GENERAL EDUCATION ASSESSMENT
Presenters

• Dr. Jodi Pettazzoni – UNC-Greensboro
• Dr. Tina Hogan – Appalachian State
• Dr. Amanda Werts – UNC-Asheville
• Dr. Kristen Dreyfus – ECU
• Dr. Bryant Hutson – UNC-Chapel Hill
• Dr. Stephany Dunstan - NCSU
Agenda

• 12:00 – Introductions/Attendance
• 12:05-1:05 – General Education Summaries
  o UNC-G
  o ASU
  o UNC-A
  o ECU
  o UNC-CH
  o NCSU
• 1:05 – 1:30 Questions/Discussion
UNC Greensboro

• Current Structure
  o 12 Categories
  o Assessment Cycle – each category, every 3-4 years
  o Assessment Process for most categories
    • Course-embedded assessments
    • Evaluated by IOR and peer readers
  o Challenge – faculty coming together to discuss results and determine improvement approaches

http://assessment.uncg.edu/curriculum/GEC/GEC.html
UNC Greensboro

• Impetus for Change
  o Time for a periodic review
    • Reduced program credits to 120
    • Evaluating student progress to degree
  o New Strategic Plan
    • Focused on student transformation
• Proposed Competencies
  o Writing
  o Oral Communication
  o Quantitative Reasoning
  o Critical Thinking
  o Information Literacy
  o Global Knowledge
  o Equity, Diversity, & Inclusion
UNC Greensboro

- **Challenges**
  - Acknowledging shortcomings
  - Resistance to change
  - Creating a single vision

- **Successes**
  - Faculty are actively engaged in talking about Gen Ed
  - The final plan is to be determined
UNC Greensboro

- Using Results to Make Improvements
  - We have data and discuss what might be improved
    - We may continue a similar assessment process in a revised program
  - We have small-scale successes in improvements of learning
  - Gen Ed revision for us will likely mean an administrative position to oversee Gen Ed...
    - ... and authority to lead larger-scale improvements
Appalachian State University

• Competencies
  o Thinking critically and creatively
  o Communicating effectively
  o Making local to global connections
  o Understanding responsibilities of community memberships

https://generaleducation.appstate.edu/
Appalachian State University

- Recent transition from course-level assessment of General Education as part of the course renewal process to a program-level assessment model
- Piloted a General Education Assessment Summit in May 2018
- General Education Council voted to continue with plans for an annual General Education Assessment Summit where 1-2 goals would be assessed per year
  - Revising rubrics and collecting artifacts for this year’s summit
### UNC-Asheville Academic Year Learning Goal Assessment Method

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Learning Goal</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| 18-19         | Written Communication | Collected Student Work Samples from HUM 124, 414, & LA 478  
Assess Using AAC&U VALUE Institute - Written Communication Rubric |
|               | Quantitative and Scientific Reasoning (due to data collection limitation in the 17-18 AY) | Test students in capstone in the major and FYC using Madison Assessment’s Quantitative Reasoning and Scientific Reasoning Tests |
| 19-20         | Critical Thinking | Collect Student Work Samples from HUM 124, 414 & LA 478  
Assess Using AAC&U VALUE Institute - Critical Thinking Rubric |
| 20-21         | Interdisciplinary or Intercultural | Collect Student Work Samples from HUM 124, 414 & LA 478  
Rubric TBD |
| 21-22         | Interdisciplinary or Intercultural | Collect Student Work Samples from HUM 124, 414 & LA 478  
Rubric TBD |
## Competencies

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Quantitative Reasoning</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Natural Sciences</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Health Promotion/Physical Activity</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Social Sciences</td>
<td></td>
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<td>X</td>
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<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Global/Domestic Diversity</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>

http://www.ecu.edu/cs-acad/ipar/generaleducation.cfm
East Carolina University

• General education was revised and new student learning outcomes for each competency area were approved by the Faculty Senate in 2017

• Two competency areas are assessed each year
  - Faculty evaluations of student artifacts are collected and synthesized with institutional data elements
  - A summary report is written and shared with the faculty followed by an action plan
### General Education Assessment 2016-2020

<table>
<thead>
<tr>
<th>Fall 2016 - Spring 2017</th>
<th>Fall 2017 - Spring 2018</th>
<th>Fall 2018 - Spring 2019</th>
<th>Fall 2019 - Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Data Collection</td>
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</tr>
<tr>
<td>Mathematics/Quantitative Reasoning</td>
<td>Natural Sciences</td>
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<td>Humanities</td>
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<tr>
<td>Mathematics/Quantitative Reasoning</td>
<td>Written Communication</td>
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</tr>
<tr>
<td>Departmental Reporting</td>
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<td>Departmental Reporting</td>
</tr>
</tbody>
</table>

**Legend:**
- **Green:** Mathematics/Quantitative Reasoning
- **Yellow:** Written Communication
- **Blue:** Health Promotion/Physical Activity
- **Pink:** Fine Arts
- **Orange:** Social Sciences
- **Purple:** Humanities
- **Gray:** Global/Domestic Diversity

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**East Carolina University**
• **Current: Making Connections**
  - Foundations
  - Approaches
  - Connections
  - Supplemental General Education

• **Direct Measures**
  - Program Level Assessment
  - ETS HEIghten

• **Indirect Measures**
  - Senior Exit Survey
  - SERU
## Proposed IDEAs in Action Curriculum

<table>
<thead>
<tr>
<th>First Year Foundations (13 credits)</th>
<th>Focus Capacities(^8) (25-28 credits)</th>
<th>Integration &amp; Reflection(^6) (0+ credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Seminar/First-Year Launch(^a) (3)</td>
<td>Aesthetic &amp; Interpretive Analysis (3)</td>
<td>Research &amp; Discovery</td>
</tr>
<tr>
<td>Writing at the Research University (3)</td>
<td>Engagement with the Human Past (3)</td>
<td>High-Impact Experience</td>
</tr>
<tr>
<td>Ideas, Information, and Inquiry (4)</td>
<td>Ethical &amp; Civic Values (3)</td>
<td>Communication Beyond Carolina</td>
</tr>
<tr>
<td>College Thriving (2)</td>
<td>Power, Difference, &amp; Inequality (3)</td>
<td>Campus Life Experience</td>
</tr>
<tr>
<td>Lifetime Fitness(^b) (1)</td>
<td>Global Understanding &amp; Engagement (3)</td>
<td>ePortfolio(^f)</td>
</tr>
<tr>
<td>Global Language(^c-(^g) (0-12)</td>
<td>Ways of Knowing (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (3)</td>
<td></td>
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<tr>
<td></td>
<td>Natural Scientific Investigation (3)</td>
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<tr>
<td></td>
<td>Creative Expression, Practice, &amp; Production (3)</td>
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<td></td>
<td>Empirical Investigation Lab(^d) (1)</td>
<td></td>
</tr>
</tbody>
</table>

[https://ideasinaction.unc.edu/](https://ideasinaction.unc.edu/)
• Competencies
  o Written Communication
  o Oral Communication
  o Quantitative Literacy
  o Critical Thinking
  o Creative Thinking

https://assessment.dasa.ncsu.edu/academic-assessment/general-education-assessment/
The General Education Competencies were identified and defined by NC State faculty because they are fundamental across disciplines and degree programs.

Vetted through the Faculty Senate, the Council on Undergraduate Education, and the Associate Deans in spring 2012.

Gen Ed Competencies are introduced through multiple and sustained experiences across the GEP. It is then expected that each degree program provides additional support to build upon that foundation throughout the major.

Competencies are assessed on a three-year cycle using rubrics applied to student products, standardized assessments, and surveys.

A Faculty “Champion” with content area expertise and interest in faculty development was selected for each competency to help share and support use of data for Gen Ed Competency development.
## NC State General Education Competency Assessment
### Quantitative Literacy Outcomes Map

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Instrument</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calculation:</strong> A generally educated NC State student will perform basic calculations using mathematical reasoning and problem solving in core areas including arithmetic, numbers and operations, algebra, geometry, and statistics.</td>
<td>HEighten Quantitative Literacy Assessment</td>
<td>The HEighten Quantitative Literacy Assessment is administered every 3-years. The Office of Assessment administered the HEighten to freshmen in fall 2018 and to seniors in spring 2018.</td>
</tr>
<tr>
<td></td>
<td>Content Areas: Algebra, Number &amp; Operations, Probability &amp; Statistics, Geometry &amp; Measurement</td>
<td>CAT Question: 12</td>
</tr>
<tr>
<td></td>
<td>Graduating Senior Survey</td>
<td>The Graduating Senior Survey is administered every 3-years. OIRP will administer the survey again in 2018-2019.</td>
</tr>
<tr>
<td><strong>Interpretation:</strong> A generally educated NC State student will explain information generated or presented in quantitative or mathematical forms (e.g., equations, expressions, graphs, diagrams, tables, and words).</td>
<td>HEighten Quantitative Literacy Assessment</td>
<td>The HEighten Quantitative Literacy Assessment is administered every 3-years. The Office of Assessment administered the HEighten to freshmen in fall 2018 and to seniors in spring 2018.</td>
</tr>
<tr>
<td></td>
<td>Content Area: Probability &amp; Statistics: Data interpretation &amp; representation Problem Solving Skill Area: Interpretation</td>
<td>CAT Question: Section C, Question 1, Sub-question F</td>
</tr>
<tr>
<td><strong>Application/Analysis:</strong> A generally educated NC State student will make judgments and draw appropriate conclusions based on the quantitative, logical and statistical analysis of data, while recognizing the limits of this analysis.</td>
<td>HEighten Quantitative Literacy Assessment</td>
<td>The HEighten Quantitative Literacy Assessment is administered every 3-years. The Office of Assessment administered the HEighten to freshmen in fall 2018 and to seniors in spring 2018.</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Areas: Interpretation, Strategic Knowledge &amp; Reasoning</td>
<td>CAT Questions: 1, 2, 13</td>
</tr>
<tr>
<td></td>
<td>Graduating Senior Survey</td>
<td>The Graduating Senior Survey is administered every 3-years. OIRP will administer the survey again in 2018-2019.</td>
</tr>
<tr>
<td><strong>Representation:</strong> A generally educated NC State student will convert relevant information into various quantitative forms (e.g., equations, graphs, diagrams, tables, maps, words).</td>
<td>HEighten Quantitative Literacy Assessment</td>
<td>The HEighten Quantitative Literacy Assessment is administered every 3-years. The Office of Assessment administered the HEighten to freshmen in fall 2018 and to seniors in spring 2018.</td>
</tr>
<tr>
<td></td>
<td>Content Area: Probability &amp; Statistics: Data interpretation &amp; representation Problem Solving Skill: Modeling</td>
<td>CAT Question: Section C, Question 1, Sub-question F</td>
</tr>
<tr>
<td><strong>Communication:</strong> A generally educated NC State student will express quantitative, logical, and statistical evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).</td>
<td>HEighten Quantitative Literacy Assessment</td>
<td>The HEighten Quantitative Literacy Assessment is administered every 3-years. The Office of Assessment administered the HEighten to freshmen in fall 2018 and to seniors in spring 2018.</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Skill Area: Communication</td>
<td>CAT Questions: 2, 3, 9</td>
</tr>
</tbody>
</table>

_Last Updated: January 2019_
North Carolina State University

- Collecting data
  - Faculty partnerships
  - Champions
- Use of data
  - Annual assessment reporting
  - Champions
- Next steps
  - Gen Ed “campaign”
  - Increase number of partnerships
  - Increase communication of use of data
THANK YOU
QUESTIONS?
UNC ASSESSMENT COUNCIL SUMMER INSTITUTE

June 24th: 1 – 5pm
June 25th: 8:30 – 12pm
UNC Chapel Hill Center for School Leadership