

Academic Affairs: PR& A/ws

MINNESOTA STATE UNIVERSITY
Department: **General Education**
Program: **Category 9** Degree Awarded: **Not Applicable**

Check here if your assessment report covers all undergraduate degree programs: NO

Check here if your assessment report covers all graduate degree programs: NO

1. What learning outcomes were assessed this year and why?

Learning outcomes assessed were established by the General Education Committee as appropriate to Category 9 in the general education curriculum.

CATEGORY 9: ETHICAL AND CIVIC RESPONSIBILITY
(requires one course, 3 credits or more)

Goal: To develop students' capacity to identify, discuss and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn responsible citizenship requires them to develop skills to understand their own and others positions, be part of the free exchange of ideas, and function as public-minded citizens.

Students will be able to:

- (a) examine, articulate, and apply their own ethical views;
- (b) understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues;
- (c) analyze and reflect on the ethical dimensions of legal, social, and scientific issues;
- (d) recognize the diversity of political motivations and interests of others;
- (e) identify ways to exercise the rights and responsibilities of citizenship.

Course(s) that satisfy this category are:

BLAW 131^ CHEM 131 CORR 106 CORR 250 CORR 255 ENG 213 HIST 180*
KSP 101 KSP 250 MASS 110^ PHIL 120* PHIL 222^ PHIL 224^ PHIL 226
PHIL 240 PHIL 321^ POL 101 POL 107 POL 111 SOC 255 SOWK 190^ SPEE
300 URBS 230 WOST 120 WOST 220*

2. How were they (was it) assessed?

Materials were submitted from the following courses: History, Women Studies, English, Urban Studies, Business Law, Philosophy, Political Science, Speech Communication, Mass Communications.

The following departments did not submit material for assessment: Kindergarten and Secondary Programs, Corrections, Chemistry, Social Studies.

a. What methods were used?

Survey was assessed using the assessment rubric below.

b. Who was assessed?

Sample Population: Papers and tests were gathered from courses in Category 9. Students with an MSU Tech ID ending in 9 were included in the study (n = 64).

c. When was it assessed?

Materials were analyzed during Spring semester 2004. Materials were reviewed by Charles Lewis (committee chair, Mass Communication Department), Craig Matarrese (Philosophy Department), Avra J. Johnson (Political Science and Law Enforcement Department), Penny Herickhoff (Accounting and Business Law Department), Dan Cronn-Mills (Speech Communication Department).

3. What was learned?

Level of Mastery

baseline data will be gathered for year 1.

N = 64

Learning outcomes are developmental; if student meets level 4, they demonstrate levels 1-3. Totals do not equal n; not all assignments applicable to each rubric. Outcomes, while developmental, are not summative when results combined from all the courses in Category 9.

Assessment Rubric for O/O #1: Examine, articulate and apply their own ethical work

Learning outcomes are developmental; if student meets level 4, they demonstrate levels 1-3. Totals do not equal n; not all assignments applicable to each rubric. Outcomes, while developmental, are not summative when results combined from all the courses in Category 9.

1	Student can identify a personal ethical view and identify an issue to which it applies	6
2	Student can describe a personal ethical view and apply it to an issue	17
3	Student can analyze a personal ethical view and apply it to a relevant issue	21
4	Student can analyze two or more ethical views and apply them to a relevant issue	17

Assessment Rubric for O/O #2: Apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues

Learning outcomes are developmental; if student meets level 4, they demonstrate levels 1-3. Totals do not equal n; not all assignments applicable to each rubric. Outcomes, while developmental, are not summative when results combined from all the courses in Category 9.

1	Student can identify a core concept and an issue to which it applies	46
2	Student can identify a core concept and describe an issue to which it applies	20
3	Student can identify two or more core concepts and describe their application to relevant issues	26
4	While identifying exceptions to and/or constraints on their application and/or contrary views about the relevance of their application, student can identify two or more core concepts and describe their relationship to relevant issues	16

Assessment Rubric for O/O #3: Analyze and reflect upon the ethical dimensions of legal, social, and scientific issues

Learning outcomes are developmental; if student meets level 4, they demonstrate levels 1-3. Totals do not equal n; not all assignments applicable to each rubric. Outcomes, while developmental, are not summative when results combined from all the courses in Category 9.

1	Student can identify the ethical dimensions of a legal, social, or scientific issue	45
2	Student can describe the ethical dimensions of a legal, social, or scientific issue	25
3	Student can analyze the ethical dimensions of a legal, social, or scientific issue	26
4	Student can analyze the ethical dimensions of two or more legal, social, or scientific issues	16

Assessment Rubric for O/O #4: Recognize the diversity of political motivations and interests of others

* Learning outcomes are developmental; if student meets level 4, they demonstrate levels 1-3. Totals do not equal n; not all assignments applicable to each rubric. Outcomes, while developmental, are not summative when results combined from all the courses in Category 9.

1	Student can identify a political motivation and/or interest different than one's own	31
2	Student can describe a political motivation and/or interest different than one's own	17
3	Student can describe a condition and the motivations and interests produced, where the condition, motivations and interests are different than one's own	14
4	Student can describe two or more conditions and the motivations and interests produced, where the conditions, motivations and interests are different than one's own	5

Assessment Rubric for O/O #5: Identify ways to exercise the rights and responsibilities of citizenship

* Learning outcomes are developmental; if student meets level 4, they demonstrate levels 1-3. Totals do not equal n; not all assignments applicable to each rubric. Outcomes, while developmental, are not summative when results combined from all the courses in Category 9.

1	Student can identify a way to exercise a right or responsibility of citizenship	43
2	Student can describe a way to exercise a right or responsibility of citizenship	14
3	Student can describe at least two ways to exercise a right and a responsibility of citizenship	7
4	Student can describe more than two ways to exercise as many rights and responsibilities of citizenship	9

Discussion:

1. Scores indicate a significant number of students are able to identify concepts and issues in all rubrics.
2. Scores indicate the ability of students to describe and analyze concepts and issues are rather low.
3. Low scores may indicate a weakness in Category 9 course development.
4. However, because of the varies methods of instruction, assignments and tests, data collection, and constraints imposed by the rubric framework as an assessment tool, the scores may simply reflect flaws in the overall assessment process.

4. What will the departments do as a result of that information?

A copy of this report will be provided to each department in GE Category 9 for review and determination for how their courses satisfy the learning outcomes for the category. Departments are encouraged to build on the current strength of identifying concepts and issues, and further develop coursework which requires students to take the next step and use the concepts and issues for critical evaluation.

5. How did the department make use of the feedback from last year's assessment report?

Not applicable. For year 1, baseline data was gathered. No previous report/feedback from previous year.