General Education Assessment Forum

Faculty Assessment of Learning Goal 3: Knowledge of Human Histories, Cultures, and the Self

Oct 2012
Tasks for Today

- Develop recommendations to improve student learning in Learning Goal 3 of UNCG’s General Education Program

- Develop recommendations to improve the General Education Program assessment process
Overview

• Review of data

• Discussion
What is Program Assessment?

What do we want students to know and be able to do?

Do students have the opportunity to know and do the things we value?

What evidence do we have that students have learned?

How are we using that evidence to improve student learning?
General Education Learning Goals

Learning Goal 1: Foundational Skills

Learning Goal 2: The Physical & Natural World

Learning Goal 3: Knowledge of Human Histories, Cultures, & the Self

Learning Goal 4: Knowledge of Social & Human Behavior

Learning Goal 5: Personal, Civic, & Professional Development

Oct 2012
## General Education Program: Categories (8)

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<thead>
<tr>
<th>Categories:</th>
<th>Learning Goal 1</th>
<th>Learning Goal 2</th>
<th>Learning Goal 3</th>
<th>Learning Goal 4</th>
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### General Education Program: Markers (4)

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2011-12 Assessment of Learning Goal 3

Knowledge of Human Histories, Cultures, & the Self

Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts. [GLT, GFA, GPR, GHP, GSB, GL, GN]
LG3 Assessment Process

- May 2011: Faculty Planning Workshop
  - Rubric: Highly Proficient, Proficient, Not Proficient
  - Survey
  - Timetable
- Oct 2011: GE Council approved process
- Fall 2011: Piloted assessment process
LG3 Assessment Data

• Spring 2012: course instructors (data set 1)
  • GFA*: 11 sections sampled; 6 participated
  • GLT*: 14 sections sampled; 11 participated
  • GPR*: 11 sections sampled; 5-6 participated

*recertified courses only
LG3 Assessment Data

• May 2012: Workshop faculty (data set 2)
  • GFA: 7 courses represented; 24 SWPs; 8-10 raters
  • GLT: 7 courses represented; 27 SWPs; 3-5 raters
  • GPR: 6 courses represented; 24 SWPs; 3-5 raters
Overall Results

Instructor Assessment

- Proficient: 56%
- Highly Proficient: 21%
- Not Proficient: 23%

Workshop Assessment

- Proficient: 46%
- Highly Proficient: 21%
- Not Assessable/No Response: 10%
- Not Proficient: 23%

Oct 2012
GFA Student Learning Outcome #2: Describe and interpret art forms in relation to cultural values.

**Instructor Assessment**
- Highly Proficient, 40%
- Proficient, 50%
- Not Proficient, 10%

**Workshop Assessment**
- Proficient, 41%
- Not Proficient, 37%
- Not Applicable/No Response, 0%

Oct 2012
GLT Student Learning Outcome #1: Demonstrate the reading skill required for the student of literary texts.

**Instructor Assessment**

- Highly Proficient, 24%
- Proficient, 61%
- Not Proficient, 15%

**Workshop Assessment**

- Highly Proficient, 24%
- Proficient, 64%
- Not Applicable / No Response, 4%
- Not Proficient, 7%

Oct 2012
GLT Student Learning Outcome #2: Identify and/or describe some of the varied characteristics of literary texts.

Instructor Assessment

- Not Proficient, 25%
- Highly Proficient, 21%
- Proficient, 54%

Workshop Assessment

- Not Applicable / No Response, 15%
- Not Proficient, 27%
- Highly Proficient, 18%
- Proficient, 40%

Oct 2012
GLT Student Learning Outcome #3: Demonstrate orally, or in writing, or by some other means a fundamental ability to use some of the techniques and/or methods of literary analysis.

Instructor Assessment

- Not Proficient, 20%
- Proficient, 57%
- Highly Proficient, 22%

Workshop Assessment

- Not Applicable/No Response, 4%
- Not Proficient, 24%
- Highly Proficient, 23%
- Proficient, 48%

Oct 2012
GLT Student Learning Outcome #4: Identify and/or describe some of the various social, historical, cultural, and/or theoretical contexts in which literary texts have been written and interpreted.

Instructor Assessment
- Highly Proficient, 46%
- Proficient, 20%
- Not Proficient, 33%

Workshop Assessment
- Proficient, 35%
- Not Applicable / No Response, 25%
- Not Proficient, 27%
- Highly Proficient, 13%
GPR Student Learning Outcome #1: Demonstrate an understanding of at least two significant philosophical, religious, and/or ethical theories or traditions by describing and analyzing them.

Instructor Assessment

- Proficient, 63%
- Not Proficient, 25%
- Highly Proficient, 13%

Workshop Assessment

- Proficient, 51%
- Not Proficient, 17%
- Not Applicable / No Response, 10%
- Highly Proficient, 23%

Oct 2012
GPR Student Learning Outcome #2: Demonstrate an ability to compare and contrast the assumptions, arguments, modes of thought, attendant beliefs or practices of two or more theories or traditions or of diverse voices among those who accept a given theory or tradition.

### Instructor Assessment
- Proficient, 60%
- Not Proficient, 31%
- Highly Proficient, 10%

### Workshop Assessment
- Proficient, 46%
- Not Proficient, 24%
- Highly Proficient, 22%
- Not Applicable/No Response, 9%
GPR Student Learning Outcome #3: Demonstrate the ability to apply abstract ideas to specific instances.

Instructor Assessment
- Proficient, 56%
- Highly Proficient, 19%
- Not Proficient, 25%

Workshop Assessment
- Proficient, 44%
- Highly Proficient, 24%
- Not Proficient, 19%
- Not Applicable / No Response, 14%

Oct 2012
Overall Results

**Instructor Assessment**
- Not Proficient: 23%
- Highly Proficient: 21%
- Proficient: 56%

**Workshop Assessment**
- Not Assessable/No Response: 10%
- Not Proficient: 23%
- Highly Proficient: 21%
- Proficient: 46%

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• Develop recommendations to improve student learning in Learning Goal 3 of UNCG’s General Education Program

• Develop recommendations to improve General Education Program assessment process

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