There was clear benefit in administering pre- and post assignment; it was rewarding to see assignment was not authentic to all the respective courses and this showed. Despite faculty administered in all courses.

different ways in different courses and the weighting, if any, given to the assignment, the

Indirect Assessment

Selected General Education courses certified for the Thinking Globally area participated in direct assessment in Spring 2017. These courses were offered by the departments of Chemistry, Sociology, Political Science, English, History, and Philosophy. Political Science, History, English, and History.

TG SLO:

Students will be able to describe and analyze the dynamics of a particular artistic, economic, political, or social connection across cultural or regional boundaries.

Direct Assessment using the Quantitative Literacy Reasoning Assessment (QLRA)
The Quantitative Literacy Reasoning Assessment (QLRA) was developed for use in assessing incoming students’ QL competencies. It comprises 20 questions that ask students to engage in a variety of QL skills but do not require the use of calculus or other advanced mathematical tools.

Methods: TG students' QL ability increases modestly during their time in a Westmont QAR course (Figure 3). Specifically:

- students’ average QLRA score increased by 23%
- the low performance mode of the incoming bimodal distribution was largely eliminated

Between the small class and effect sizes it was not possible to consistently determine the impact of individual courses with any certainty. Nevertheless, it may be noteworthy that the only statistically significant effect size was observed for a course that used active learning pedagogy.

Actions: Pre- and post-QAR GE course QL competencies were reported orally to the full faculty with a request that faculty teaching QAR courses and

Incoming student & seniors' performance on skill-associated items.

Figure 3. Fall 2015 pre- and post-QAR course QLRA performance.

Cultural Worldview

Knowledge of self and others

Understanding of one’s ownrelational dynamics

Cultural Self-esteem

Knowledge of Cultural Worldview Frameworks

Articulates insights into own cultural views and biases (e.g. seeking complexity; aware of how/why its experiences and outlooks shape how it thinks about others in its culture; shape practices and values in different cultures or sub-cultures, such as history, religion, politics, economics, communication style, race, and gender) and

Directions and Response

Students think about or study important Christian resources for understanding diversity and living a life in the light of Christ's teachings.

Developing and Utilizing Local Assessment Tools: Thinking Globally Gen Ed Assessment

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