



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.

Table 1

Results of Benchmark Sample Assessments for Effective Communication

Benchmark Sample 1					
	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
EC1	24.4%	65.9%	9.8%		
EC2	10.0%	60.0%	30.0%		
EC3		21.6%	73.0%	5.4%	
EC4	2.8%	27.8%	50.0%	19.4%	
Benchmark Sample 2					
	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
EC1	15.0%	65.0%	20.0%		
EC2	4.9%	58.5%	29.3%	7.3%	
EC3	5.4%	40.5%	54.1%		
EC4	17.1%	53.7%	24.4%	4.9%	
Benchmark Sample 3					
	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
EC1	55.8%	34.9%	9.3%		
EC2	44.7%	42.1%	10.5%	2.6%	4
EC3	9.5%	50.0%	35.7%	4.8%	
EC4	19.5%	68.3%	12.2%		

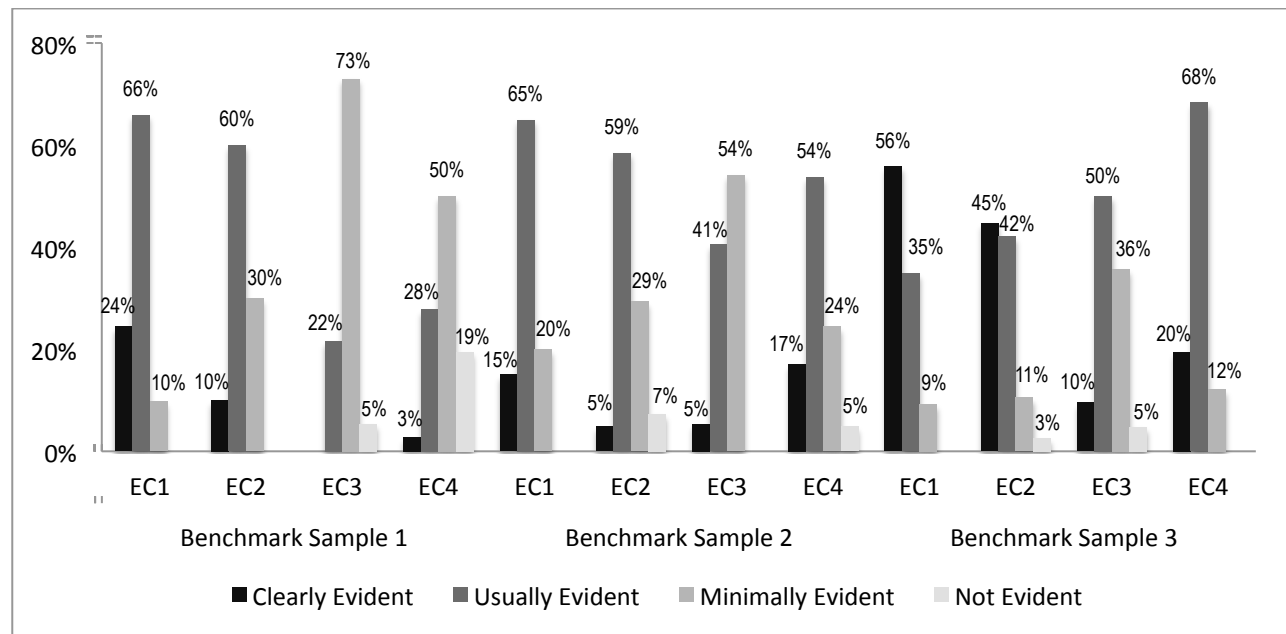


Figure 1. Results of Benchmark Sample Assessments for Effective Communication

Table 2

Results of Benchmark Sample Assessments for Critical Thinking

Benchmark Sample 1					
	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
CT1	30.2%	55.8%	11.6%	2.3%	
CT2	13.2%	63.2%	23.7%		
CT3	15.9%	77.3%	6.8%		
CT4		23.1%	48.7%	28.2%	1
CT5	7.5%	47.5%	37.5%	7.5%	2
Benchmark Sample 2					
	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
CT1	20.9%	39.5%	39.5%		
CT2	11.9%	40.5%	38.1%	9.5%	
CT3	9.5%	47.6%	26.2%	16.7%	
CT4		27.9%	65.1%	7.0%	
CT5	2.4%	42.9%	45.2%	9.5%	
Benchmark Sample 3					
	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
CT1	33.3%	50.0%	11.1%	5.6%	
CT2	18.9%	59.5%	18.9%	2.7%	
CT3	25.0%	56.3%	12.5%	6.3%	
CT4	7.7%	25.6%	56.4%	10.3%	
CT5	23.1%	41.0%	33.3%	2.6%	

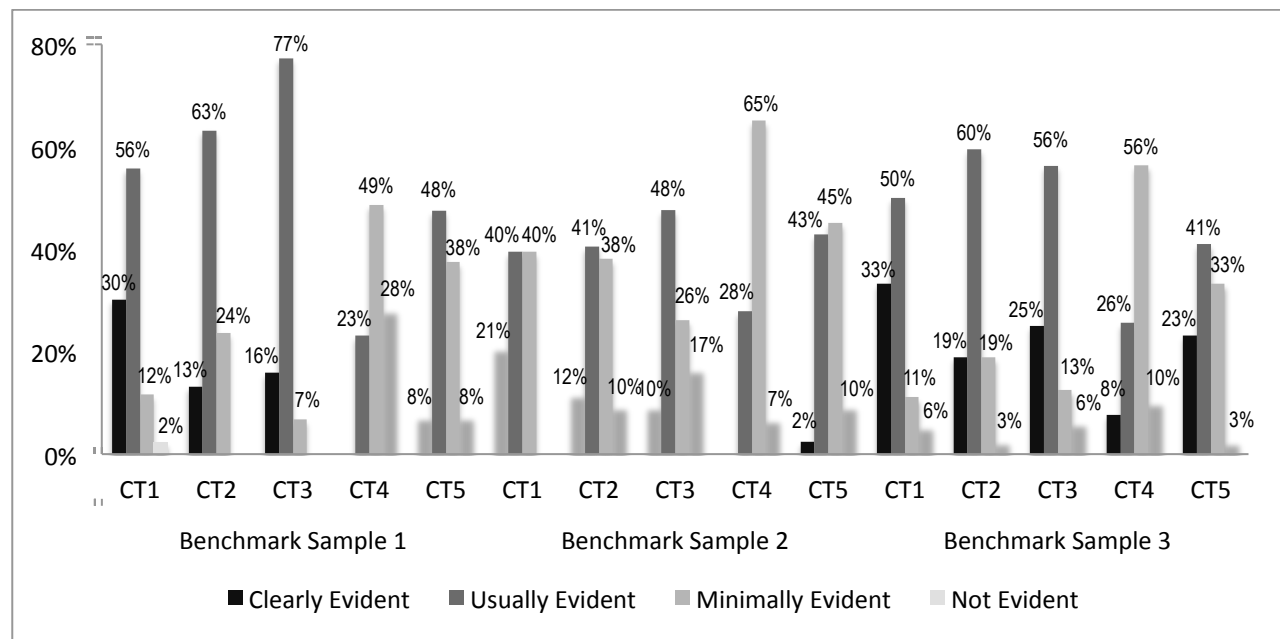


Figure 2. Results of Benchmark Sample Assessments for Critical Thinking

Table 3

Results of Benchmark Sample Assessments for Cultural Diversity

Benchmark Sample 1

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
CD1	2.9%	20.6%	38.2%	38.2%	4
CD2		13.5%	27.0%	59.5%	4
CD3		2.9%	22.9%	74.3%	7
CD4		5.6%	13.9%	80.6%	7

Benchmark Sample 2

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
CD1	28.9%	47.4%	21.1%	2.6%	1
CD2	27.5%	52.5%	20.0%		
CD3	17.5%	42.5%	27.5%	12.5%	
CD4	9.3%	55.8%	34.9%		

Benchmark Sample 3

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>
CD1	25.6%	28.2%	35.9%	10.3%	
CD2	13.2%	28.9%	42.1%	15.8%	1
CD3		22.5%	40.0%	37.5%	3
CD4	14.6%	26.8%	31.7%	26.8%	

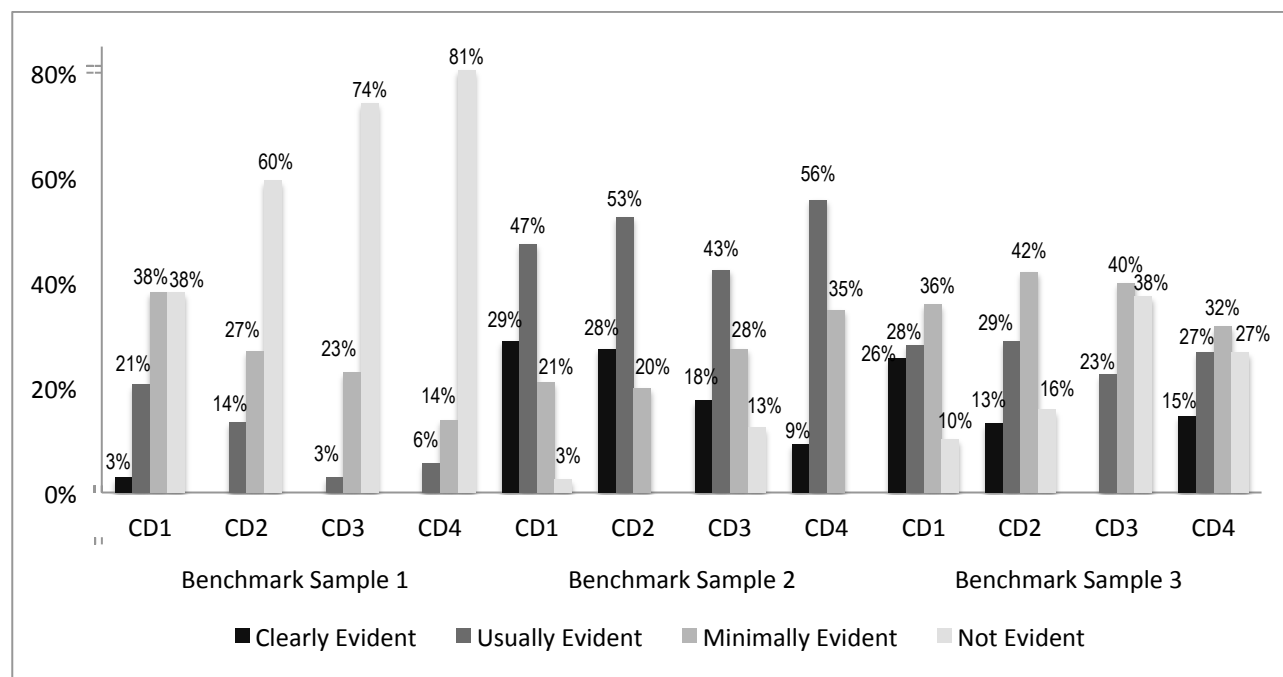


Figure 3. Results of Benchmark Sample Assessments for Cultural Diversity

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.

Table 4

Sample for Social & Behavioral Sciences and Cultural Diversity Assessment

<u>Course</u>	<u>Course Title</u>	<u>Course Sections</u>	<u>Number of Artifacts</u>	<u>Sub-total</u>
Anthropology				
ANTH 201	Introduction to Cultural Anthropology – SB, CD2	3	38	
ANTH 317	Anthropology of China – CD2	1	5	
ANTH 323	Cultures of Africa – CD1	1	4	
				47
Asian Studies				
AST 270	Chinese Contributions to the World – CD1	1	1	
				1
Classical and Modern Languages				
ML 250	Introduction to the Francophone World – CD2	1	4	
ML 270	Introduction to the Hispanic Culture – CD1	1	4	
				8
Communications				

COMM 275	African – American Communication – CD1	3	13	
COMM 326	African Americans in American Media – CD1	1	6	
COMM 440	Intercultural Communication – CD2	1	5	
				24
Criminal Justice				
CJ 200	Crime and Justice in the United States - SB	1	20	
CJ 201	Law Enforcement in the United States - SB	1	12	
CJ 202	Corrections in the United States - SB	3	22	
CJ 300	Career Development and Cultural Intelligence – CD1	1	7	
				61
Education: Teacher Preparation				
EDTP 201	The Teaching Profession - SB	5	8	
				8
English				
ENGL 368	Minority Traditions in English Literatures – CD2	1	4	
ENGL 369	Minority Traditions in American Literature – CD1	1	4	
ENGL 373	Women in Literature – CD2	1	6	
ENGL 423	African American Literature from 1845 to the Present – CD1	1	4	
				18
Fine Arts				
ARTH 344	African-American Art 1920 to Present – CD1	1	2	
				2
Geography				
GEOG 200	Power of Place – SB	1	9	
				9
Health and Sport Sciences				
HSS 293	Social and Psychological Dimensions of Physical Activity – SB, CD2	5	21	
HSS 364	Women’s Health Issues – CD2	1	5	
HSS 418	Diverse Populations in Physical Activity and Health – CD2	4	27	
				53
History				
HIST 101	History of Civilizations I - SB	1	8	
HIST 102	History of Civilizations II - SB	6	43	
HIST 106	Honors: History of Civilizations II - SB	1	4	
HIST 387	The Holocaust, Genocide, and Global Imagination – CD2	1	2	
				57
Honors				
HON 214	Topics in Social Sciences and Oral Communication - SB	2	7	
				7
Humanities				
HUM 315	Alternative Judaisms – CD2	1	1	
HUM 331	Humanities Perspectives on Sex Roles – CD2	1	2	

HUM 387	The Holocaust, Genocide, and Global Imagination – CD2	1	3	
				6
Latin American and Latino Studies				
LALS 200	Exploring Latin America – CD1	1	1	
LALS 311	Introduction to Latino Studies – CD1	1	3	
				4
Music History				
MUH 317	Popular Music in American Culture – CD2	1	4	
				4
Nursing				
NURS 361	Community Health Nursing – CD1	2	20	
NURS 470	Community Health Nursing – CD1	1	1	
				21
Pan-African Studies				
PAS 200	Introduction to Pan African Studies I – SB, CD1	2	11	
PAS 227	Survey of American Diversity – SB, CD1	1	2	
PAS 272	Reggae Music & the Politics of Black Liberation – CD1	1	2	
PAS 311	African-American Art History II: From the 1920's to Present – CD1	1	2	
PAS 335	Survey of African American Education – CD1	1	4	
PAS 340	African-American Literature – CD1	1	2	
PAS 383	Cultures of Africa – CD1	1	1	
				24
Political Science				
POLS 201	Fundamentals of American Government – SB	1	11	
POLS 202	Comparative Political Systems - SB	2	8	
POLS 299	Honors Introduction to Political Science – SB	1	4	
POLS 315	Race, Law and Politics – CD1	1	7	
				30
Psychology				
PSYC 201	Introduction to Psychology - SB	1	5	
				5
Public Health				
PHUN 101	Introduction to Public Health - SB	1	9	
				9
Social Work				
SW 201	Introduction to Social Work - SB	2	8	
SW 202	Intimate and Family Relationships - SB	1	3	
				11
Sociology				
SOC 201	Introduction to Sociology - SB	8	50	
				50
Women's and Gender Studies				
WGST 201	Women in American Culture – CD2	4	23	
WGST 303	Humanities Perspective on Sex Roles – CD2	1	2	
WGST 364	Women's Health Issues – CD2	1	4	
				29

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.

Table 5

Summary Results for Social & Behavioral Sciences Assessment

Effective Communication

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>	<u>% Above (3 or 4)</u>
EC1	29.0% (259)	41.3% (369)	23.4% (209)	6.3% (56)	16	70.3%
EC2	23.8% (212)	40.1% (357)	28.8% (256)	7.3% (65)	19	63.9%
EC3	15.6% (137)	31.1% (273)	43.9% (386)	9.4% (83)	30	46.6%
EC4	26.7% (239)	49.0% (438)	18.7% (167)	5.6% (50)	15	75.7%

Critical Thinking

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>	<u>% Above (3 or 4)</u>
CT1	25.0% (214)	37.2% (319)	29.4% (252)	8.4% (72)	52	62.2%
CT2	16.2% (145)	38.4% (344)	35.3% (316)	10.2% (91)	13	54.6%
CT3	14.3% (128)	58.6% (523)	18.9% (169)	8.1% (72)	17	73.0%
CT4	13.1% (112)	28.7% (246)	38.1% (327)	20.2% (173)	51	41.7%
CT5	12.1% (103)	37.3% (317)	38.9% (330)	11.7% (99)	60	49.5%

Cultural Diversity

	Clearly Evident	Usually Evident	Minimally Evident	Not Evident	Not Requested	% Above (3 or 4)
CD1	15.3% (126)	30.1% (248)	34.6% (285)	19.9% (164)	86	45.4%
CD2	14.0% (114)	24.2% (197)	37.9% (309)	23.9% (195)	94	38.2%
CD3	10.1% (81)	23.2% (186)	36.0% (288)	30.7% (246)	108	33.3%
CD4	10.9% (86)	20.0% (158)	37.1% (293)	31.9% (252)	120	30.9%

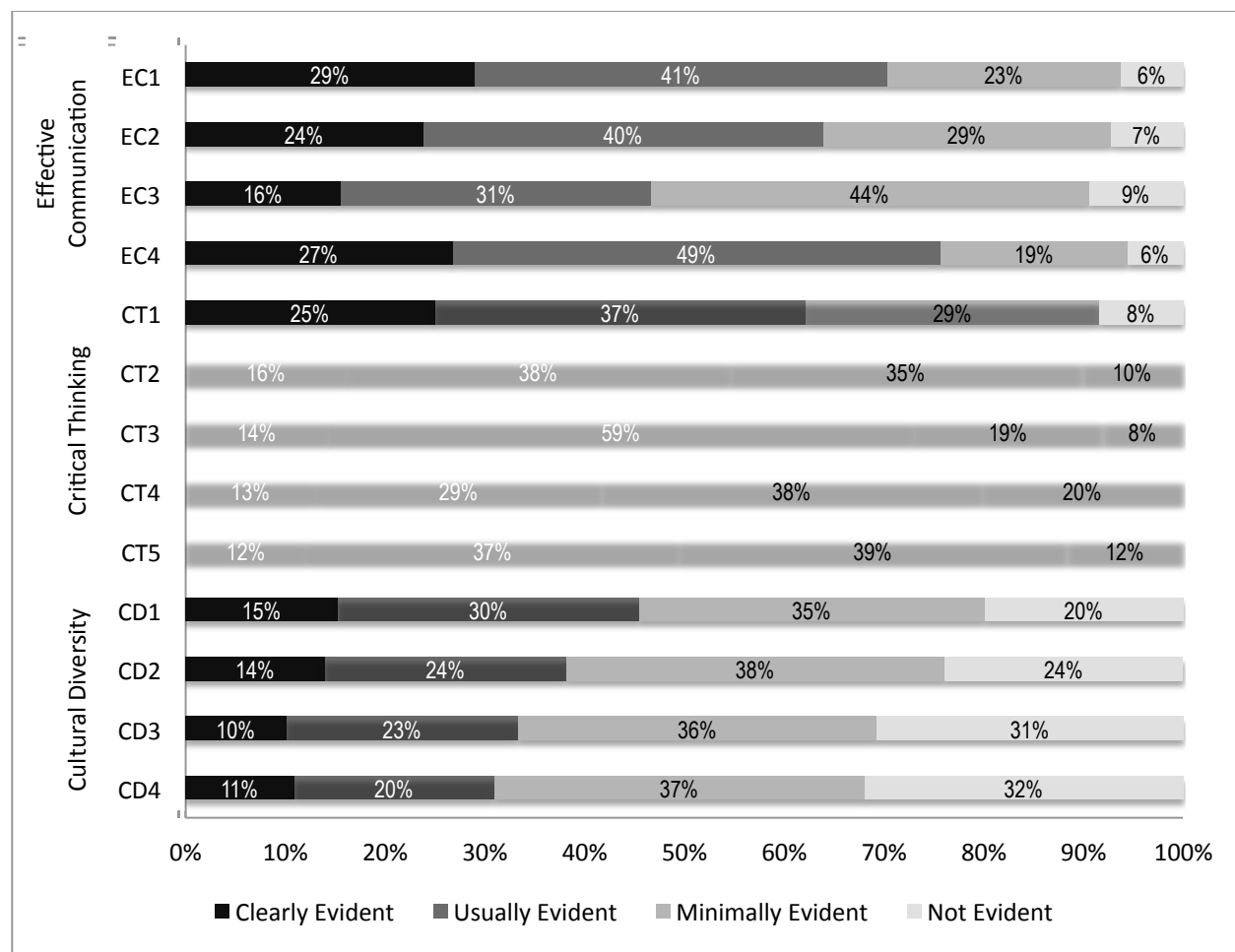


Figure 4. Summary Results for Social & Behavioral Sciences Assessment

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.

Table 6

Mean and Mode by Rubric for Social & Behavioral Sciences Assessment
 Effective Communication

	<u>EC1</u>	<u>EC2</u>	<u>EC3</u>	<u>EC4</u>
Mean	2.93	2.80	2.53	2.97
Mode	3	3	2	3

Critical Thinking

	<u>CT1</u>	<u>CT2</u>	<u>CT3</u>	<u>CT4</u>	<u>CT5</u>
Mean	2.79	2.61	2.79	2.35	2.50
Mode	3	3	3	2	2

Cultural Diversity

	<u>CD1</u>	<u>CD2</u>	<u>CD3</u>	<u>CD4</u>
Mean	2.41	2.28	2.13	2.10
Mode	2	2	2	2

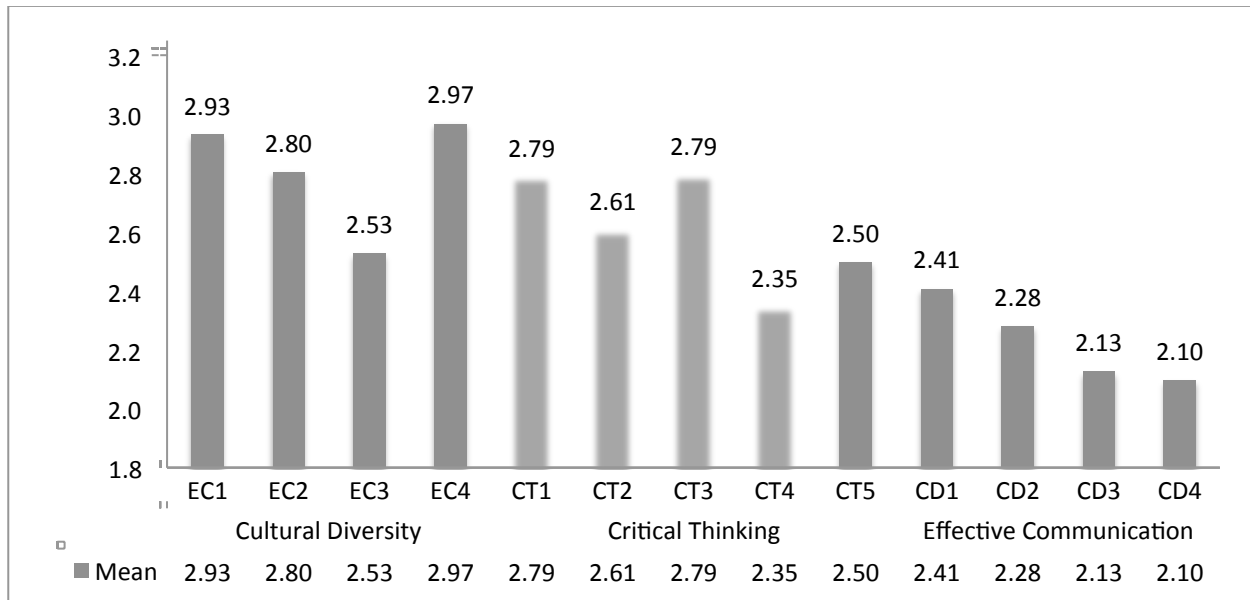


Figure 5. Mean Score by Rubric Measure for Social & Behavioral Sciences Assessment

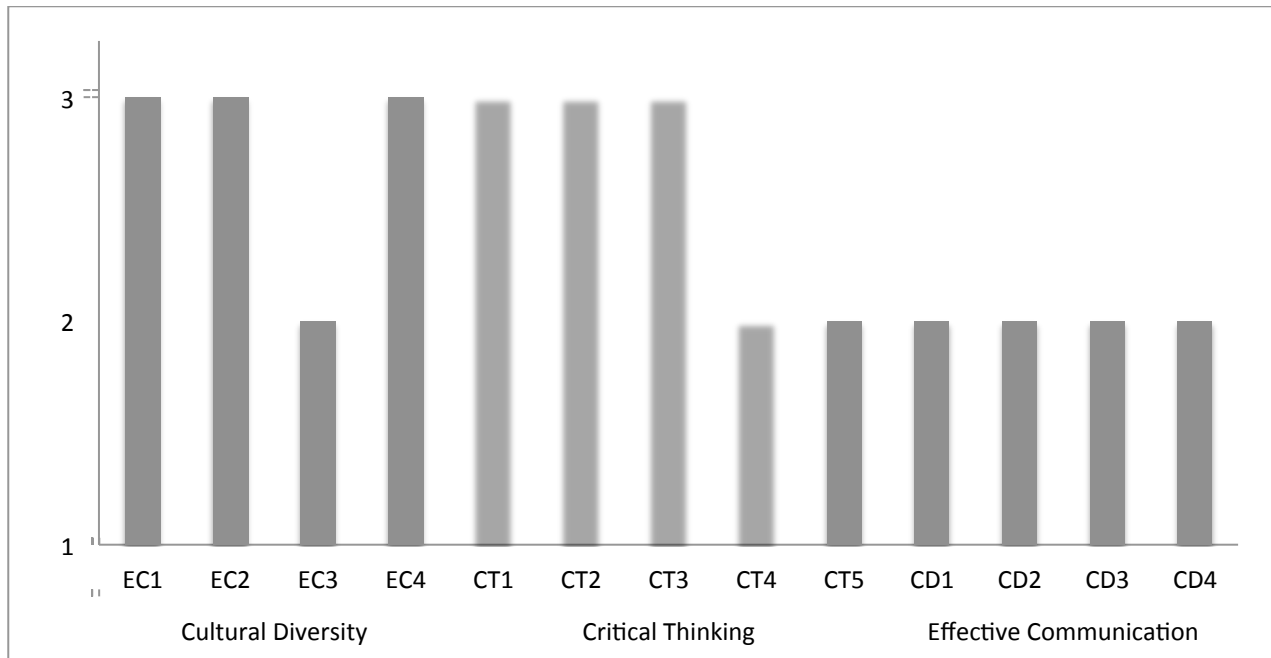


Figure 6. Mode by Rubric Measure for Social & Behavioral Sciences Assessment

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.

Table 7

Summary Results for Cultural Diversity Assessment

Effective Communication

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>	<u>% Above (3 or 4)</u>
EC1	32.8% (253)	46.0% (355)	19.1% (147)	2.1% (16)	0	78.9%
EC2	22.7% (175)	48.5% (374)	27.1% (209)	1.7% (13)	0	71.2%
EC3	14.7% (113)	41.5% (318)	41.1% (315)	2.7% (21)	4	56.2%
EC4	23.5% (181)	57.1% (439)	17.4% (134)	2.0% (15)	1	80.6%

Critical Thinking

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>	<u>% Above (3 or 4)</u>
CT1	27.9% (209)	40.9% (306)	27.5% (206)	3.6% (27)	23	68.9%
CT2	16.3% (125)	51.0% (392)	30.4% (234)	2.3% (18)	2	67.2%
CT3	14.3% (110)	67.8% (521)	15.7% (121)	2.2% (17)	2	82.1%
CT4	12.7% (97)	39.9% (304)	36.9% (281)	10.5% (80)	9	52.6%
CT5	14.5% (112)	45.6% (351)	36.0% (277)	3.9% (30)	1	60.1%

Cultural Diversity

	<u>Clearly Evident</u>	<u>Usually Evident</u>	<u>Minimally Evident</u>	<u>Not Evident</u>	<u>Not Requested</u>	<u>% Above (3 or 4)</u>
CD1	19.6% (144)	40.5% (298)	29.8% (219)	10.1% (74)	36	60.1%
CD2	13.8% (101)	37.3% (273)	36.3% (266)	12.6% (92)	39	51.1%
CD3	13.0% (95)	34.3% (251)	36.1% (264)	16.7% (122)	39	47.3%
CD4	13.8% (99)	34.1% (245)	35.0% (251)	17.1% (123)	53	47.9%

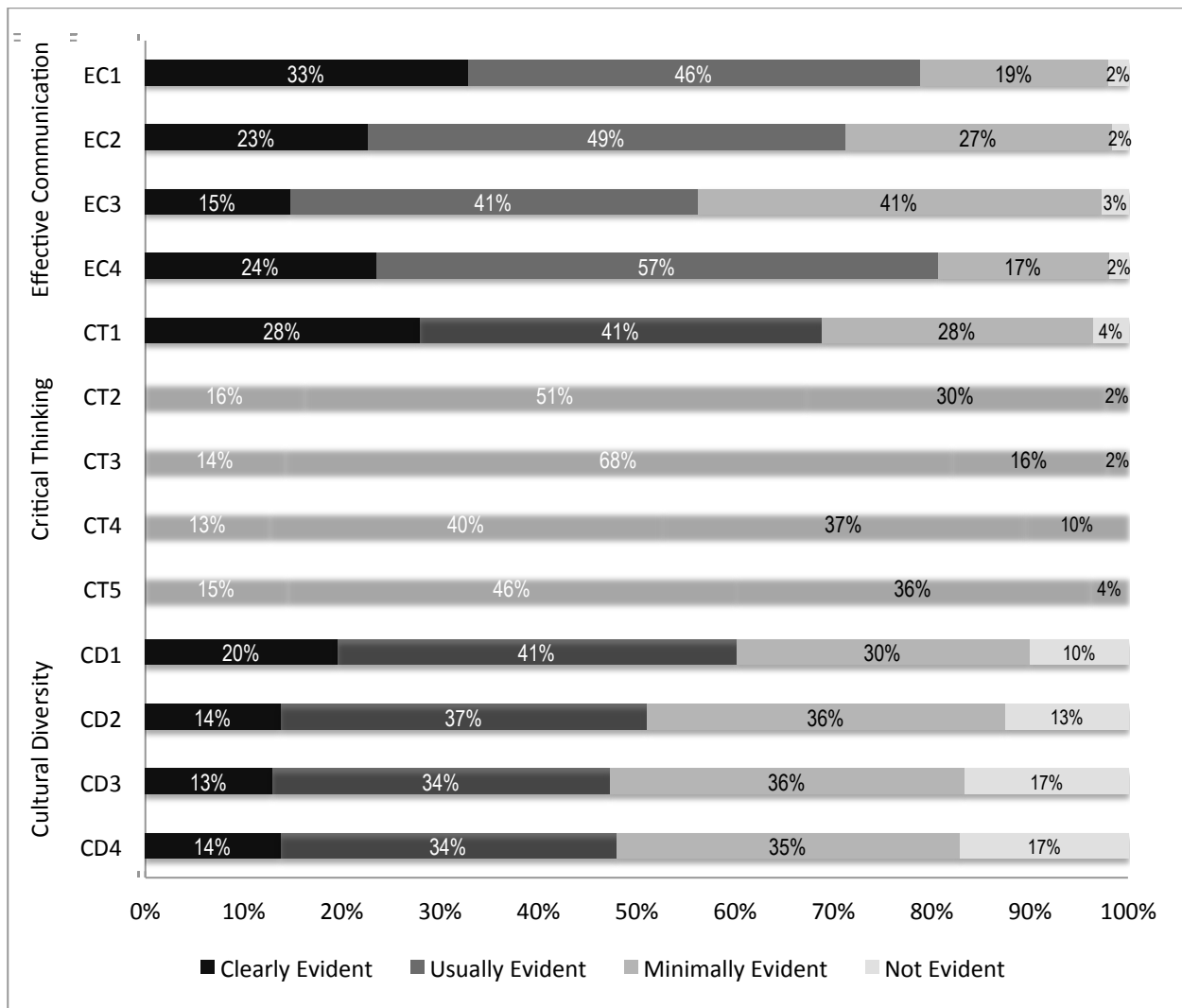


Figure 7. Summary Results for Cultural Diversity Assessment

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.

Table 8

Mean and Mode by Rubric for Cultural Diversity Assessment
Effective Communication

	<u>EC1</u>	<u>EC2</u>	<u>EC3</u>	<u>EC4</u>
Mean	3.10	2.92	2.68	3.02
Mode	3	3	3	3

Critical Thinking

	<u>CT1</u>	<u>CT2</u>	<u>CT3</u>	<u>CT4</u>	<u>CT5</u>
Mean	2.93	2.81	2.94	2.55	2.71
Mode	3	3	3	3	3

Cultural Diversity

	<u>CD1</u>	<u>CD2</u>	<u>CD3</u>	<u>CD4</u>
Mean	2.70	2.52	2.44	2.45
Mode	3	3	2	2

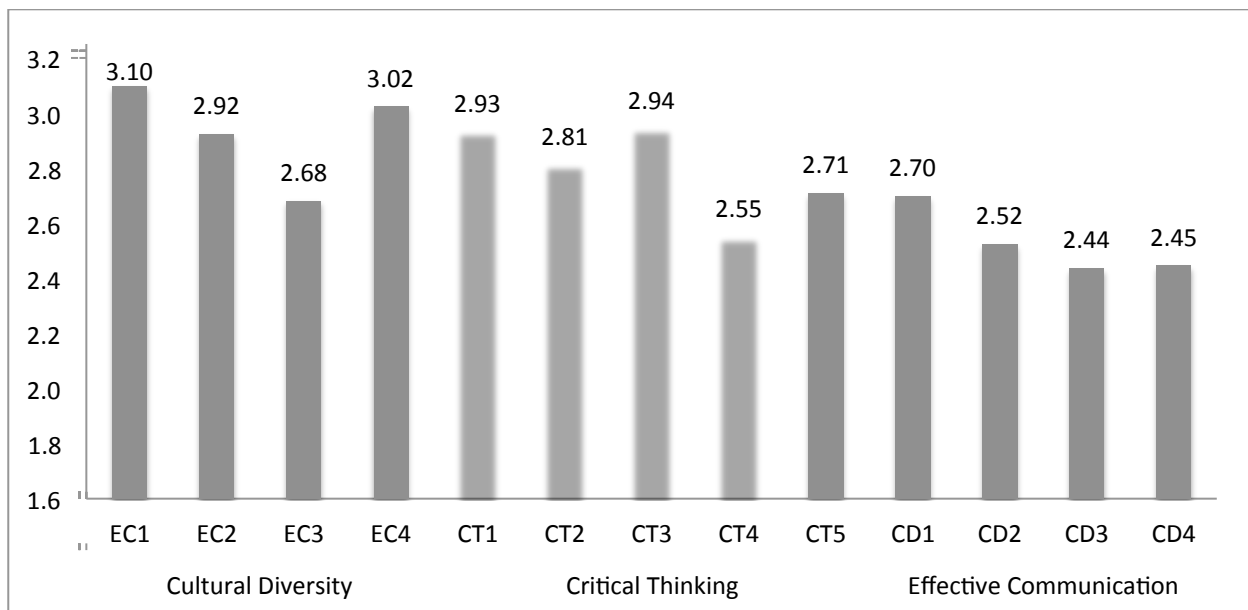


Figure 8. Mean Score for Cultural Diversity Assessment

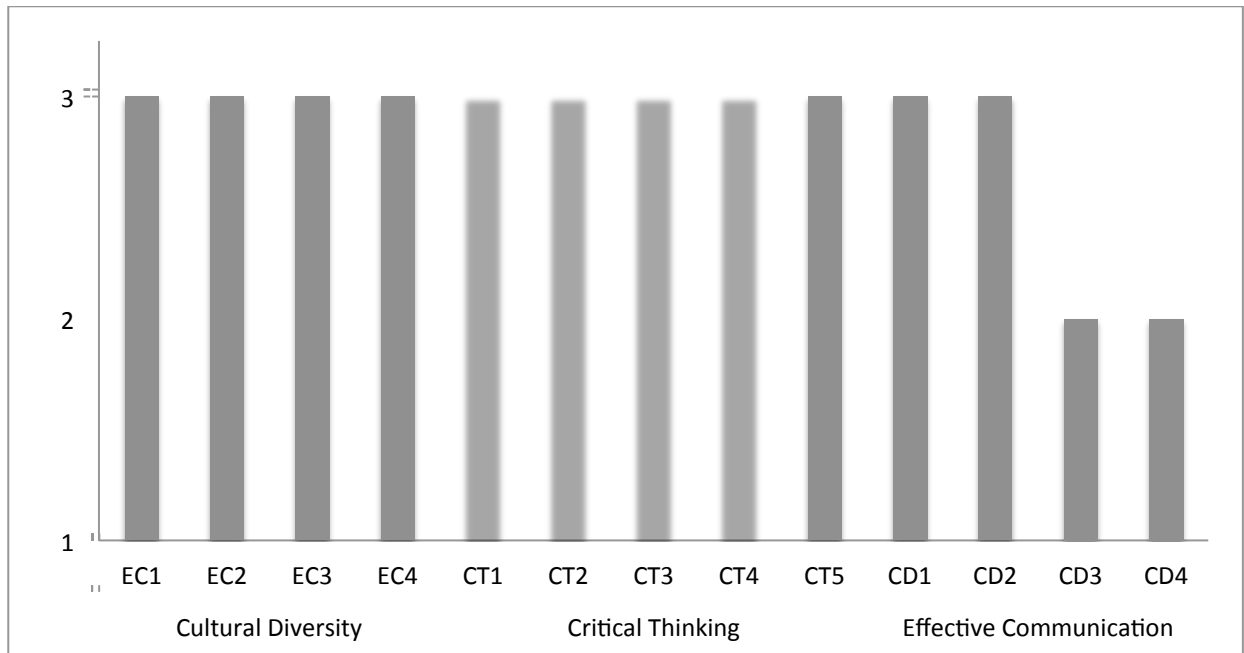


Figure 9. Mode by Rubric Measure for Cultural Diversity Assessment

Inter-rater Reliability

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

Table 9

Inter-rater Summary for Social & Behavioral Sciences and Cultural Diversity Assessment Effective Communication

	<u>Assessor 1</u>	<u>Assessor 2</u>	<u>Assessor 3</u>	<u>SD</u>
EC1	3.05	2.96	3.04	.05
EC2	2.90	2.86	2.82	.04
EC3	2.68	2.52	2.60	.08
EC4	2.96	3.06	2.98	.05

Critical Thinking

	<u>Assessor 1</u>	<u>Assessor 2</u>	<u>Assessor 3</u>	<u>SD</u>
CT1	2.94	2.75	2.90	.10
CT2	2.80	2.62	2.69	.09
CT3	2.89	2.83	2.88	.03
CT4	2.53	2.32	2.48	.11
CT5	2.61	2.59	2.61	.01

Cultural Diversity

	<u>Assessor 1</u>	<u>Assessor 2</u>	<u>Assessor 3</u>	<u>SD</u>
CD1	2.60	2.46	2.55	.07
CD2	2.44	2.34	2.35	.06
CD3	2.27	2.28	2.24	.02
CD4	2.27	2.21	2.27	.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.

Table 10

Inter-rater Reliability for Social & Behavioral Sciences and Cultural Diversity Assessment
Effective Communication

<u>Competency Measure</u>	<u>Total Agreement</u>	<u>Agreement (within 1 level)</u>	<u>ICC</u>	<u>95% Confidence Interval</u>
EC1	14.8%	69.9%	.45	(.36-.53)
EC2	17.6%	71.3%	.46	(.37-.54)
EC3	15.6%	69.1%	.47	(.38-.54)
EC4	19.5%	75.8%	.38	(.28-.47)

Critical Thinking

<u>Competency Measure</u>	<u>Total Agreement</u>	<u>Agreement (within 1 level)</u>	<u>ICC</u>	<u>95% Confidence Interval</u>
CT1	13.7%	56.4%	.36	(.26-.45)
CT2	17.6%	72.7%	.47	(.38-.55)
CT3	28.9%	80.7%	.43	(.34-.51)
CT4	14.8%	64.8%	.50	(.42-.57)
CT5	17.6%	75.0%	.61	(.54-.67)

Cultural Diversity				
<u>Competency Measure</u>	<u>Total Agreement</u>	<u>Agreement (within 1 level)</u>	<u>ICC</u>	<u>95% Confidence Interval</u>
CD1	14.3%	59.2%	.54	(.46-.61)
CD2	14.5%	60.7%	.51	(.43-.58)
CD3	20.5%	61.9%	.56	(.49-.62)
CD4	22.5%	63.5%	.59	(.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.

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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***

(1) Communicate an understanding of how social science knowledge is established and how and why it changes over time.

(1) Demonstrate knowledge of at least one area of the social and behavioral sciences.

(2) Evaluate evidence and apply it to solving problems through social science methods.

(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) Communicate an understanding of a body of social science knowledge and its disciplinary perspective.

(3) Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

(CT1) Claim – States thesis; Identifies purpose; Demonstrates recognition of problem or question.

(EC3) Writer demonstrates analysis or synthesis

(CT2) Evidence – Uses evidence, information, data, observations, experiences, and/or reasons.

(CT3) Inference – Makes a logical argument; Develops a line of reasoning based on evidence.

(CT4) Influence of Context and Assumptions

(CD1) Writer recognizes ways that culture shapes behavior and attitudes.

(CD2) Writer demonstrates ability to understand the relationship of culture to its environment and history.

(CD4) Writer brings awareness of cultural diversity to the analysis of problems or issues.

(CT5) Implications – Evaluates implications, conclusions, and consequences.

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

	<u>Social & Behavioral Sciences</u>	
	<u>General Education Courses</u>	<u>Syllabi Available</u>
	<u>Offered in Spring 2016</u>	
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%)
Total	127	113, (89.0%)

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%)
Health & 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%)
Total	84, (74.3%)	45, (53.6%)

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%)
Total	102	105, (80.2%)

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%)
Total	89, (84.8%)	40, (44.9%)