



# UNC ASSESSMENT COUNCIL

February 27, 2019



# GENERAL EDUCATION ASSESSMENT

# Presenters

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- 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

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

# UNC Greensboro

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

<http://assessment.uncg.edu/curriculum/GEC/GEC.html>

# UNC Greensboro

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- Impetus for Change
  - Time for a periodic review
    - Reduced program credits to 120
    - Evaluating student progress to degree
  - New Strategic Plan
    - Focused on student transformation

# UNC Greensboro

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- Proposed Competencies
  - Writing
  - Oral Communication
  - Quantitative Reasoning
  - Critical Thinking
  - Information Literacy
  - Global Knowledge
  - Equity, Diversity, & Inclusion

# UNC Greensboro

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- 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

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- 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

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

<https://generaleducation.appstate.edu/>

# Appalachian State University

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- 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

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Academic Year	Learning Goal	Assessment Method
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

# East Carolina University

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- Competencies

General Education Program Assessment Schedule				
Competency Area	2016-17	2017-18	2018-19	2019-20
Math/Quantitative Reasoning	X			
Written Communication	X			
Natural Sciences		X		
Health Promotion/Physical Activity		X		
Social Sciences			X	
Fine Arts			X	
Humanities				X
Global/Domestic Diversity				X

<http://www.ecu.edu/cs-acad/ipar/generaleducation.cfm>

# East Carolina University

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- 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

# East Carolina University

## General Education Assessment 2016-2020

Fall 2016 - Spring 2017	Fall 2017 - Spring 2018	Fall 2018 - Spring 2019	Fall 2019 - Spring 2020
<b>Institutional Data Collection</b> Mathematics/Quantitative Reasoning Written Communication	<b>Institutional Data Collection</b> Natural Sciences Health Promotion/Physical Activity	<b>Institutional Data Collection</b> Social Sciences Fine Arts	<b>Institutional Data Collection</b> Humanities Global/Domestic Diversity
<b>Review &amp; Action Plans</b>	<b>Review &amp; Action Plans</b> Mathematics/Quantitative Reasoning Written Communication	<b>Review &amp; Action Plans</b> Natural Sciences Health Promotion/Physical Activity	<b>Review &amp; Action Plans</b> Social Sciences Fine Arts
<b>Implementation of Action Plan</b>	<b>Implementation of Action Plan</b>	<b>Implementation of Action Plan</b> Mathematics/Quantitative Reasoning Written Communication	<b>Implementation of Action Plan</b> Natural Sciences Health Promotion/Physical Activity
<b>Departmental Reporting</b>	<b>Departmental Reporting</b>	<b>Departmental Reporting</b>	<b>Departmental Reporting</b> Mathematics/Quantitative Reasoning Written Communication

# UNC - CH

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- **Current: Making Connections**

- Foundations
- Approaches
- Connections
- Supplemental General Education

- **Direct Measures**

- Program Level Assessment
- ETS HEIghten

- **Indirect Measures**

- Senior Exit Survey
- SERU



# UNC - CH

## Proposed IDEAs in Action Curriculum

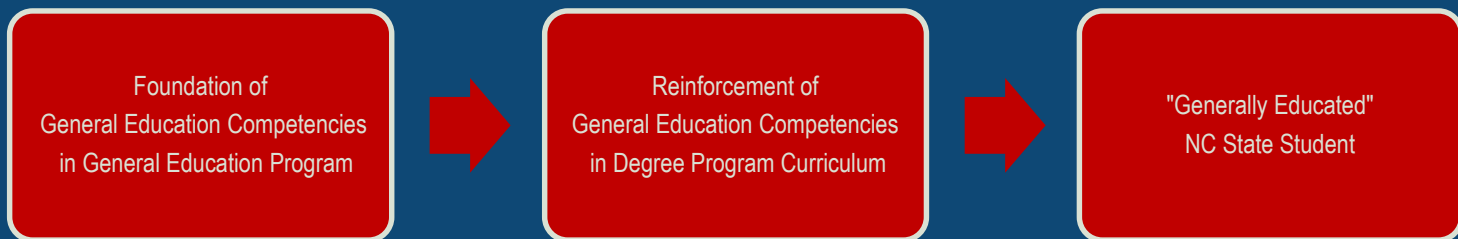
First Year Foundations (13 credits)	Focus Capacities <sup>g</sup> (25-28 credits)	Integration & Reflection <sup>e</sup> (0+ credits)
First-Year Seminar/First-Year Launch <sup>a</sup> (3)	Aesthetic & Interpretive Analysis (3)	Research & Discovery
Writing at the Research University (3)	Engagement with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

<https://ideasinaction.unc.edu/>

# North Carolina State University

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- Competencies
  - Written Communication
  - Oral Communication
  - Quantitative Literacy
  - Critical Thinking
  - Creative Thinking



<https://assessment.dasa.ncsu.edu/academic-assessment/general-education-assessment/>

# North Carolina State University

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- 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

# North Carolina State University

NC State General Education Competency Assessment Quantitative Literacy Outcomes Map		
Outcome	Instrument	Timeline
<p><b>Calculation:</b> 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.</p>	<p><b>HEighten Quantitative Literacy Assessment</b></p> <p>Content Areas: Algebra, Number &amp; Operations, Probability &amp; Statistics, Geometry &amp; Measurement</p>	<p>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.</p>
	<p><b>CAT</b></p> <p>Question: 12</p>	<p>CAT is administered every 3-years to seniors. The Office of Assessment will administer the CAT again in spring 2020.</p>
	<p><b>Graduating Senior Survey</b></p> <p>Question: Section C, Question 1, Sub-question F</p>	<p>The Graduating Senior Survey is administered every 3-years. OIRP will administer the survey again in 2018-2019.</p>
<p><b>Interpretation:</b> 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).</p>	<p><b>HEighten Quantitative Literacy Assessment</b></p> <p>Content Area: Probability &amp; Statistics: Data interpretation &amp; representation</p> <p>Problem Solving Skill Area: Interpretation</p>	<p>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.</p>
<p><b>Application/Analysis:</b> 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.</p>	<p><b>HEighten Quantitative Literacy Assessment</b></p> <p>Problem Solving Areas: Interpretation, Strategic Knowledge &amp; Reasoning</p>	<p>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.</p>
	<p><b>CAT</b></p> <p>Questions: 1, 2, 13</p>	<p>CAT is administered every 3-years to seniors. The Office of Assessment will administer the CAT again in spring 2020.</p>
	<p><b>Graduating Senior Survey</b></p> <p>Question: Section C, Question 1, Sub-question F</p>	<p>The Graduating Senior Survey is administered every 3-years. OIRP will administer the survey again in 2018-2019.</p>
<p><b>Representation:</b> A generally educated NC State student will convert relevant information into various quantitative forms (e.g., equations, graphs, diagrams, tables, maps, words).</p>	<p><b>HEighten Quantitative Literacy Assessment</b></p> <p>Content Area: Probability &amp; Statistics: Data interpretation &amp; representation</p> <p>Problem Solving Skill: Modeling</p>	<p>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.</p>
<p><b>Communication:</b> 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).</p>	<p><b>HEighten Quantitative Literacy Assessment</b></p> <p>Problem Solving Skill Area: Communication</p>	<p>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.</p>
	<p><b>CAT</b></p> <p>Questions: 2, 3, 9</p>	<p>CAT is administered every 3-years to seniors. The Office of Assessment will administer the CAT again in spring 2020.</p>

Last Updated: January 2019

# North Carolina State University

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- 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

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# UNC ASSESSMENT COUNCIL SUMMER INSTITUTE

June 24<sup>th</sup>: 1 – 5pm

June 25<sup>th</sup>: 8:30 – 12pm

UNC Chapel Hill Center for School Leadership