results, and findings from each assessment iteration are presented to the GECC to drive continuous improvement of the university’s general education program.

### Assessment Administration

The General Education Program at the University of Louisville advances three over-arching competencies: critical thinking, effective communication, and cultural diversity. In addition, the university has defined additional learning outcomes for the following content areas: Arts and Humanities, Mathematics, Natural Sciences, Oral Communication, Social and Behavioral Sciences, and Written Communication, and the Cultural Diversity competency area. The University of Louisville Student Learning Outcomes are closely aligned with the Statewide General Education Student Learning Outcomes.

The spring 2016 assessment was focused on courses in the Social & Behavioral Sciences content area and the Cultural Diversity competency area. A crosswalk of the outcomes and assessment measures for the Social & Behavioral Sciences is provided in Appendix A to demonstrate alignment between the assessment measures, the UofL content area outcomes, and the statewide content area outcomes.

### **University of Louisville Social & Behavioral Sciences Learning Outcomes**

Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Communicate an understanding of how social science knowledge is established and how and why it changes over time;
2. Evaluate evidence and apply it to solving problems through social science methods;
3. Communicate an understanding of a body of social science knowledge and its disciplinary perspective.

History is concerned with understanding change over time. Courses addressing this requirement cover a broad body of historical knowledge and compare Western and non-Western cultures. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Communicate an understanding of the process of historical change and the significance of place and time;
2. Communicate an understanding of the creation, development, and changing nature of historical knowledge and the importance of historical documentation;
3. Construct and communicate a historical argument employing historical facts.

### **Statewide Social & Behavioral Sciences Student Learning Outcomes**

1. Demonstrate knowledge of at least one area of the social and behavioral sciences.
2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

### **University of Louisville General Education Rubric Measures**

#### *Effective Communication (EC) Rubric*

1. Writer articulates clear purpose and employs tone consistent with purpose and audience.
2. Writer employs clear and coherent organization.
3. Writer demonstrates analysis or synthesis.
4. Writer uses appropriate conventions and style.

### *Critical Thinking (CT) Rubric*

1. Claim – States thesis; Identifies purpose; Demonstrates recognition of problem or question.
2. Evidence – Uses evidence, information, data, observations, experiences, and/or reasons.
3. Inference – Makes a logical argument; Develops a line of reasoning based on evidence.
4. Influence of Context and Assumptions.
5. Implications – Evaluates implications, conclusions, and consequences.

### *Cultural Diversity (CD) Rubric*

1. Writer recognizes ways that culture shapes behavior and attitudes.
2. Writer demonstrates ability to understand the relationship of culture to its environment and history.
3. Writer recognizes that cultural groups are internally diverse.
4. Writer brings awareness of cultural diversity to the analysis of problems or issues.

## **University of Louisville Understanding Cultural Diversity Learning Outcomes**

Understanding cultural diversity means students will have a broad exposure to a variety of social systems, cultures, and subcultures, both within the United States and the rest of the world. This portion of the curriculum encourages an appreciation of the realities of a racially and culturally diverse world. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Recognize that social and cultural systems develop out of adaptation to environmental and historical circumstances;
2. Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed;
3. Communicate an understanding that different cultures may hold different views of the same issues;
4. Evaluate pertinent information and assertions for relevance, bias, stereotyping, manipulation, and completeness.

## **University of Louisville General Education Cultural Diversity Rubric Measures**

### *Cultural Diversity (CD) Rubric*

1. Writer recognizes ways that culture shapes behavior and attitudes.
2. Writer demonstrates ability to understand the relationship of culture to its environment and history.
3. Writer recognizes that cultural groups are internally diverse.
4. Writer brings awareness of cultural diversity to the analysis of problems or issues.

The University of Louisville General Education Rubrics use a four-point scale, with 4 indicating performance of the measure as “clearly evident,” 3 indicating performance as “usually evident,” 2 indicating “minimally evident,” and 1 indicating performance as “not evident.” In addition, a score of “not requested” could be assigned for assignments that did not provide an opportunity for the student to demonstrate the criterion within the rubric measure.

## Assessment Process

For the spring 2016 assessment of student work from the Social & Behavioral Sciences content and Cultural Diversity competency areas, the Office of General Education Assessment notified department chairs of the upcoming assessment and met with them to provide an overview of the project, the outcomes to be assessed, and sampling process. A formal memo outlining the project and process was also provided to each department chair and all faculty teaching General Education courses within these areas prior to the start of the semester to ensure a mutual understanding of project expectations. The initial communication provided a timeline for collection of syllabi, assignment prompts, and student work. Faculty teaching General Education courses are also notified in advance of the semester that the syllabi should explicitly list General Education Learning Outcomes and how the outcomes will be assessed.

After the semester withdrawal deadline passed, the Office of General Education Assessment requested the class rosters for all General Education courses in Social & Behavioral Sciences and Cultural Diversity from the Office of the Registrar and systematically selected every fifth student for assessment. Instructors of all General Education courses in Social & Behavioral Sciences and Cultural Diversity were sent assessment rosters along with detailed instructions requesting that instructors provide a copy of one assignment prompt along with the ungraded responses for the selected students to be sent via email to the Assessment Coordinator.

Student artifacts were collected and stored in an electronic repository and uploaded into the LiveText© assessment management system. A panel of faculty (tenured and tenure-track faculty, term faculty, and adjunct faculty) and graduate teaching assistants assessed student artifacts. Assessors applied the university's Effective Communication, Critical Thinking, and Cultural Diversity rubrics to all artifacts. Prior to the assessment reading, assessors were brought together for a four-hour training session coordinated by the Office of General Education Assessment. In response to prior assessment feedback, the background and history of the General Education Assessment, assessment rubrics, and LiveText© instructions were shared in advance to allow for greater focus on practice scoring and discussion during the training session. During the training, faculty engaged in dissection and discussion of rubric criteria, and assessors individually reviewed and scored benchmark sample assignments. Benchmarks were assignments selected to represent a wide range of content and skill development in order to give the assessors a baseline for measuring expectations of learning and evaluating student performance (Herman, Osmundson, & Dietel, 2010). Assessors then engaged in discussion about the benchmark assessment scores to share their rationales for why particular scores were selected. To highlight the reliability of the training scoring, the results from scoring benchmark samples for the Effective Communication Rubric are provided in Table 1 and Figure 1, Critical Thinking Rubric in Table 2 and Figure 2, Cultural Diversity Rubric in Table 3 and Figure 3.

## Contents of Table 1 and Figure 1

### *Results of Benchmark Sample Assessments for Effective Communication*

#### *Sample 1*

*EC1: 24.4% of readers scored sample 1 at "Clearly Evident", 65.9% at "Usually Evident", 9.8% at "Minimally Evident", and 0.0% at "Not Evident".*

*EC2: 10.0% of readers scored sample 1 at "Clearly Evident", 60.0% at "Usually Evident", and 30.0% at "Minimally Evident".*

*EC3: 21.6% of readers scored sample 1 at "Usually Evident", 73.0% at "Minimally Evident", and 5.4% at "Not Evident".*

*EC4: 2.8% of readers scored sample 1 at "Clearly Evident", 27.8% at "Usually Evident", 50.0% at "Minimally Evident", and 19.4% at "Not Evident".*

#### *Sample 2*

*EC1: 15.0% of readers scored sample 2 at "Clearly Evident", 65.0% at "Usually Evident", and 20.0% at "Minimally Evident".*

*EC2: 4.9% of readers scored sample 2 at "Clearly Evident", 58.5% at "Usually Evident", 29.3% at "Minimally Evident", and 7.3% at "Not Evident".*

*EC3: 5.4% of readers scored sample 2 at "Clearly Evident", 40.5% at "Usually Evident", and 54.1% at "Minimally Evident".*

*EC4: 17.1% of readers scored sample 2 at "Clearly Evident", 53.7% at "Usually Evident", 24.4% at "Minimally Evident", and 4.9% at "Not Evident".*

#### *Sample 3*

*EC1: 55.8% of readers scored sample 3 at "Clearly Evident", 34.9% at "Usually Evident", and 9.3% at "Minimally Evident".*

*EC2: 44.7% of readers scored sample 3 at "Clearly Evident", 42.1% at "Usually Evident", 10.5% at "Minimally Evident", and 2.6% at "Not Evident". 4 readers scored the artifact as "Not Requested".*

*EC3: 9.5% of readers scored sample 3 at "Clearly Evident", 50.0% at "Usually Evident", 35.7% at "Minimally Evident", and 4.8% at "Not Evident".*

*EC4: 19.5% of readers scored sample 3 at "Clearly Evident", 68.3% at "Usually Evident", and 12.2% at "Minimally Evident".*

## Contents of Table 2 and Figure 2

### *Sample 1*

*CT1: 30.2% of readers scored sample 1 at "Clearly Evident", 55.8% at "Usually Evident", 11.6% at "Minimally Evident", and 2.3% at "Not Evident".*

*CT2: 13.2% of readers scored sample 1 at "Clearly Evident", 63.2% at "Usually Evident", and 23.7% at "Minimally Evident".*

*CT3: 15.9 of readers scored sample 1 at "Clearly Evident", 77.3% at "Usually Evident", and 6.8% at "Minimally Evident".*

*CT4: 23.1% of readers scored sample 1 at "Usually Evident", 48.7% at "Minimally Evident", and 28.2% at "Not Evident". One reader scored the artifact as "Not Requested".*

*CT5: 7.5% of readers scored sample 1 at "Clearly Evident", 47.5% at "Usually Evident", 37.5% at "Minimally Evident", and 7.5% at "Not Evident".*

### *Sample 2*

*CT1: 20.9% of readers scored sample 2 at "Clearly Evident", 39.5% at "Usually Evident", and 39.5% at "Minimally Evident".*

*CT2: 11.9% of readers scored sample 2 at "Clearly Evident", 40.5% at "Usually Evident", 38.1% at "Minimally Evident", and 9.5% at "Not Evident".*

*CT3: 9.5% of readers scored sample 2 at "Clearly Evident", 47.6% at "Usually Evident", 26.2% at "Minimally Evident", and 16.7% at "Not Evident".*

*CT4: 27.9% of readers scored sample 2 at "Usually Evident", 65.1% at "Minimally Evident", and 7.0% at "Not Evident".*

*CT5: 2.4% of readers scored sample 2 at "Clearly Evident", 42.9% at "Usually Evident", 45.2% at "Minimally Evident", and 9.5% at "Not Evident".*

### *Sample 3*

*CT1: 33.3% of readers scored sample 3 at "Clearly Evident", 50.0% at "Usually Evident", 11.1% at "Minimally Evident", and 5.6% at "Not Evident".*

*CT2: 18.9% of readers scored sample 3 at "Clearly Evident", 59.5% at "Usually Evident", 18.9% at "Minimally Evident", and 2.7% at "Not Evident".*

*CT3: 25.0% of readers scored sample 3 at "Clearly Evident", 56.3% at "Usually Evident", 12.5% at "Minimally Evident", and 6.3% at "Not Evident".*

*CT4: 7.7% of readers scored sample 3 at "Clearly Evident", 25.6% at "Usually Evident", 56.4% at "Minimally Evident", and 10.3% at "Not Evident".*

*CT5: 23.1% of readers scored sample 3 at "Clearly Evident", 41.0% at "Usually Evident", 33.3% at "Minimally Evident", and 2.6% at "Not Evident".*

### Contents of Table 3 and Figure 3

#### *Sample 1*

*CD1: 2.9% of readers scored sample 1 as "Clearly Evident", 20.6% at "Usually Evident", 38.2% at "Minimally Evident", and 38.2% at "Not Evident". Four readers scored the artifact as "Not Requested".*

*CD2: 13.5% of readers scored sample 1 as "Usually Evident", 27.0% at "Minimally Evident", and 59.5% at "Not Evident". Four readers scored the artifact as "Not Requested".*

*CD3: 2.9% of readers scored sample 1 as "Usually Evident", 22.9% at "Minimally Evident", and 74.3% at "Not Evident". Seven readers scored the artifact as "Not Requested".*

*CD4: 5.6% of readers scored sample 1 as "Usually Evident", 13.9% at "Minimally Evident", and 80.6% at "Not Evident". Seven readers scored the artifact as "Not Requested".*

#### *Sample 2*

*CD1: 28.9% of readers scored sample 2 as "Clearly Evident", 47.4% at "Usually Evident", 21.1% at "Minimally Evident", and 2.6% at "Not Evident". One reader scored the artifact as "Not Requested".*

*CD2: 27.5% of readers scored sample 2 as "Clearly Evident", 52.5% at "Usually Evident", and 20.0% at "Minimally Evident".*

*CD3: 17.5% of readers scored sample 2 as "Clearly Evident", 42.5% at "Usually Evident", 27.5% at "Minimally Evident", and 12.5% at "Not Evident".*

*CD4: 9.3% of readers scored sample 2 as "Clearly Evident", 55.8% at "Usually Evident", and 34.9% at "Minimally Evident".*

#### *Sample 3*

*CD1: 25.6% of readers scored sample 3 as "Clearly Evident", 28.2% at "Usually Evident", 35.9% at "Minimally Evident", and 10.3% at "Not Evident".*

*CD2: 13.2% of readers scored sample 3 as "Clearly Evident", 28.9% at "Usually Evident", 42.1% at "Minimally Evident", and 15.8% at "Not Evident". One reader scored the artifact as "Not Requested".*

*CD3: 22.5% of readers scored sample 3 as "Usually Evident", 40.0% at "Minimally Evident", and 37.5% at "Not Evident". Three readers scored the artifact as "Not Requested".*

*CD4: 14.6% of readers scored sample 3 as "Clearly Evident", 26.8% at "Usually Evident", 31.7% at "Minimally Evident", and 26.8% at "Not Evident".*

During the assessment training faculty engaged in discussion around the “not evident” and “not requested” criteria. As a result of challenges for distinguishing between these two criteria it was determined that “not requested” would only be used to score assignments in which the student could not have demonstrated the outcomes due to the design of the assignment. The “not evident” category was used to score any rubric measure in which the student did not demonstrate the outcomes and could have demonstrated it regardless of whether the assignment explicitly requested that they demonstrate it.

At the start of the assessment reading day, each faculty assessor was assigned a username and password for one of three LiveText© accounts and a list of courses and sections to assess. Three faculty readers assessed each artifact so that scores could be compared across assessors for reliability purposes.

### **Data Collection Overview**

As of the spring final withdrawal date, the enrollment for Social & Behavioral Science General Education courses was 6050 and 3867 for Cultural Diversity General Education Courses (CD1 and CD2). The Office of General Education Assessment received and determined that 488 student artifacts were eligible for review for both the Social & Behavioral Sciences content area and Cultural Diversity competency area. Of the artifacts received, 303 of the artifacts were classified as Social & Behavioral Sciences and 257 were classified as Cultural Diversity. The Cultural Diversity artifacts represented both the CD1 and CD2 classification, with 101 of the Cultural Diversity artifacts from CD1 courses and 156 from CD2 courses. CD1 courses are focused on persons of African, Asian/Pacific Islander, Hispanic or Native American Ancestry and CD2 courses focus on other ethnic groups or minorities. Table 4 presents the number of assessable artifacts received by department and interdisciplinary degree program within the Social & Behavioral Sciences and Cultural Diversity competency area.

### Contents of Table 4

#### *Sample for Social & Behavioral Sciences and Cultural Diversity Assessment*

*Anthropology included ANTH 201 – Introduction to Cultural Anthropology (SB and CD2, 3 course sections, 38 artifacts), ANTH 317 – Anthropology of China (CD2, 1 course section, 5 artifacts), and ANTH 323 – Cultures of Africa (CD1, 1 course section, 4 artifacts).*

*Asian Studies included AST 270 – Chinese Contributions to the World (CD1, 1 course section, and 1 artifact).*



*Classical and Modern Languages included ML 250 – Introduction to the Francophone World (CD2, 1 course section, 4 artifacts) and ML 270 – Introduction to the Hispanic Culture (CD1, 1 course section, 4 artifacts).*

*Department of Communication included COMM 275 – African-American Communication (CD1, 3 course sections, 13 artifacts), COMM 326 – African American in American Media (CD1, 1 course section, 6 artifacts), and COMM 440 – Intercultural Communication – CD2 (CD2, 1 course section, 5 artifacts).*

*Criminal Justice include CJ 200 – Crime and Justice in the United States (SB, 1 course section, 20 artifacts), CJ 201 – Law Enforcement in the United States (SB, 1 course section, 12 artifacts), CJ 202 – Corrections in the United States (SB, 3 course sections, 22 artifacts), and CJ 300 – Career Development and Cultural Intelligence (CD1, 1 course section, 7 artifacts).*

*Education (Teacher Preparation) included EDTP 201 – The Teaching Profession (SB, 5 course sections, 8 artifacts).*

*English included ENGL 368 – Minority Traditions in English Literatures (CD2, 1 course section, 4 artifacts), ENGL 369 – Minority Traditions in American Literature (CD1, 1 course section, 4 artifacts), ENGL 373 – Women in Literature (CD2, 1 course section, 6 artifacts), and ENGL 423 – African American Literature from 1845 to the Present (CD1, 1 course section, 4 artifacts).*

*Fine Arts included ARTH 344 – African-American Art 1920 to Present (CD1, 1 course section, 2 artifacts).*

*Geography included GEOG 200 – Power of Place (SB, 1 course section, 9 artifacts).*

*Health and Sport Sciences included HSS 293 – Social and Psychological Dimensions of Physical Activity (SB and CD2, 5 course sections, 21 artifacts), HSS 364 – Women’s Health Issues (CD2, 1 course section, 5 artifacts), and HSS 418 – Diverse Populations in Physical Activity and Health (CD2, 4 course sections, 27 artifacts).*

*History included HIST 101 – History of Civilizations I (SB, 1 course section, 8 artifacts), HIST 102 – History of Civilizations II (SB, 6 course sections, 43 artifacts), HIST 106 – Honors: History of Civilizations II (SB, 1 course section, 4 artifacts), and HIST 387 – The Holocaust, Genocide, and Global Imagination (CD2, 1 course section, and 2 artifacts).*

*Honors included HON 214 – Topics in Social Sciences and Oral Communication (SB, 2 course sections, 7 artifacts).*

*Humanities included HUM 315 – Alternative Judaisms (CD2, 1 course section, 1 artifact), HUM 331 – Humanities Perspectives on Sex Roles (CD2, 1 course section, 2 artifacts), HUM 387 – The Holocaust, Genocide, and Global Imagination (CD2, 1 course section, 3 artifacts).*

*Latin American and Latino Studies included LALS 200 – Exploring Latin America (CD1, 1 course section, 1 artifact) and LALS 311 – Introduction to Latino Studies (CD1, 1 course section, 3 artifacts).*

*Music History included MUH 317 – Popular Music in American Culture (CD2, 1 course section, 4 artifacts).*

*Nursing included NURS 361 – Community Health Nursing (CD1, 2 course sections, 20 artifacts) and NURS 470 – Community Health Nursing (CD1, 1 course section, 1 artifact).*

*Pan-African Studies included PAS 200 – Introduction to Pan African Studies I (SB and CD1, 2 course sections, 11 artifacts), PAS 227 – Survey of American Diversity (SB and CD1, 1 course section, 2 artifacts), PAS 272 – Reggae Music & the Politics of Black Liberation (CD1, 1 course section, 2 artifacts), PAS 311 – African-American Art History II: From the 1920's to Present (CD1, 1 course section, 2 artifacts), PAS 335 – Survey of African American Education (CD1, 1 course section, 4 artifacts), PAS 340 – African-American Literature (CD1, 1 course section, 2 artifacts), and PAS 383 – Cultures of American (CD1, 1 course section, 1 artifact).*

*Political Science included POLS 201 – Fundamentals of American Government (SB, 1 course section, 11 artifacts), POLS 202 – Comparative Political Systems (SB, 2 course sections, 8 artifacts), POLS 299 – Honors Introduction to Political Science (SB, 1 course section, 4 artifacts), and POLS 315 – Race, Law and Politics (CD1, 1 course section, 7 artifacts).*

*Psychology included PSYC 201 – Introduction to Psychology (SB, 1 course section, 5 artifacts).*

*Public Health included PHUN 101 – Introduction to Public Health (SB, 1 course section, 9 artifacts).*

*Social Work included SW 201 – Introduction to Social Work (SB, 2 course sections, 8 artifacts) and SW 202 – Intimate and Family Relationship (SB, 1 course section, 3 artifacts).*

*Sociology included SOC 201 – Introduction to Sociology (SB, 8 course sections, 50 artifacts).*

*Women's and Gender Studies included WGST 201 – Women in American Culture (CD2, 4 course sections, 23 artifacts), WGST 303 – Humanities Perspective on Sex Roles (CD2, 1 course section, 2 artifacts), and WGST 364 – Women's Health Issues (CD2, 1 course section 4 artifacts).*

## **Summary of Assessment Data**

### *Social & Behavioral Sciences*

For the assessment of Social & Behavioral Science outcomes, 303 student artifacts were assessed by faculty and graduate teaching assistants from the College of Arts & Sciences, College of Business, School of Dentistry, College of Education and Human Development, Kent School of Social Work, and the Speed School of Engineering, using the Effective Communication, Critical

Thinking, and Cultural Diversity rubrics. A summary of results from the SB assessment is provided in Table 5 and Figure 4.

The target for both the Effective Communication and the Critical Thinking rubric measures was set by the General Education Assessment Coordinator and the General Education Curriculum Committee Assessment Subcommittee at 60% of artifacts to score at a 3 or 4, indicating that at least 60% demonstrate performance at either the “usually evident” or “clearly evident” level. The target was met for EC1, EC2, EC4, CT1, and CT3 and was not met for EC3, CT2, CT4, and CT5.

The target for the Cultural Diversity Rubric was set by the General Education Assessment Coordinator and the General Education Curriculum Committee Assessment Subcommittee at 40% of artifacts to score at a 3 or 4, indicating that at least 40% would perform at either the “usually evident” or “clearly evident” level. The target was met for CD1 and was not met for CD2, CD3, and CD4.

#### Contents of Table 5 and Figure 4

##### *Summary Results for Social & Behavioral Sciences Assessment*

###### *Effective Communication Measures (EC1-EC4)*

*EC1: 29.0% of artifacts were scored at "Clearly Evident", 41.3% at "Usually Evident", 23.4% at "Minimally Evident", and 6.3% at "Not Evident". 16 artifacts were scored as "Not Requested". 70.3% of artifacts scored at a 3 or 4.*

*EC2: 23.8% of artifacts were scored at "Clearly Evident", 40.1% at "Usually Evident", 28.8% at "Minimally Evident", and 7.3% at "Not Evident". 19 artifacts were scored as "Not Requested". 63.9% of artifacts scored at a 3 or 4.*

*EC3: 15.6% of artifacts were scored at "Clearly Evident", 31.1% at "Usually Evident", 43.9% at "Minimally Evident", and 9.4% at "Not Evident". 30 artifacts were scored as "Not Requested". 46.6% of artifacts scored at a 3 or 4.*

*EC4: 26.7% of artifacts were scored at "Clearly Evident", 49.0% at "Usually Evident", 18.7% at "Minimally Evident", and 5.6% at "Not Evident". 15 artifacts were scored as "Not Requested". 75.7% of artifacts scored at a 3 or 4.*

###### *Critical Thinking Measures (CT1-CT5)*

*CT1: 25.0% of artifacts were scored at "Clearly Evident", 37.2% at "Usually Evident", 29.4% at "Minimally Evident", and 8.4% at "Not Evident". 52 artifacts were scored as "Not Requested". 62.2% of artifacts scored at a 3 or 4.*

*CT2: 16.2% of artifacts were scored at "Clearly Evident", 38.4% at "Usually Evident", 35.3% at "Minimally Evident", and 10.2% at "Not Evident". 13 artifacts were scored as "Not Requested". 54.6% of artifacts scored at a 3 or 4.*

*CT3: 14.3% of artifacts were scored at "Clearly Evident", 58.6% at "Usually Evident", 18.9% at "Minimally Evident", and 8.1% at "Not Evident". 17 artifacts were scored as "Not Requested". 73.0% of artifacts scored at a 3 or 4.*

*CT4: 13.1% of artifacts were scored at "Clearly Evident", 28.7% at "Usually Evident", 38.1% at "Minimally Evident", and 20.2% at "Not Evident". 51 artifacts were scored as "Not Requested". 41.7% of artifacts scored at a 3 or 4.*

*CT5: 12.1% of artifacts were scored at "Clearly Evident", 37.3% at "Usually Evident", 38.9% at "Minimally Evident", and 11.7% at "Not Evident". 60 artifacts were scored as "Not Requested". 49.5% of artifacts scored at a 3 or 4.*

#### *Cultural Diversity Measures (CD1-CD4)*

*CD1: 15.3% of artifacts were scored at "Clearly Evident", 30.1% at "Usually Evident", 34.6% at "Minimally Evident", and 19.9% at "Not Evident". 86 artifacts were scored as "Not Requested". 45.4% of artifacts scored at a 3 or 4.*

*CD2: 14.0% of artifacts were scored at "Clearly Evident", 24.2% at "Usually Evident", 37.9% at "Minimally Evident", and 23.9% at "Not Evident". 94 artifacts were scored as "Not Requested". 38.2% of artifacts scored at a 3 or 4.*

*CD3: 10.1% of artifacts were scored at "Clearly Evident", 23.2% at "Usually Evident", 36.0% at "Minimally Evident", and 30.7% at "Not Evident". 108 artifacts were scored as "Not Requested". 33.3% of artifacts scored at a 3 or 4.*

*CD4: 10.9% of artifacts were scored at "Clearly Evident", 20.0% at "Usually Evident", 37.1% at "Minimally Evident", and 31.9% at "Not Evident". 120 artifacts were scored as "Not Requested". 30.9% of artifacts scored at a 3 or 4.*

The mean and mode for each rubric measure is provided in Table 6 and Figures 5 and 6. The mode was at the “usually evident” level for EC1, EC2, EC4, CT1, CT2, and CT3. The mode was at the “minimally evident” level for EC3, CT4, CT5, CD1, CD2, CD3, and CD4.

The “not requested” scores were excluded from calculation of the percentage of overall ratings (Table 5), and mean and mode (Table 6). A count of “not requested” is provided in Table 5.

#### Contents of Table 6, Figure 5, and Figure 6

##### *Mean Scores for Effective Communication Measures:*

*EC1 = 2.93*

*EC2 = 2.80*

$EC3 = 2.53$

$EC4 = 2.97$

*Mode for Effective Communication Measures:*

$EC1 = 3$

$EC2 = 3$

$EC3 = 2$

$EC4 = 3$

*Mean Scores for Critical Thinking Measures:*

$CT1 = 2.79$

$CT2 = 2.61$

$CT3 = 2.79$

$CT4 = 2.35$

$CT5 = 2.50$

*Mode for Critical Thinking Measures:*

$CT1 = 3$

$CT2 = 3$

$CT3 = 3$

$CT4 = 2$

$CT5 = 2$

*Mean Scores for Cultural Diversity Measures:*

$CD1 = 2.41$

$CD2 = 2.28$

$CD3 = 2.13$

$CD4 = 2.10$

*Mode for Cultural Diversity Measures:*

$CD1 = 2$

$CD2 = 2$

$CD3 = 2$

$CD4 = 2$

### *Cultural Diversity*

For the assessment of Cultural Diversity competency area courses, 257 student artifacts were assessed by faculty and graduate teaching assistants from the College of Arts & Sciences, College of Business, School of Dentistry, College of Education and Human Development, Kent School of Social Work, and the Speed School of Engineering, using the Effective Communication, Critical Thinking, and Cultural Diversity rubrics. A summary of results from the Cultural Diversity competency area assessment is provided in Table 7 and Figure 7.

The target for both the Effective Communication and the Critical Thinking rubric measures was set by the General Education Assessment Coordinator and the General Education Curriculum Committee Assessment Subcommittee at 60% of artifacts to score at a 3 or 4, indicating that at least 60% demonstrate performance at either the “usually evident” or “clearly evident” level. The target was met for EC1, EC2, EC4, CT1, CT2, CT3, and CT5 and was not met for EC3 and CT4.

The target for the Cultural Diversity Rubric was set by the General Education Assessment Coordinator and the General Education Curriculum Committee Assessment Subcommittee at 40% of artifacts to score at a 3 or 4, indicating that at least 40% would perform at either the “usually evident” or “clearly evident” level. The target was met for all CD measures in the Cultural Diversity competency area.

### Contents of Table 7 and Figure 7

#### *Summary Results for Cultural Diversity Assessment*

##### *Effective Communication Measures (EC1-EC4)*

*EC1: 32.8% of artifacts were scored at "Clearly Evident", 46.0% at "Usually Evident", 19.1% at "Minimally Evident", and 2.1% at "Not Evident". 0 artifacts were scored as "Not Requested". 78.9% of artifacts scored at a 3 or 4.*

*EC2: 22.7% of artifacts were scored at "Clearly Evident", 48.5% at "Usually Evident", 27.1% at "Minimally Evident", and 1.7% at "Not Evident". 0 artifacts were scored as "Not Requested". 71.2% of artifacts scored at a 3 or 4.*

*EC3: 14.7% of artifacts were scored at "Clearly Evident", 41.5% at "Usually Evident", 41.1% at "Minimally Evident", and 2.7% at "Not Evident". 4 artifacts were scored as "Not Requested". 56.2% of artifacts scored at a 3 or 4.*

*EC4: 23.5% of artifacts were scored at "Clearly Evident", 57.1% at "Usually Evident", 17.4% at "Minimally Evident", and 2.0% at "Not Evident". 1 artifacts were scored as "Not Requested". 80.6% of artifacts scored at a 3 or 4.*

##### *Critical Thinking Measures (CT1-CT5)*

*CT1: 27.9% of artifacts were scored at "Clearly Evident", 40.9% at "Usually Evident", 27.5% at "Minimally Evident", and 3.6% at "Not Evident". 23 artifacts were scored as "Not Requested". 68.9% of artifacts scored at a 3 or 4.*

*CT2: 16.3% of artifacts were scored at "Clearly Evident", 51.0% at "Usually Evident", 30.4% at "Minimally Evident", and 2.3% at "Not Evident". 2 artifacts were scored as "Not Requested". 67.2% of artifacts scored at a 3 or 4.*

*CT3: 14.3% of artifacts were scored at "Clearly Evident", 67.8% at "Usually Evident", 15.7% at "Minimally Evident", and 2.2% at "Not Evident". 2 artifacts were scored as "Not Requested". 82.1% of artifacts scored at a 3 or 4.*

*CT4: 12.7% of artifacts were scored at "Clearly Evident", 39.9% at "Usually Evident", 36.9% at "Minimally Evident", and 10.5% at "Not Evident". 9 artifacts were scored as "Not Requested". 52.6% of artifacts scored at a 3 or 4.*

*CT5: 14.5% of artifacts were scored at "Clearly Evident", 45.6% at "Usually Evident", 36.0% at "Minimally Evident", and 3.9% at "Not Evident". 1 artifacts were scored as "Not Requested". 60.1% of artifacts scored at a 3 or 4.*

#### *Cultural Diversity Measures (CD1-CD4)*

*CD1: 19.6% of artifacts were scored at "Clearly Evident", 40.5% at "Usually Evident", 29.8% at "Minimally Evident", and 10.1% at "Not Evident". 36 artifacts were scored as "Not Requested". 60.1% of artifacts scored at a 3 or 4.*

*CD2: 13.8% of artifacts were scored at "Clearly Evident", 37.3% at "Usually Evident", 36.3% at "Minimally Evident", and 12.6% at "Not Evident". 39 artifacts were scored as "Not Requested". 51.1% of artifacts scored at a 3 or 4.*

*CD3: 13.0% of artifacts were scored at "Clearly Evident", 34.3% at "Usually Evident", 36.1% at "Minimally Evident", and 16.7% at "Not Evident". 39 artifacts were scored as "Not Requested". 47.3% of artifacts scored at a 3 or 4.*

*CD4: 13.8% of artifacts were scored at "Clearly Evident", 34.1% at "Usually Evident", 35.0% at "Minimally Evident", and 17.1% at "Not Evident". 53 artifacts were scored as "Not Requested". 47.9% of artifacts scored at a 3 or 4.*

The mean and mode for each rubric measure are provided in Table 8 and Figures 8 and 9. The mode was at the “usually evident” level for all EC and CT measures. The mode for CD1 and CD2 was at the “usually evident” level and CD3 and CD4 were at the “minimally evident” level.

The “not requested” scores were excluded from calculation of the percentage of overall ratings (Table 7), and mean and mode (Table 8). A count of “not requested” is provided in Table 7.

#### Contents of Table 8, Figure 8, and Figure 9

##### *Mean Scores for Effective Communication Measures:*

*EC1 = 3.10*

*EC2 = 2.92*

$EC3 = 2.68$

$EC4 = 3.02$

*Mode for Effective Communication Measures:*

$EC1 = 3$

$EC2 = 3$

$EC3 = 3$

$EC4 = 3$

*Mean Scores for Critical Thinking Measures:*

$CT1 = 2.93$

$CT2 = 2.81$

$CT3 = 2.94$

$CT4 = 2.55$

$CT5 = 2.71$

*Mode for Critical Thinking Measures:*

$CT1 = 3$

$CT2 = 3$

$CT3 = 3$

$CT4 = 3$

$CT5 = 3$

*Mean Scores for Cultural Diversity Measures:*

$CD1 = 2.70$

$CD2 = 2.52$

$CD3 = 2.44$

$CD4 = 2.45$

*Mode for Cultural Diversity Measures:*

$CD1 = 3$

$CD2 = 3$

$CD3 = 2$

$CD4 = 2$

### **Inter-rater Reliability**

Three separate readers assessed each student artifact. Table 9 displays the mean score for the three separate readings of all artifacts.

### Contents of Table 9



## *Inter-rater Summary for Social & Behavioral Sciences and Cultural Diversity Assessment*

### *Effective Communication*

*EC1: Assessor 1 mean was 3.05, Assessor 2 mean was 2.96, Assessor 3 mean was 3.04, with a Standard Deviation of 0.05*

*EC2: Assessor 1 mean was 2.9, Assessor 2 mean was 2.86, Assessor 3 mean was 2.82, with a Standard Deviation of 0.04*

*EC3: Assessor 1 mean was 2.68, Assessor 2 mean was 2.52, Assessor 3 mean was 2.6, with a Standard Deviation of 0.08*

*EC4: Assessor 1 mean was 2.96, Assessor 2 mean was 3.06, Assessor 3 mean was 2.98, with a Standard Deviation of 0.05*

### *Critical Thinking*

*CT1: Assessor 1 mean was 2.94, Assessor 2 mean was 2.75, Assessor 3 mean was 2.9, with a Standard Deviation of 0.1*

*CT2: Assessor 1 mean was 2.8, Assessor 2 mean was 2.62, Assessor 3 mean was 2.69, with a Standard Deviation of 0.09*

*CT3: Assessor 1 mean was 2.89, Assessor 2 mean was 2.83, Assessor 3 mean was 2.88, with a Standard Deviation of 0.03*

*CT4: Assessor 1 mean was 2.53, Assessor 2 mean was 2.32, Assessor 3 mean was 2.48, with a Standard Deviation of 0.11*

*CT5: Assessor 1 mean was 2.61, Assessor 2 mean was 2.59, Assessor 3 mean was 2.61, with a Standard Deviation of 0.01*

### *Cultural Diversity*

*CD1: Assessor 1 mean was 2.6, Assessor 2 mean was 2.46, Assessor 3 mean was 2.55, with a Standard Deviation of 0.07*

*CD2: Assessor 1 mean was 2.44, Assessor 2 mean was 2.34, Assessor 3 mean was 2.35, with a Standard Deviation of 0.06*

*CD3: Assessor 1 mean was 2.27, Assessor 2 mean was 2.28, Assessor 3 mean was 2.24, with a Standard Deviation of 0.02*

*CD4: Assessor 1 mean was 2.27, Assessor 2 mean was 2.21, Assessor 3 mean was 2.27, with a Standard Deviation of 0.03*

In addition to the descriptive statistics, Table 10 provides multiple measures of inter-rater reliability. The percentage agreement value was calculated to determine the percentage of artifacts for which all three assessors scored at the same performance level or within one level. Values for *Total Agreement* provided in Table 10 represent the percentage of artifacts for which all three assessors selected the same score (e.g., Assessors 1, 2, and 3 all selected 3). *Agreement (within 1 level)* represents the percentage of artifacts for which all three assessors scored the artifact at the same performance level or within one level (e.g., Assessor 1 selected a score of 3, Assessor 2 selected a score of 2, and Assessor 3 also selected a score of 2).

In addition to percentage agreement, a one-way, average-measures intra-class correlation coefficient (ICC) was calculated to assess inter-rater reliability. ICC coefficients between .75 and 1.00 are considered excellent, .60 to .74 considered good, .40 to .59 fair, and below .4 is considered poor (Cicchetti, 1994). Based upon these criteria, inter-rater reliability was acceptable for all measures. Although the ICC for EC4 and CT1 were just below the .4 cutoff, the 95% confidence interval is still within the acceptable range.

### Contents of Table 10

#### *Inter-rater Reliability for Social & Behavioral Sciences and Cultural Diversity Assessment*

##### *Effective Communication*

*EC1: 14.8% of artifacts were scored at the same performance level and 69.9% of artifacts were scored within one performance level. The ICC was 0.45 with a 95% Confidence Interval of (.36-.53).*

*EC2: 17.6% of artifacts were scored at the same performance level and 71.3% of artifacts were scored within one performance level. The ICC was 0.46 with a 95% Confidence Interval of (.37-.54).*

*EC3: 15.6% of artifacts were scored at the same performance level and 69.1% of artifacts were scored within one performance level. The ICC was 0.47 with a 95% Confidence Interval of (.38-.54).*

*EC4: 19.5% of artifacts were scored at the same performance level and 75.8% of artifacts were scored within one performance level. The ICC was 0.38 with a 95% Confidence Interval of (.28-.47).*

##### *Critical Thinking*

*CT1: 13.7% of artifacts were scored at the same performance level and 56.4% of artifacts were scored within one performance level. The ICC was 0.36 with a 95% Confidence Interval of (.26-.45).*

*CT2: 17.6% of artifacts were scored at the same performance level and 72.7% of artifacts were scored within one performance level. The ICC was 0.47 with a 95% Confidence Interval of (.38-.55).*

*CT3: 28.9% of artifacts were scored at the same performance level and 80.7% of artifacts were scored within one performance level. The ICC was 0.43 with a 95% Confidence Interval of (.34-.51).*

*CT4: 14.8% of artifacts were scored at the same performance level and 64.8% of artifacts were scored within one performance level. The ICC was 0.5 with a 95% Confidence Interval of (.42-.57).*

*CT5: 17.6% of artifacts were scored at the same performance level and 75.0% of artifacts were scored within one performance level. The ICC was 0.61 with a 95% Confidence Interval of (.54-.67).*

##### *Cultural Diversity*

*CD1: 14.3% of artifacts were scored at the same performance level and 59.2% of artifacts were*

scored within one performance level. The ICC was 0.54 with a 95% Confidence Interval of (.46-.61).

CD2: 14.5% of artifacts were scored at the same performance level and 60.7% of artifacts were scored within one performance level. The ICC was 0.51 with a 95% Confidence Interval of (.43-.58).

CD3: 20.5% of artifacts were scored at the same performance level and 61.9% of artifacts were scored within one performance level. The ICC was 0.56 with a 95% Confidence Interval of (.49-.62).

CD4: 22.5% of artifacts were scored at the same performance level and 63.5% of artifacts were scored within one performance level. The ICC was 0.59 with a 95% Confidence Interval of (.52-.65).

## **Summary and Plan for Improvement**

### *Student Performance*

Results from the application of the Effective Communication, Critical Thinking, and Cultural Diversity rubrics are consistent with previous assessments from across the General Education Curriculum. For effective communication, students continue to score higher on stating a clear purpose, employing coherent organization, and using appropriate conventions and style, while not demonstrating analysis and synthesis at the same level. With the critical thinking measures, students tend to perform higher on stating their thesis, providing evidence, and making an argument, however they do not demonstrate a strong understanding of the influence of context and assumptions or the implications related to the assignment topic. There continues to be a high volume of assignments scored as “not requested” on the Cultural Diversity rubric. This indicates that the general education curriculum and specifically assignments selected for assessment are not aligned with the measures outlined in the Cultural Diversity Rubric. The results for Cultural Diversity rubric measures were higher in the Cultural Diversity competency area courses than in the Social & Behavioral Sciences and past content area assessments demonstrating that CD courses are better integrating the CD outcomes into the curriculum and the assignments selected for assessment.

### *Assessment Instrumentation*

The university is currently undergoing a General Education program revision. With a pending revision to the program and the assessment of student learning outcomes within the program, the GECC has determined that no further revisions will be made to the existing assessment instruments. The Office of General Education Assessment will continue to capture feedback on the assessment instruments to help guide the development of new instruments when the new General Education program goes into effect.

### *Large Lecture Courses*

The Social & Behavioral Sciences content area has a number of courses with enrollments at or exceeding 100 students. Some large lecture courses rely solely on exams and quizzes using

closed-ended questions as a mechanism to assess student learning and thus written assignments from these courses were not available for the assessment.

While not all large lecture course could be assessed due to reliance on exams and quizzes, department chairs and faculty worked with the Office of General Education Assessment to ensure that SB general education course sections from the department provided samples of student work to ensure an adequate sample that represents all academic departments offering courses in the SB content area. In addition to the collection of artifacts from general education courses in these departments, faculty have demonstrated efforts to infuse the general education outcomes into their courses as evidenced in courses syllabi and other materials submitted for the assessment.

Course syllabi for courses with 100 or greater students enrolled, all either explicitly stated the general education outcomes or incorporated the language of the outcomes into course specific learning outcomes.

The Psychology Department offered three sections of PSYC 201 in the spring of 2016. Section 01 had 300 students enrolled and Section 02 had 185 students enrolled. Section 03 was a section designated for Honors students and written artifacts were submitted as part of the assessment sample. In the absence of a written assignment for sections 01 and 02, faculty provided a sample quiz to the Office of General Education Assessment. Faculty teaching PSYC 201 have developed multiple choice and true/false quizzes and exams that require students to apply the course content and employ critical thinking skills in the process. The sample quiz presented a series of scenarios and requested students identify any and all scenarios that could be classified as classical conditioning or operant conditioning. By challenging students to apply reasoning skills and draw conclusions about each scenario based on the information gained through the course curriculum the faculty are actively engaging the students in critical thinking. Results of the critical thinking quiz are provided in Appendix C.

### **Measures and Targets**

For the assessment of Social & Behavioral Science content area courses and Cultural Diversity competency area courses, a target was set at 60% of students demonstrating the outcomes at the “clearly evident” or “usually evident” level for the Critical Thinking, Effective Communication, and Mathematics Rubrics and 40% for the Cultural Diversity Rubric. The GECC requests that academic departments work to address the areas not met by incorporating the outcomes into the course curriculum.

## References

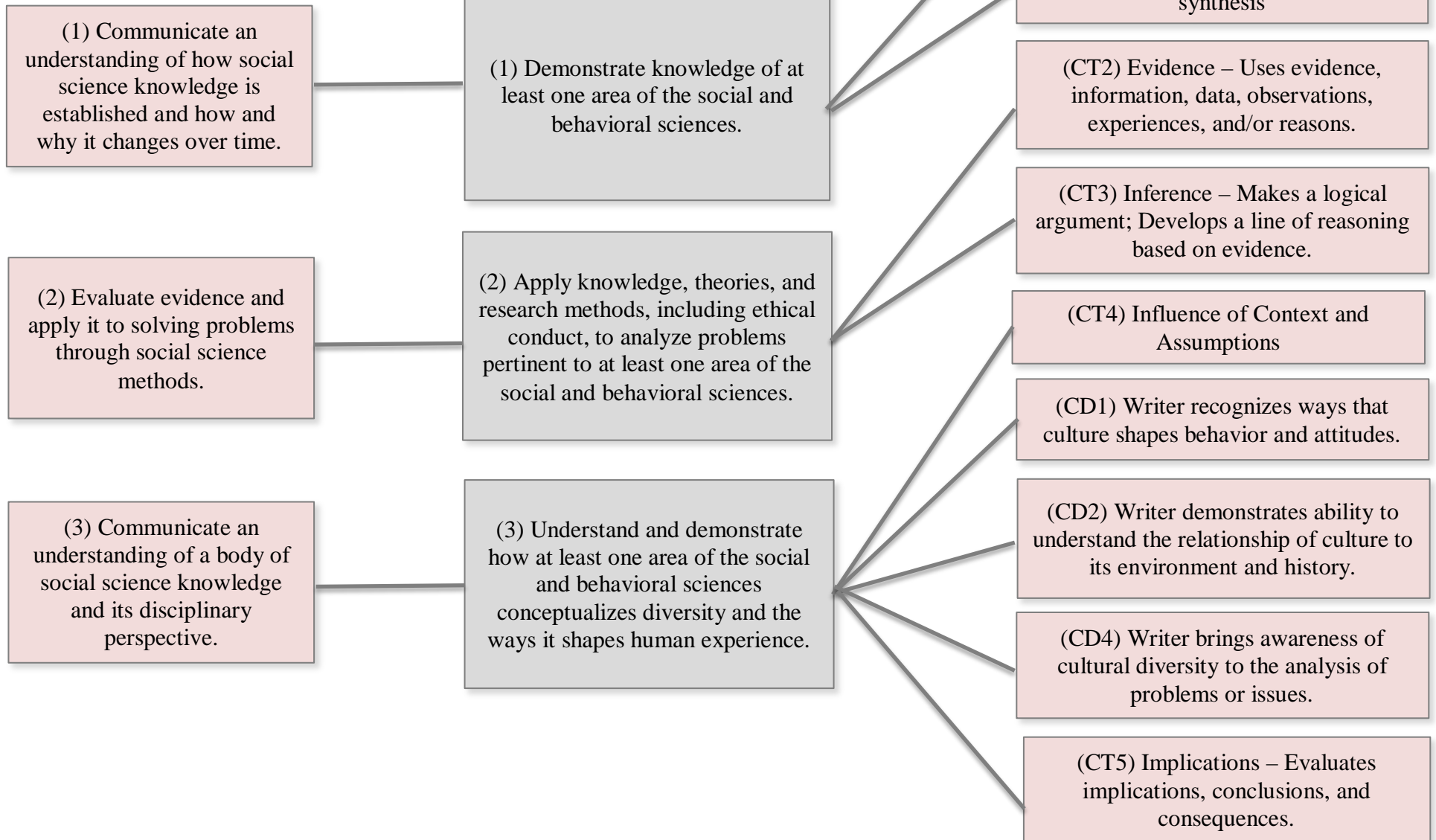
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**Appendix A: Outcomes and Assessment Measures Crosswalks**

***University of Louisville Rubric Measures***

***University of Louisville  
General Education Social &  
Behavioral Science Outcomes***

***Statewide General Education Social &  
Behavioral Science Outcomes***



## **Appendix B**

### **General Education Social & Behavioral Sciences and Cultural Diversity Syllabus Review (Spring 2016)**

#### **History of the Syllabus Review**

In 2012, the General Education Syllabus Review Project was initiated to evaluate the congruence of general education course syllabi with the approved content-specific general education student learning outcomes. Specifically, it was designed to determine: (a) if the student learning outcomes stated in each course syllabus are congruent with the approved content-specific general education learning outcomes, and (b) if corresponding assessment methods are stated that support the approved content-specific general education learning outcomes.

In the spring of 2015, the GECC Assessment Subcommittee proposed that the Syllabus Review Project be incorporated into the existing General Education Assessment Project. Therefore, the syllabi from each content area will be collected and reviewed by the Office of General Education Assessment in alignment with the corresponding assessment cycle.

This report summarizes the review process and the results of the syllabi review for the Social & Behavioral Sciences content area and the Cultural Diversity competency area.

#### **Review Process**

The Provost requests that all faculty load their syllabi to Blackboard© each semester. These syllabi are then available through the university's course catalog system. For the purpose of this review, the Office of General Education Assessment collected all Social & Behavioral Science and Cultural Diversity syllabi that were loaded to Blackboard or sent directly to the Office of General Education Assessment in spring 2016.

The review of syllabi sought to answer two questions:

- 1) Does the syllabus contain the content or competency specific general education learning outcomes approved for the course? (The statement can use either the exact language of the approved content-specific general education learning outcomes or they may be articulated using the instructor's own words, provided they are comprehensive in content and address all of the approved content-specific general education learning outcomes for the course.)
- 2) Are assessment methods stated that support the content-specific general education learning outcomes approved for the course?

An evaluation of the congruence between the listed assessment methods with the content and competency specific approved general education learning outcomes was not conducted when a reviewer determined that the syllabus does not contain a statement of the approved content or competency specific general education learning outcomes.

### *Social & Behavioral Sciences*

The syllabus review included syllabi from 113 of the Social & Behavioral Science General Education course sections offered in the Spring of 2016 resulting in a 89.0% sample. Appendix Table 1 provides a breakdown of the number of General Education courses offered and the number of syllabi available by subject area.

Table 1.

#### *Social & Behavioral Sciences Sample*

	<b><u>Social &amp; Behavioral Sciences</u></b> <b><u>General Education Courses</u></b> <b><u>Offered in Spring 2016</u></b>	<b><u>Syllabi Available</u></b>
Anthropology	10	3, (30.0%)
Communications	2	2, (100%)
Criminal Justice	9	9, (100%)
Economics	16	12, (75.0%)
Education	6	6, (100%)
Geography	2	2, (100%)
History	35	35, (100%)
Honors	2	2, (100%)
Heath & Sport Sciences	6	6, (100%)
Music History	1	0
Pan-African Studies	4	2, (50.0%)
Public Health	1	1, (100%)
Political Science	6	6, (100%)
Psychology	4	4, (100%)
Sociology	19	19, (100%)
Social Work	4	4, (100%)
<b>Total</b>	<b>127</b>	<b>113, (89.0%)</b>

The review of the 113 General Education Social & Behavioral Sciences syllabi identified 84 syllabi (74.3%) containing the content-specific general education learning outcomes approved for the course. Further review of the 84 syllabi containing the General Education Outcomes revealed that 45 syllabi (53.6%) also listed the assessment methods for the General Education Outcomes.



Table 2.

*Social & Behavioral Science Results*

	<u>Syllabi with General Education Outcomes Provided</u>	<u>Syllabi with Assessment Methods Stated</u>
Anthropology	3, (100%)	0
Communications	0	Not applicable
Criminal Justice	3, (33.3%)	0
Economics	10, (62.5%)	10, (100%)
Education	6, (100%)	6, (100%)
Geography	1, (50.0%)	1, (100%)
History	35, (100%)	19, (54.3%)
Honors	2, (100%)	2, (100%)
Heath & Sport Sciences	0	Not applicable
Music History	Not applicable	Not applicable
Pan-African Studies	0	Not applicable
Public Health	1, (100%)	1, (100%)
Political Science	1, (16.7%)	1, (16.7%)
Psychology	2, (50.0%)	1, (50.0%)
Sociology	16, (84.2%)	0
Social Work	4, (100%)	4, (100%)
<b>Total</b>	<b>84, (74.3%)</b>	<b>45, (53.6%)</b>

## *Cultural Diversity*

The review included syllabi from 105 of the Cultural Diversity General Education course sections offered in the spring of 2016 resulting in an 80.2% sample. Appendix Table 2 provides a breakdown of the number of General Education courses offered and the number of syllabi available by subject area.

Table 3.

### *Cultural Diversity Sample*

	<u>Cultural Diversity General Education Courses Offered in Spring 2016</u>	<u>Syllabi Available</u>
Anthropology	12	5, (41.7%)
Art History	3	2, (66.7%)
Asian Studies	3	3, (100%)
Chinese Studies	1	1, (100%)
Communications	7	6, (85.7%)
Criminal Justice	1	1, (100%)
English	5	5, (100%)
Health & Sport Sciences	11	8, (73.0%)
History	3	3, (100%)
Humanities	29	22, (75.9%)
Latin American and Latino Studies	2	1, (50.0%)
Modern Languages	2	2, (100%)
Music History	8	6, (75.0%)
Nursing	3	3, (100%)
Pan-African Studies	16	13, (81.3%)
Philosophy	1	1, (100%)
Political Science	1	1, (100%)
Sociology	10	10, (100%)
Theatre Arts	1	1, (100%)
Women & Gender Studies	12	11, (91.7%)
<b>Total</b>	<b>102</b>	<b>105, (80.2%)</b>

The review of the 105 General Education Cultural Diversity syllabi identified 89 syllabi (84.8%) containing the content-specific general education learning outcomes approved for the course. Further review of the 89 syllabi containing the General Education Outcomes revealed that 40 syllabi (44.9%) also listed the assessment methods for the General Education Outcomes.

Table 4.

*Cultural Diversity Results*

	<u>Cultural Diversity General Education Courses Offered in Spring 2016</u>	<u>Syllabi Available</u>
Anthropology	5, (100%)	0
Art History	1, (50.0%)	1, (100%)
Asian Studies	2, (66.7%)	1, (50.0%)
Chinese Studies	1, (100%)	1, (100%)
Communications	5, (83.3%)	0
Criminal Justice	0	Not Applicable
English	4, (80.0%)	1, (25.0%)
Health & Sport Sciences	8, (72.7%)	0
History	3, (100%)	1, (33.3%)
Humanities	22, (100%)	17, (77.3%)
Latin American and Latino Studies	1, (100%)	0
Modern Languages	2, (100%)	2, (100%)
Music History	5, (83.3%)	4, (80.0%)
Nursing	3, (100%)	1, (33.3%)
Pan-African Studies	9, (69.2%)	4, (44.4%)
Philosophy	0	Not Applicable
Political Science	1, (100%)	1, (100%)
Sociology	9, (90.0%)	0
Theatre Arts	1, (100%)	0
Women & Gender Studies	7, (63.6%)	6, (85.7%)
<b>Total</b>	<b>89, (84.8%)</b>	<b>40, (44.9%)</b>