General Education Program Assessment for Fall 2013

Training Workshop

Overview

• Program assessment – what and why

• General Education Program assessment process -- how
  – Part 1: Course faculty assessment
  – Part 2: Peer faculty review (Workshop)
  – Part 3: Data summary and presentation (Forum)
What do we want students to know and be able to do?

Learning Goal 1: Foundational Skills
Learning Goal 2: The Physical and Natural World
Learning Goal 3: Knowledge of Human Histories, Cultures, and the Self
Learning Goal 4: Knowledge of Social and Human Behavior
Learning Goal 5: Personal, Civic, and Professional Development
What do we want students to know and be able to do?

37 student learning outcomes distributed across 8 categories and 4 markers within 5 learning goals (note: GHP slo2 ≠ GRD slo2, etc.)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fine Arts (GFA)</td>
<td>• Global Perspectives (GL)</td>
</tr>
<tr>
<td>• Historical Perspectives (GHP)</td>
<td>• Global Perspectives Non-Western (GN)</td>
</tr>
<tr>
<td>• Literature (GLT)</td>
<td>• Speaking Intensive (SI)</td>
</tr>
<tr>
<td>• Mathematics (GMT)</td>
<td>• Writing Intensive (WI)</td>
</tr>
<tr>
<td>• Natural Sciences (GNS)</td>
<td></td>
</tr>
<tr>
<td>• Philosophical, Religious, &amp; Ethical Principles (GPR)</td>
<td></td>
</tr>
<tr>
<td>• Reasoning &amp; Discourse (GRD)</td>
<td></td>
</tr>
<tr>
<td>• Social &amp; Behavioral Sciences (GSB)</td>
<td></td>
</tr>
</tbody>
</table>

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

37 student learning outcomes distributed across 8 categories and 4 markers within 5 learning goals (note: GHP slo2 ≠ GRD slo2, etc.)
### Fall 2013: Historical Perspectives (GHP); Literature (GLT); Social & Behavioral Sciences (GSB)

<table>
<thead>
<tr>
<th>Part</th>
<th>Course Code</th>
<th>Course Name</th>
<th>SL01</th>
<th>SL02</th>
<th>SL03</th>
<th>SL04</th>
<th>SL05</th>
<th>SL06</th>
<th>SL07</th>
<th>SL08</th>
<th>SL09</th>
<th>SL10</th>
<th>SL11</th>
<th>SL12</th>
<th>SL13</th>
<th>SL14</th>
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<td>slo1</td>
<td>slo2</td>
<td>slo3</td>
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<td>LG2</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
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<td>slo1, slo2, slo3, slo4</td>
<td>slo1, slo2, slo3, slo4</td>
<td>slo1, slo2, slo3, slo4</td>
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<td>4</td>
<td>LG4</td>
<td>slo1</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>LG5</td>
<td>slo3, slo2, slo1</td>
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</tr>
</tbody>
</table>

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### General Education Program Assessment Process

- **Part 1**: Course faculty assessment
- **Part 2**: Peer faculty review (Workshop)
- **Part 3**: Data summary and presentation (Forum)

*Aug 2013*
General Education Program Assessment Process

Part 1: Course faculty assessment

1. Choose existing course assignments most closely aligned to category-specific student learning outcomes (SLO).
2. Send ungraded sample*-specific student work, with assignment and rubrics (if applicable), to Office of Assessment and Accreditation (OAA).
3. Apply rating scale to ALL students' work for each category-specific SLO.
4. Record aggregate (class) results from step 3 in on-line survey.

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Step 1: Assignment-to-SLO match

1.1 Understand the category—and its student learning outcomes (SLOs)—associated with your course.

Example: ENG 104 ---> GLT
   - GLT category has 4 student learning outcomes.

Thus, ENG 104 ensures that students have opportunity to demonstrate four student learning outcomes.

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GLT’s Student Learning Outcomes

<table>
<thead>
<tr>
<th>GLT</th>
<th>LG1</th>
<th>LG2</th>
<th>LG3</th>
<th>LG4</th>
<th>LG5</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO-1</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrate the reading skill required for the student of literary texts.</td>
</tr>
<tr>
<td>SLO-2</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>Identify and/or describe some of the varied characteristics of literary texts.</td>
</tr>
<tr>
<td>SLO-3</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>Demonstrate orally, in writing, or by some other means a fundamental ability to use some of the techniques and/or methods of literary analysis.</td>
</tr>
<tr>
<td>SLO-4</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>Identify and/or describe some of the various social, historical, cultural, and/or theoretical contexts in which literary texts have been written and interpreted.</td>
</tr>
</tbody>
</table>

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Step 1: Assignment-to-SLO match (cont.)

1.2: From existing course assignments, select those that allow students to demonstrate each SLO for GLT category.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>GLT slo-1</th>
<th>GLT slo-2</th>
<th>GLT slo-3</th>
<th>GLT slo-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions from exams, quizzes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Short paper</td>
<td></td>
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<td></td>
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<tr>
<td>Research paper</td>
<td></td>
<td></td>
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<tr>
<td>Oral presentation</td>
<td></td>
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<tr>
<td>Performance</td>
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<tr>
<td>Blog post</td>
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<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Critically important that assignment's connection to SLO is clear and includes all aspects of SLO.

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For Users of Multiple Choice Questions

If you use multiple-choice questions to evaluate a student learning outcome, you will provide the following information to OAA:

Example where all questions are equally weighted:

<table>
<thead>
<tr>
<th>SLO Number</th>
<th>Name of Test</th>
<th>Questions Used for SLO</th>
<th>How Proficiency Levels Defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLT slo-1</td>
<td>Mid-term (30 MCQs)</td>
<td>Qs 1-4, 9-12, 28, 29</td>
<td>HP: 9-10 Qs scored correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P: 7-8 Qs scored correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NP: 6 or less scored correctly</td>
</tr>
</tbody>
</table>

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General Education Program Assessment Process

Part 1: Course faculty assessment

1. Choose existing course assignments most closely aligned to category-specific student learning outcomes (SLO).
2. Send ungraded sample*-specific student work, with assignment and rubrics (if applicable), to Office of Assessment and Accreditation (OAA).
3. Apply rating scale to ALL students’ work for each category-specific SLO.
4. Record aggregate (class) results from step 3 in on-line survey.

Step 2: Student work products collection

OAA will provide each course section with the names of six randomly selected students.

After student work products (SWPs) for the class have been collected and before the SWPs have been graded/marked, for the six sample students ONLY:
- complete a cover sheet (see handout) for your sample-students’ work product, and
- attach a copy of assignment(s), rubrics (if applicable), and sample students’ work products.

If needed, OAA can scan documents and then return them to you. Call 334-5531 for assistance.
General Education Program Assessment Process

Part 1: Course faculty assessment

1. Choose existing course assignments most closely aligned to category-specific student learning outcomes (SLO).
2. Send ungraded sample*-specific student work, with assignment and rubrics (if applicable), to Office of Assessment and Accreditation (OAA).
3. Apply rating scale to ALL students’ work for each category-specific SLO.
4. Record aggregate (class) results from step 3 in on-line survey.

*OAA to provide

Step 3: Student work products rating process

Apply the rating scale (Highly Proficient; Proficient; Not Proficient) to every student’s work product in your course-section for the assignments selected in step 1.

E.g.,
- 75 students are registered in your course.
- 73 students submitted the assignment you selected for SLO-1.
- You will apply the rating scale to 73 student work products for SLO-1.

(NOTE: If you use an existing rubric, results must be reported in these three categories (HP; P; NP).)
General Education Program Assessment Process

Part 1: Course faculty assessment

1. Choose existing course assignments most closely aligned to category-specific student learning outcomes (SLO).
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Step 4: Recording results (online survey)

OAA will email the category-appropriate link to each course faculty.

Enter the Qualtrics survey and provide the requested information:

1. General course information
   a) Instructor name
   b) Course name
   c) Course number
   d) Section number

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Qualtrics Survey (cont.)

2. General profile
   a) Course required for department’s major (Y; N)
   b) Number of times you have taught the course (category)
   c) In-class assistance (category)
   d) Grading assistance (category)
   e) Practices included in course (select all that apply)

3. Category-specific questions
   a) Assignment types used in course to formally assess the specified student learning outcome (select all that apply for specific SLO)
   b) Record total number of students assessed for specific SLO
   c) Of the total number recorded in (b), record number of students’ work products that you scored as:
      - Not Proficient
      - Proficient
      - Highly Proficient
      NOTE: The sum of these three levels must equal total recorded in (b).
General Education Program
Assessment Process

Part 2: Peer faculty review (Workshop)
1. General Education Council invites faculty to participate.
2. Workshop reviewers are grouped by Gen Ed category and paired within group.
3. Using same scale as course faculty, reviewer pairs rate student work products (SWPs) provided by course faculty from Part 1.
4. Workshop concludes with large-group discussion.

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Assessment Process

Part 3: Data summary and presentation (Forum)
1. OAA summarizes data from Part 1 (course faculty) and from Part 2 (peer faculty).
2. General Education Council presents summarized data to the University in open forums.
3. Forum participants make observations, suggestions, recommendations, etc.
4. Summary report prepared and posted onto Council’s website.

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Fall 2013 General Education Program
Assessment Process

Help Sessions:
- To be determined (some time in early December)
- Sign-up will be required

Questions?
- Jodi Pettazzoni, Director of Assessment & Accreditation (jepettaz@uncg.edu)
- Terry Brumfield, Assessment Specialist (tebrumfi@uncg.edu)
- Jon Zarecki, Chair, Gen Ed Council (jpzareck@uncg.edu)

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