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## Introduction

Responsibilities of UNCG’s General Education Council, a Faculty Senate advisory committee, include the ongoing review and maintenance of the General Education goals and the assessment of student achievement of those goals. The Council carries out the assessment of the General Education Program with the help of the Office of Assessment, Accreditation, and Academic Program Planning.

Information on the General Education Program’s mission and goals, assessment process, and assessment results from prior academic years may be found on the Office of Assessment and Accreditation’s website at <http://assessment.uncg.edu/academic/GenEd/>. The current General Education student learning outcomes may be found at [http://assessment.uncg.edu/curriculum/GEC/GEC\\_SLO.html](http://assessment.uncg.edu/curriculum/GEC/GEC_SLO.html) .

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## Executive Summary

This report, which details the assessment of UNCG's General Education Program ("the Program") for the 2017-18 academic year, was developed by the General Education Assessment Coordinator in conjunction with the General Education Council.

For the 2017-18 academic year, four of the eight General Education categories were assessed using three different course-embedded processes, descriptions of which may be found in the Program's three-year assessment plan (located at [http://assessment.uncg.edu/curriculum/GEC/GEC\\_Assessment.html](http://assessment.uncg.edu/curriculum/GEC/GEC_Assessment.html) ).

Two categories--Historical Perspectives (GHP) and Reasoning and Discourse (GRD)—were assessed using their recently approved student learning outcomes. The remaining two categories--Mathematics (GMT) and Natural Sciences (GNS)—were assessed using current student learning outcomes.

The following include summaries from each of the three assessment processes. Detailed assessment results for each category are included in the appendices.

### ***Findings from assessment of GHP and GRD***

GHP and GRD were assessed using the same course-embedded process, which included course faculty assessment and peer faculty validation.

### **GHP Results**

In fall 2017, 13 of 79 GHP sections were selected. Course faculty:

- selected writing assignments of varying lengths—from a few paragraphs to 5 or 6 double-spaced pages—to assess each of the SLOs;
- defined a "proficient" student work product (SWP) using faculty-developed GHP scoring criteria;
- scored approximately 535 SWPs for each of the SLOs using a three-point scale (Highly Proficient, Proficient, Not Proficient);
- described and discussed their aggregated results using a GHP Course Results Report; and
- provided a random sample of six SWPs from their sections to the General Education Assessment Coordinator.

In January 2018, six GHP faculty participated in a two-day peer review workshop. Workshop faculty:

- worked together to define "proficient" using the same scoring criteria as the course instructors,
- worked in pairs to score the collected 78 SWPs, and
- responded to questions in a large group discussion—which included the GRD reviewers as well as a few course instructors—at the end of the workshop.

Figure 1 presents a comparison of course (CF) and workshop faculty (WF) ratings of GHP student work products (CF:  $n \approx 535$  SWPs and WF:  $n=78$  total SWPs). "UR" indicates unable to rate.

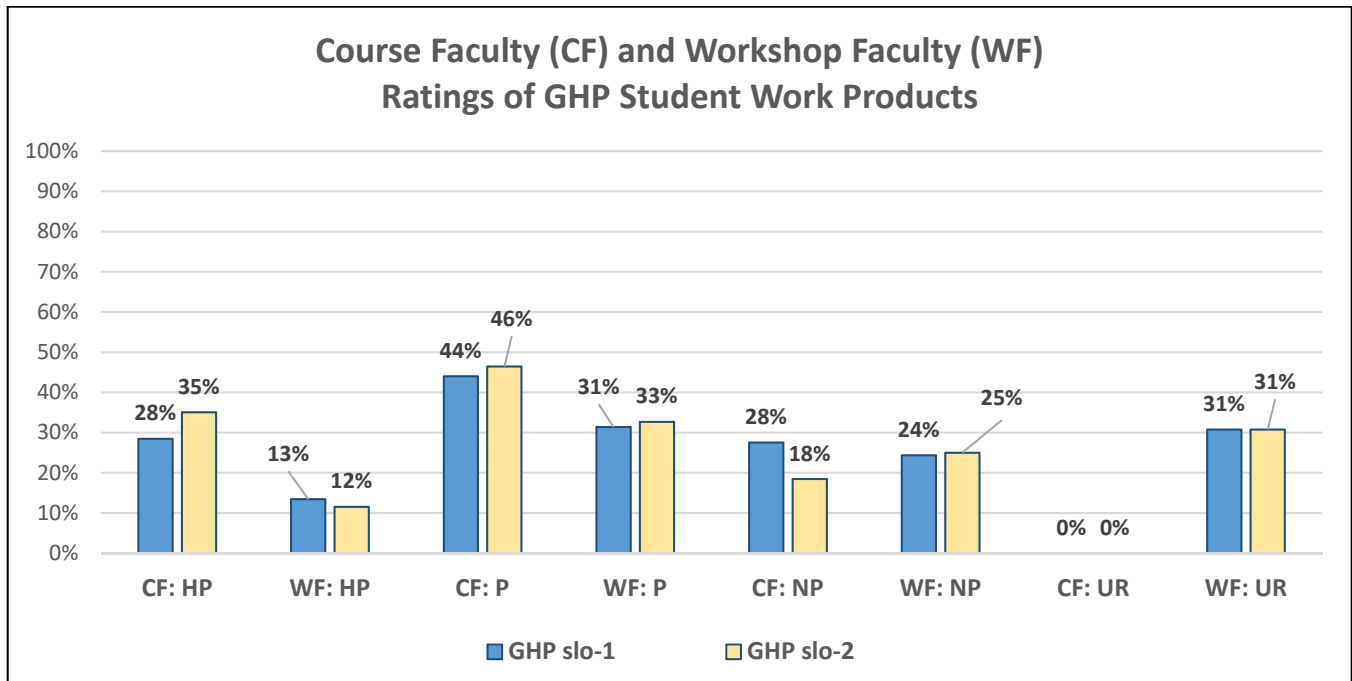


Figure 1. Comparison of course and workshop ratings for the GHP student learning outcomes (SLOs):

1. SLO-1: Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)
2. SLO-2: Use evidence to interpret the past coherently, orally and/or in writing.. (LG1)

For GHP slo-1 and slo-2:

- Course faculty scored 72% and 81%, respectively, of student work as proficient and above.
- Workshop faculty scored 44% and 45%, respectively, of total student work (n=78) as proficient and above. Of students' *ratable* work products (n=54), 64% for both slo-1 and slo-2 were rated proficient and above. (SWPs were deemed unratable where the assignment did not elicit the SLOs.)

In their respective discussions of results,

- Course instructors commented on:
  - what they learned from their course data, e.g.:
    - that while their students were “mostly” proficient, they also recognized areas of weakness. For example, students struggled with doing multiple things in one assignment (analyze, interpret, and contextualize); they were reluctant to interpret or analyze divergent perspectives; and they did not seem to be well-equipped with critical reading skills.
  - how they will use these data to improve student learning in their Gen Ed course, e.g.:
    - provide greater emphasis to the application and interpretation of historical evidence,
    - design assignments that “genuinely address of the [GHP] criteria, and
    - provide “more frequent and explicit reminders of the SLO criteria” throughout the semester.
- Workshop faculty reviewers commented on:
  - the GHP SLOs, e.g., their lack of clarity and the need for a “detailed rubric”;
  - the assignments, e.g., some “were not appropriately designed to assess the SLOs” and some “did not target the GHP criteria very effectively”;
  - student writing—that it was “deficient in general”—and to what extent this should be factored into the scoring process.

**GRD Results**

- In fall 2017, 33 of 155 GRD sections were selected. Course faculty:
  - used a variety of assignments (e.g., speech outlines, reflection prompts, rhetorical analysis essays, papers, performance reviews) to assess each of the SLOs;
  - scored 618 SWPs for SLO-1 and 630 SWPs for SLO-2 using a faculty-developed three-point GRD rubric;
  - described and discussed their aggregated results using a GRD Course Results Report; and
  - provided a random sample of six SWPs from their sections to the General Education Assessment Coordinator.
  
- In January 2018, 14 GRD faculty participated in a two-day peer review workshop. Workshop faculty:
  - prior to scoring, participated in a calibration session using the GRD rubric to score a sample student work product;
  - worked in pairs to score 186 SWPs for each SLO using the GRD rubric, and
  - responded to questions in a large group discussion—which included the GHP reviewers as well as a few course instructors—at the end of the workshop.

Figure 2 presents a comparison of course (CF) and workshop faculty (WF) ratings of GRD student work products (CF: n = 618 SWPs for SLO-1 and 630 for SLO-2; WF: n = 186 total SWPs for both SLOs). “UR” indicates unable to rate.

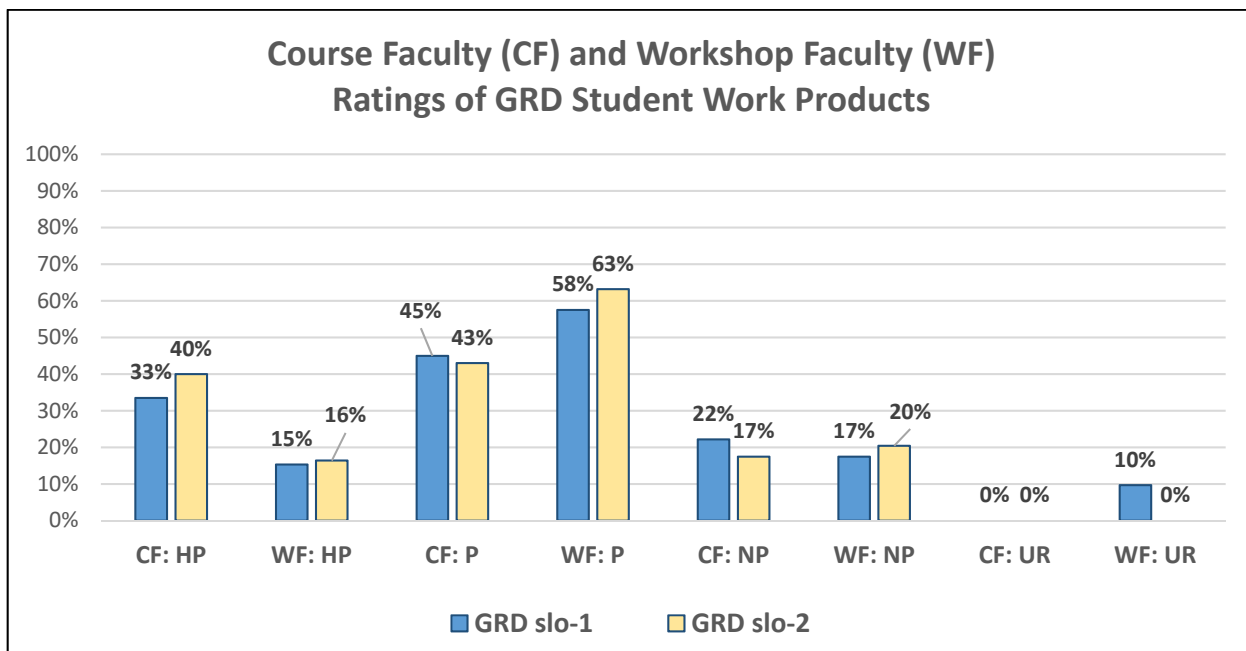


Figure 2. Comparison of course and workshop ratings for the GRD student learning outcomes:

1. SLO-1: Critically evaluate written, oral, and/or visual arguments. (LG1)
2. SLO-2: Construct cogent, evidence-based arguments. (LG1)

For GRD slo-1 and slo-2:

- Course faculty scored 78% and 83%, respectively, of all students’ work as proficient and above.
- Workshop faculty scored 73% and 80%, respectively, of all students’ work products as proficient and above.

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For SLO-1, workshop faculty were unable to rate 18 of the 186 students' work products. The raters found that assignments did not, implicitly or explicitly, require students to critically evaluate an argument. Workshop faculty scored 80% of the *ratable* students' work products as proficient and above.

In their respective discussions of results,

- Course instructors commented on:
  - what they learned from their course data, e.g.:
    - Some instructors found their students to be more proficient in critically evaluating arguments than in constructing cogent, evidence-based arguments.
    - Some instructors found just the opposite.
    - Other instructors found their students “achieving learning outcomes consistently and at high rates.”
  - how they will use these data to improve student learning in their Gen Ed course, e.g.:
    - reworking assignments—individually and in sequence—to make them more aligned to the GRD learning outcomes;
    - making assignment instructions/guidelines more explicit to the GRD learning outcomes;
    - providing more frequent student feedback; and
    - reinforcing the interrelatedness of the two SLOs.
- Workshop faculty reviewers commented on:
  - the GRD rubric:
    - It provided helpful guidelines for rating the students' work products.
    - A few raters suggested improvements such as including citations/references/works cited, defining the word “argument,” and addressing the large gap of proficient for SLO-2.
  - the GRD assignments:
    - “The more detailed and layered [the prompt], the higher quality of work was turned in”.
    - “Better prompts either had one assignment for each SLO, or clearly indicated how each part of a single assignment spoke to each SLO.”
  - student writing:
    - Students' writing skills (i.e., grammar, punctuation, etc.) were “overall fairly weak.”
    - More instruction focusing specifically on writing skills was needed.

### Summary of January 2018 Workshop Large Group Discussion

Following the rating of all student work products, a large-group discussion was held. Peer faculty raters attended along with a few course instructors who participated in the assessment.

Faculty commented that:

- the process used to rate the SWPs was clear, understandable, went smoothly, and was informative;
- the data collected from the process were useful and valuable;
- course-based prompts “seem to be working” and seem to allow for more diversity of response;
- while most students demonstrated proficiency, the prompt given to students played a significant role in the quality of student work; and
- participating in the peer review process will impact their teaching of Gen Ed courses.

**Findings from assessment of GMT**

The process the Mathematics faculty developed to assess the three GMT student learning outcomes includes embedding questions, based on course-content, into the GMT class final exams. Math faculty collect, aggregate, review, and provide assessments results that include findings (i.e., percentage of students who scored questions correctly/incorrectly), discussion, and recommendations based on results.

Figure 3 summarizes the percentage of students who scored correctly the item sets for each of the GMT student learning outcomes.

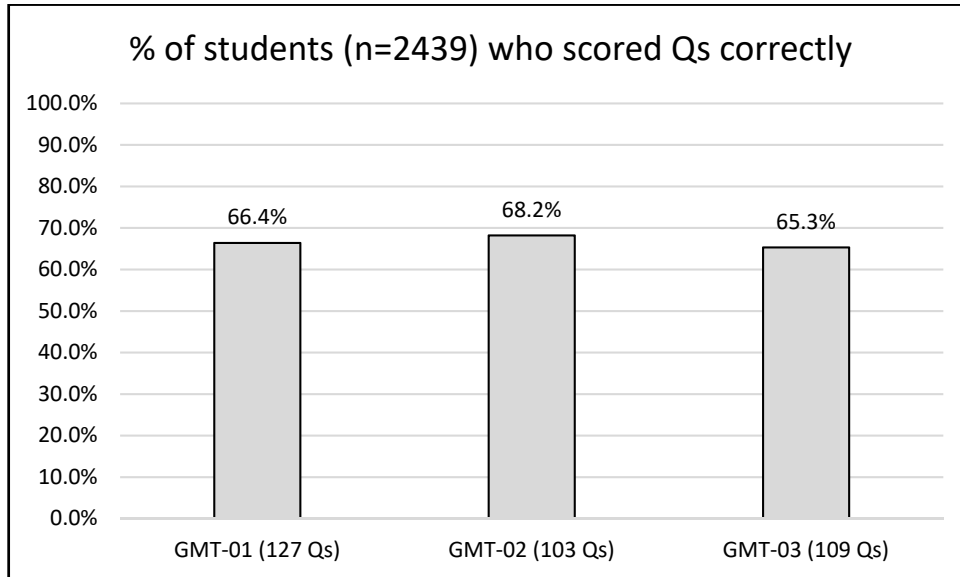


Figure 4. Summary of fall 2017 GMT results

- SLO-1: Reason in mathematical systems beyond data manipulation.
- SLO-2: Formulate and use mathematical models to solve real-world problems.
- SLO-3: Communicate mathematical solutions clearly and effectively.

**Discussion of results**

The results of each SLO-specific item set were consistent with overall student performance in the GMT classes. Only 57.5% of students tested in GMT classes achieved an average mastery of the course material by earning a grade of C or better. Thus students who demonstrated at least an average knowledge of the course specific subject matter also achieved each of the GMT student learning outcomes.

Since the spring 2016 GMT assessment, the Math Department completely redesigned MAT 112 (Contemporary Topics in Mathematics). Students demonstrated significant improvement in mastering the three SLOs:

- from 60.2% to 75.4% of correctly answered SLO-1 questions,
- from 60.5% to 73.2% of correctly answered SLO-2 questions, and
- from 52.2% to 80.8% of correctly answered SLO-3 questions.

In addition, the Math Department accomplished one of its goals from the spring 2016 assessment of GMT by significantly increasing the number of problems used to assess SLO-2. Major improvements for SLO-2 assessment were implemented in MAT 150 (Precalculus I), MAT 151 (Precalculus II), MAT 190 (Precalculus), and MAT 191 (Calculus I). Thus, the proportion of SLO-2 questions rose from 23% in spring 2016 to 30% in fall 2017.

**Findings from assessment of GNS**

In early 2017, GNS department heads selected a within department assessment process. That is, faculty selected to participate in the assessment of GNS would discuss their course results within their departments, and then they would prepare and submit a departmental summary report to be submitted to the General Education Council. Participating faculty and departments would then meet to review and discuss results for the category.

For the spring 2018 assessment, about 20 percent of the non-lab GNS sections were selected, representing approximately 1,200 students.

Participating faculty used a variety of assignments to assess the three GNS student learning outcomes. These included problems and questions from a lab practical, a case study, exams or quizzes, homework assignments, and in-class activities. More details are provided in Appendix D.

Figure 4 presents the proficiency levels, by SLO, for the GNS category (n=total number of student work products for all selected sections).

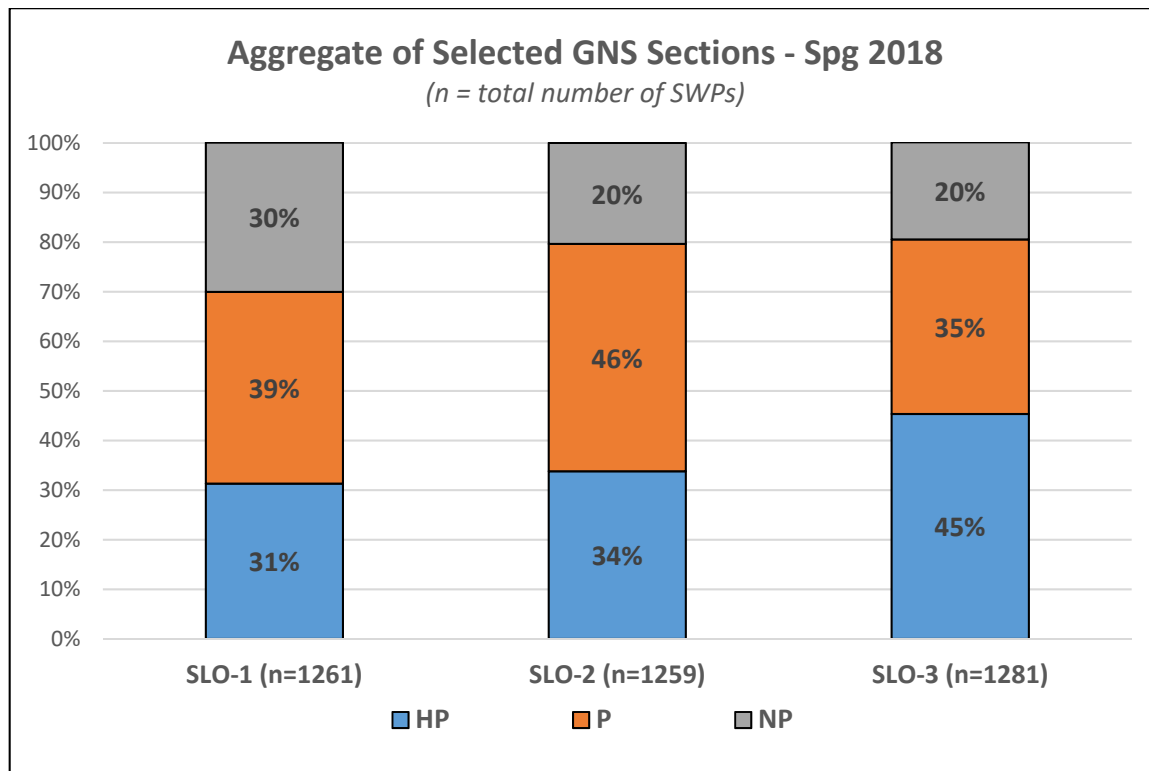


Figure 4. Proficiency levels for GNS category

- SLO-1: Demonstrate an understanding of the process of scientific inquiry (i.e., the “scientific method”). (LG1, LG2)
- SLO-2: Demonstrate knowledge of basic scientific principles. (LG2)
- SLO-3: Analyze qualitative and quantitative empirical data. (LG1)

### Discussion of results

When GNS faculty met, they reviewed results from their participating departments compared to the category results.

Faculty commented that, similar to the spring 2017 GNS results, students continue to be apprehensive about using math, as reflected in a lower proficiency level for SLO-1. They also commented that looking at results *across* departments was difficult because each department assessed each SLO differently and set different targets for proficiency. In addition, they mentioned that the results are affected by unmotivated students in their classes.

Faculty discussed the feasibility of using a single assignment across departments to assess the GNS category. The assignment would be scored using a GNS rubric. A sample rubric was circulated among attending faculty as an example. Most faculty believed it was not feasibility to have a single assessment across departments because of variation in content. They did think that the use of a faculty-developed GNS rubric, which could be used regardless of how a department chooses to assess the SLOs, *may* be feasible. It was agreed that the development of such a rubric would require faculty time and commitment.

Most faculty agreed that the assessment process works *at the departmental level*. They stated that it is not the same across the category because the departments are using different assignments to assess each SLO. At the category level, the assessment process produces more of a snapshot of student learning.

Faculty were asked whether they thought a proficiency target (i.e., x% of all assessed students should be proficient or above) should be set for the category. They responded that they did not think one target would work *across* departments. They did think, however, that *within* each department, the proficiency target should be the same.



## ***Conclusions and Recommendations***

### **From the GHP/GRD assessment**

Faculty who participated in the peer validation workshop suggested future actions that included:

1. Workshop raters should be involved in the re-working of language of the SLOs as well as in the development of rubrics for the category/marker.
2. Professional development is needed for course instructors teaching Gen Ed courses.
  - a. Specifically, instructors need help to develop assignments that explicitly assess the GEC SLOs.
  - b. Money and support are needed for new hires and teaching assistants in assessment.
3. Rubrics—including the professional development for calibration practice—are needed for each GEC category and marker.
  - a. For the current GRD rubric, which raters determined work “well” overall, the following changes were suggested:
    - i. The rubric should require the use of citations/works cited/ references.
    - ii. The term “argument” should be defined.
    - iii. Another level is needed between Proficient and Not Proficient
  - b. For the GHP scoring criteria, which peer reviewers used to define “proficient,” a detailed rubric is needed.
4. Based on the consensus that students’ writing was “deficient in general,” more foundational-level writing instruction should be provided. In addition, the recertification process should include clarification of basic expectations of writing in the disciplines.

Faculty who participated in the Gen Ed Assessment Results Forums commented on the following:

- Assessment process: runs smoothly; beneficial for faculty to get together within category but across departments to learn how SLOs are being assessed; others commented about the lack of objectivity inherent in the current process as displayed in differences between course and workshop faculty; suggestions to make the process less subjective included using a standard set of questions to assess a category’s SLOs, or using software to rate the student work products (SWPs); based on the usefulness of the GRD rubric, development and use of category-specific rubrics (with calibration practice) may be beneficial
- Communication: to get information to faculty teaching GEC courses start with department heads
- Alignment of assignments with SLOs; asking the right questions is key to reducing unratable SWPs
- Timing of assignment selection by course faculty, e.g., using final exam bluebook responses may not be representative of students’ writing abilities, selecting assignments too early in the semester may not be representative of students’ proficiency with the SLOs
- Making SLOs more explicit within courses, including on assignments

## 2017-18 Report of the Assessment of the General Education Program

### *Post-assessment feedback from participating course instructors*

In fall 2018, GHP and GRD instructors were asked if they had made any changes to their courses as a result of their participation in the fall 2017 assessment. They were asked to describe the changes they made (if applicable) and any improvements in student learning they observed due to the changes.

Of the seven responding GHP faculty, two described changes they made to their courses and their subsequent observations.

- One instructor indicated s/he had more carefully fine-tuned the language of her/his test questions used to assess the GHP student learning outcomes. The instructor commented that the change in wording did not appear to “impact performance on those questions positively or negatively.”
- One instructor indicated that s/he had “changed writing assignments, including more varied assignments and more detailed instruction on how to complete them.” In addition, s/he revised assessing participation by including a way “for students to get credit for self-reflection on their participation during class meeting time.”

The instructor commented that “the changes I made to writing assignments seem to be helping students to gain confidence in their work (and hence to do better work) early in the semester. Students also seem to be better able to keep the assignment guidelines and produce good work.” The instructor commented that it was too early to observe whether the class participation changes improved student learning of the GHP student learning outcomes.

Of the seven responding GRD faculty, two described changes they made to their courses and their subsequent observations.

- One instructor “incorporated specific assignments to assess the GRD goals [student learning outcomes]” and observed that students were more able to critically evaluate arguments.
- One instructor “made the annotated bibliography the final assignment rather than having [students] write a full research paper.” The instructor “found that the students engaged with the assignment more . . . and that they generally provided a more detailed discussion of their arguments and how the sources supported them . . .”

In addition to the GRD faculty responses, the CST 105 Course Director provided the following insights from the fall 2017 assessment:

- Training for CST 105 instructors to 1) remind them of the focus on the GRD student learning outcomes and 2) provide consistency in delivery of course content including a core understanding of proficiency.
- Adjusting existing assignments and creating new ones “to specifically showcase the students’ abilities to meet the objectives.”
- Using a specific assignment that targets GRD SLO 1 in all CST 105 sections.
- Planning future assignments with the SLOs and the assessment process “at the forefront of the planning process.”

**From the GMT assessment**

Faculty made the following recommendations:

1. Improving the placement of students who need only one GMT course. Currently, too many students take MAT 115 (College Algebra) even when not required by their majors. These students may be better served by STA 108 (Elementary Introduction to Probability and Statistics) or by MAT 112 (Contemporary Topics in Mathematics). These measures should translate into higher rates of achieving the three SLOs by properly placed students.
2. Improving the quality of teaching in online sections of GMT courses. In particular, this would require reducing the size of online sections from 125 students down to 50 students to match the size of lecture sections. Higher standards of delivering online instruction should result in larger percentages of students achieving the three SLOs in online sections of GMT courses.

**From the GNS assessment**

Faculty tentatively agreed that a GNS rubric to be used across departments may be feasible. The development of such a rubric would require faculty time and commitment.

Regarding the setting of a proficiency target for the category, faculty responded that they did not think one target would work *across* departments. They did state that *within* departments the proficiency target should be the same across sections.

## Appendices

*Appendix A: GHP (Historical Perspectives) assessment report*

*Appendix B: GRD (Reasoning & Discourse) assessment report*

*Appendix C: GMT (Mathematics) assessment report*

*Appendix D: GNS (Natural Sciences) assessment report*

## Appendix A: Assessment of Historical Perspectives (GHP)

In fall 2017, 13 GHP sections were selected to participate in the GE Program assessment. This sample represented approximately 600 students, or 20% of students enrolled in GHP courses. The faculty-developed process used to assess GHP included course faculty assessment with peer faculty validation (for more details, see [http://assessment.uncg.edu/curriculum/GEC/Assessment/3-yr-GEP-assmt-plan\\_final\\_05.31.16.pdf](http://assessment.uncg.edu/curriculum/GEC/Assessment/3-yr-GEP-assmt-plan_final_05.31.16.pdf)). Both faculty groups used a three-point scale—Highly Proficient (HP), Proficient (P), and Not Proficient (NP)—to score individual students’ work products.

### From course instructors

Of the 13 sections, 8 came from the History Department and the remainder came from five other departments (African American/African Diaspora, Classical Studies, Philosophy, Religion, and Women Gender Studies). To assess the GHP student learning outcomes, course instructors selected writing assignments of varying lengths (e.g., from a few paragraphs to five or six double-spaced pages). Faculty scored 535 student work products and documented their results using a GHP Course Results Report form, which included scoring criteria developed by GHP peer reviewers at the January 2014 workshop (Table 1). Prior to scoring their students’ work products, faculty were asked to define “proficient” student work based on the GHP scoring criteria.

Table 1. GHP scoring criteria from January 2014 Gen Ed assessment workshop

Category Student Learning Outcome	Dimensions/criteria defined by GHP group
<b><i>Historical Perspectives (GHP) Group</i></b>	
<b>GHP slo-1:</b> Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)	<ol style="list-style-type: none"> <li>1. Employs primary and secondary sources</li> <li>2. References source</li> <li>3. Considers different points of view</li> <li>4. Evidence of analyzing the source in the given historical period</li> </ol>
<b>GHP slo-2:</b> Use evidence to interpret the past coherently, orally and/or in writing. (LG1)	<ol style="list-style-type: none"> <li>1. Uses evidence, data, facts (empirical)</li> <li>2. Clearly connects empirical evidence to interpretation</li> <li>3. Interpretation situated in course’s historical context</li> </ol>

Many GHP course faculty (CF) defined “proficient” student work as meeting some or all of the criteria. Others based their definitions on the assignment they provided to students. See Table 2.

Table 2. GHP course instructors' definitions of "proficient" student work

"Proficient" student work for GHP SLO-1	"Proficient" for GHP SLO-2
included 3 of 4 criteria (6 CF)	included 2 of 3 criteria (4 CF)
included all 4 criteria (1 CF)	included all 3 criteria (3 CF)
<p>"The students who were proficient <u>in this assignment</u> [historical figure/pivotal person essay assignment] were able to integrate their historical knowledge learned in class and analyze how these contributions are reflected in today's society. This was accomplished by using primary and secondary sources, creating a detailed bibliography, and analyzing information from different time periods."</p>	<p>"Students who were proficient <u>on this assignment</u> were able to identify a historical figure in African American history and describing/interpreting their contributions to American history in 400 words."</p>
<p>"1. Student discusses material from both primary sources, and the secondary source.                  2. Student analyzes the different arguments of each primary source                  3. Student moves beyond (if only a bit) summary of major points.                  4. Student explicitly and correctly discussed the relevant historical events or contexts surrounding the event based on the primary and secondary source material, and their own knowledge.                  5. Student answered all components of <u>the question</u>."</p>	<p>"1. <u>For Q1</u>, student answers the prompt with reference to specific evidences or quotes that illustrate their response to the prompt.                  2. <u>For Q2</u>, student identifies an addressee of the two letters and refers to specific evidence (with quotes or details) to reinforce their point."</p>
<p>"A student is deemed "proficient" if they can adequately use the secondary and primary sources to establish context and then successfully <u>answer the writing prompts</u> with specific examples from the archival sources."</p>	<p>"I defined a student as proficient if they could successfully articulate a cogent <u>response to the question</u>. Additionally, said responses had to refer to specific evidence when offering their explanation and not be overly vague."</p>
<p>"One in which a student <u>covered each of the component parts of the essay question</u> and supported their statements with at least two pieces of evidence/information from related course materials."</p>	<p>"One in which a student made clear/strong connections between course related materials and their responses to the <u>essay exam's specific requirements</u>."</p>
<p>"Student offers charitable constructions of competing arguments for contrary positions <u>on the prompted question</u>.                  "Student is able to competently interpret primary source texts (i.e. no unorthodox readings without significant textual support) in a way that makes them relevant to their current philosophical inquiry.                  "Student uses secondary source texts to clarify and interpret primary texts."</p>	<p>"Student competently interprets primary source material.                  "Student makes use of textual evidence to justify their interpretation."</p>

Using their definitions of “proficient”, faculty scored their students’ work on a three-point scale: Highly Proficient (HP), Proficient (P), and Not Proficient (NP).

Figures 1 and 2 show, for each GHP SLO, the aggregated course instructors’ ratings for the category compared to aggregated ratings for each department. The *n* is the total number of student work products scored by the instructors.

For GHP SLO-1 (first column in Figure 1), approximately 72% of students’ work products were proficient and above, leaving 28% *not* proficient.

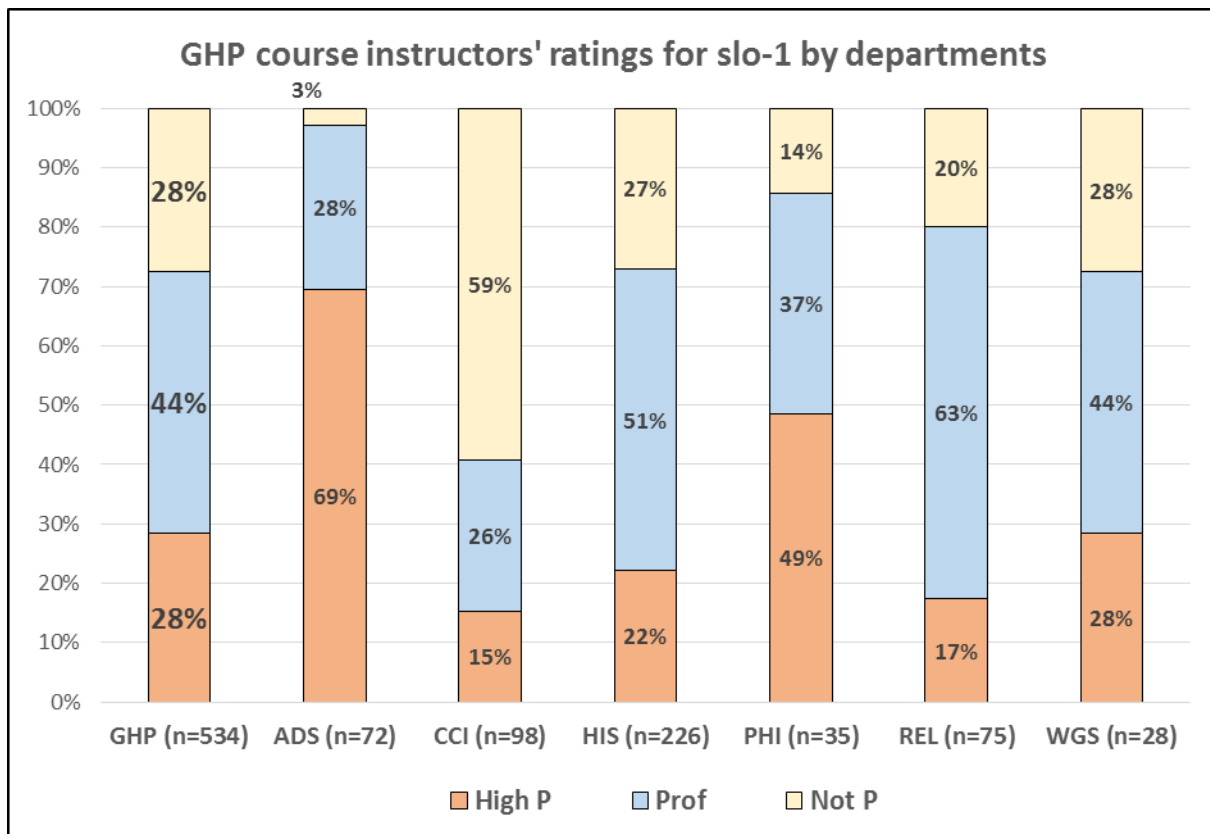


Figure 1. Ratings of student work products (*n*) for slo-1 (Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3))

For GHP SLO-2 (first column in Figure 2), almost 80% of students’ work products were proficient and above, leaving almost 20% *not* proficient.

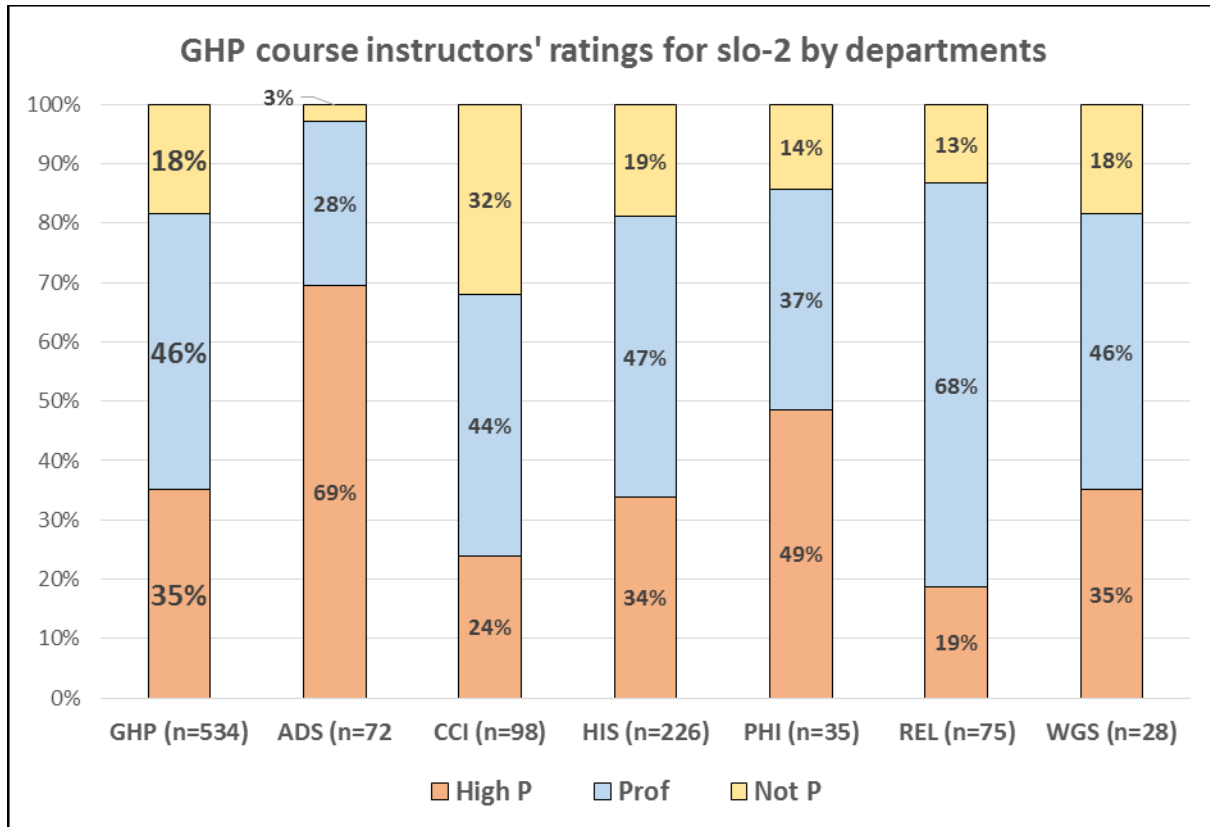


Figure 2. . Ratings of student work products (n) for slo-2 (Use evidence to interpret the past coherently, orally and/or in writing. (LG1))

### Discussion of Results

Course instructors' were asked to reflect on their course results by responding to the following questions:

1. *What did the data tell you about how well students are achieving the GHP learning outcomes? Are the results what you expected? Please explain.*

Overall, instructors commented that the data indicated their students were proficient:

- "... most of my students were able to synthesize and analyze information . . . and apply that knowledge . . ." (ADS instructor)
- "Students are proficient in the basic methodologies of the GHP (using evidence to interpret the past; analyze divergent arguments) . . ." (CCI instructor)
- "... students are mostly reaching proficiency for GHP SLO-2, while only partially achieving proficiency in GHP SLO-1." (HIS instructor)
- "... roughly two thirds of the students are rated as having achieved proficiency in the GHP SLOs." (HIS instructor)
- "... when students do the assignment the way it is intended, they end up satisfying the SLO." (PHI instructor)



- “The majority of my students were at the proficient level for this assignment, which means that they understood and adequately addressed the paper prompt.” (REL instructor)

However, instructors also recognized areas of weakness:

- Students “. . . struggle with doing multiple things in one assignment, i.e., analyze + interpret + contextualize. . . . They struggled with GHP SLO-1. . . . The #1 difficulty with SLO-2 was contextualizing material correctly. They identified divergent perspectives and could summarize them, but they are still more reluctant to interpret or analyze those perspectives.” (CCI instructor)
- “These results suggest to me that we must spend even more time in this history class, discussing how to construct a sentence, paragraph, argument, etc., with students, a high proportion of whom were ESL students.” (HIS instructor)
- “. . . I could have emphasized the importance of divergent perspectives to historical interpretation.” (HIS instructor)
- “[While a] handful of students seem well-equipped with critical reading skills and an ability to identify and use appropriate forms of evidence in constructing their own arguments, [m]any students . . . need a lot of extra help in building such skills just to meet baseline proficiency.” (WGS instructor)

Some instructors commented that results were what they expected:

- “The results for SLO1 are about what I expected, and the results for SLO2 were better than expected.” (HIS instructor)
- “The results were what I was expecting, in part because I felt I devoted insufficient time to highlight the importance of including divergent perspectives.” (HIS instructor)
- “The results seem consistent with the classroom performance of students (i.e., appeared to reflect the same trend in participation and overall commitment to the course).” (HIS instructor)
- “The results were approximately what I expected.” (PHI instructor)
- “Given the grade range for this course, the results are basically what I expected.” (REL instructor)

## 2. *How will you use this evidence in your General Education course to improve student learning?*

Instructors commented on a number of ways they will use their results to improve student learning in their courses, e.g.:

- “. . . work with students at greater length to recognize the difference between summary, analysis, and interpretation.” (CCI instructor)
- “. . . design assignments that genuinely address all of the [GHP] criteria.” (HIS instructor)
- “. . . emphasize divergent voices [more], highlighting the importance of contrasting viewpoints to determining our interpretation of the past.” (HIS instructor)
- “. . . make efforts to emphasize ways to apply historical evidence and the interpretation process.” (HIS instructor)

- “. . . attend to the sorts of general problems that seem to result in Not Proficient SWPs, [i.e.,] perhaps more clarity with the assignment and more reminders to ensure smarter time-management for this assessment” (PHI instructor)
- “. . . more frequent and explicit reminders of the SLO criteria at various points throughout the semester.” (REL instructor)
- “I already attempt to provide students with a variety of ways in which to build skills in reading and interpreting a variety of primary and secondary texts, understanding the historical context and points of view driving how authors build arguments, and using evidence to support their claims. In the future, I would like to spend more time during actual class meetings on working on these skills, specifically in the context of how to write a successful argument paper.” (WGS instructor)

**From workshop peer reviewers**

Prior to scoring student work products (SWPs), the GHP peer reviewers worked together to define “Proficient” using criteria defined by GHP reviewers from a previous workshop (see Table 3). Once “Proficient” was defined, the reviewers worked in pairs to score each SWP from the (random) sample of 78 SWPs from the 13 sections.

Table 3. GHP workshop faculty group’s definitions of “proficient” student work

Category Student Learning Outcome	Dimensions/criteria defined by the Jan. 2014 GHP group	Proficient Criteria developed by the Jan. 2018 GHP group
GHP slo-1: Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)	<ol style="list-style-type: none"> <li>1. Employs primary and secondary sources</li> <li>2. References source</li> <li>3. Considers different points of view</li> <li>4. Evidence of analyzing the source in the given historical period</li> </ol>	<p>Must do all of the following:</p> <ol style="list-style-type: none"> <li>1. Quote or reference both primary and secondary source.</li> <li>2. Include textual references or footnotes/endnotes citing a minimum of one primary or secondary source.</li> <li>3. Recognize* that sources have a point of view and acknowledge different perspectives from historical actors (based on race, class, gender, religion, region, age, etc.) and/or historians.</li> <li>4. Put source in historical context. (This dimension is weighted as most essential. If the paper has quotations but no historical context it is not proficient. Quotations and textual references are not history unless the information is contextualized.)</li> </ol> <p><i>* WF rater: “Should we add something to indicate that students must both recognize that sources have different POVS and actually use sources that come from different perspectives?”</i></p>

Category Student Learning Outcome	Dimensions/criteria defined by the Jan. 2014 GHP group	Proficient Criteria developed by the Jan. 2018 GHP group
GHP slo-2: Use evidence to interpret the past coherently, orally and/or in writing. (LG1)	<ol style="list-style-type: none"> <li>1. Uses evidence, data, facts (empirical)</li> <li>2. Clearly connects empirical evidence to interpretation</li> <li>3. Interpretation situated in course’s historical context</li> </ol>	<p>Must do all of the following:</p> <ol style="list-style-type: none"> <li>1. Include evidence, data, and/or facts.</li> <li>2. Explicitly connect evidence to analysis.</li> <li>3. Put source in historical context. (The dimension is weighted as most essential. The paper must interpret evidence in historical context to be GHP. Quotations out of context are not GHP.)</li> </ol>

Figure 3 presents a comparison of course (CF) and workshop faculty (WF) ratings of GHP student work products (CF: n ≈ 535 SWPs and WF: n=78 total SWPs). “UR” indicates unable to rate.

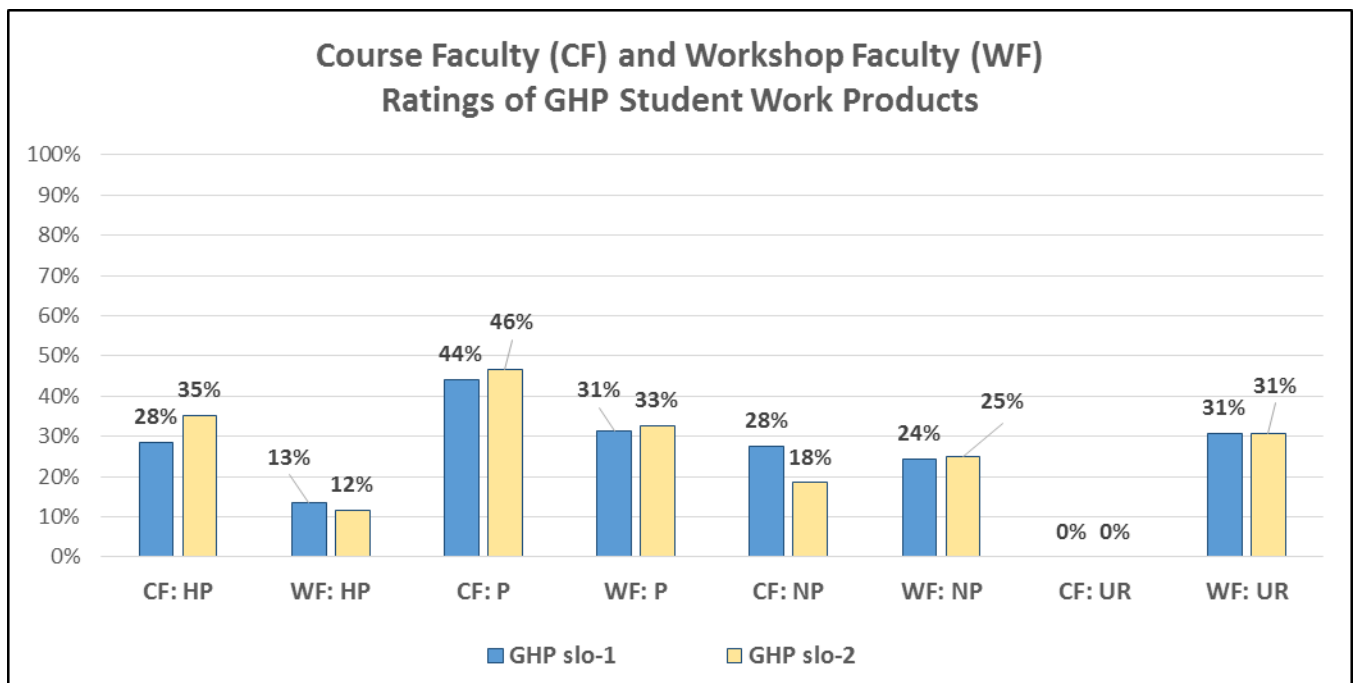


Figure 3. Comparison of course and workshop ratings for the GHP student learning outcomes (SLOs):

1. SLO-1: Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)
2. SLO-2: Use evidence to interpret the past coherently, orally and/or in writing.. (LG1)

For GHP slo-1 and slo-2:

- Course faculty scored 72% and 81%, respectively, of student work as proficient and above.
- Workshop faculty scored 44% and 45%, respectively, of total student work (n=78) as proficient and above. Of students’ *ratable* work products (n=54), 64% for both slo-1 and slo-2 were rated proficient and above.

Out of 78 total student work products, workshop faculty were unable to rate 31% of students' work (or 24 SWPs) for both slo-1 and slo-2. Of the 54 ratable SWPs:

- For GHP slo-1, 19% were rated Highly Proficient, 45% were Proficient, and 35% were Not Proficient.
- For GHP slo-2, 17% were rated Highly Proficient, 47% were Proficient, and 36% were Not Proficient.

Explanations provided by the peer raters for unrated/unratable slo-1 included:

- "Assignment instructions did not specify use of evidence from primary and secondary sources. . . [Students had] not been asked to consider multiple perspectives or different points of view on the given question."
- "While the prompt . . . instructs students to use primary sources, the [survey] question is framed too broadly for students to actually analyze primary sources. Most students in this sample relied on the secondary sources to develop a historical narrative. . . . students could not analyze primary sources as historical evidence in their essays. . . ."
- "Students were asked to use their own understanding as context. No reference to secondary sources."

Explanations provided by peer raters for unrated/unratable slo-2 included:

- "While students in this set are presenting information about historical context, they are not interpreting or contextualizing primary sources."
- "Essay responses on the final exam were purely descriptive. . . . There was no interpretation in the answers."
- "There is no historical interpretation. Questions prompt students to use evidence to describe or identify but not to interpret."

### Workshop reviewers' comments

Peer reviewers provided feedback on:

- the GHP student learning outcomes
  - One reviewer's commented: "Our group discussed, at length, the limitations of the GHP SLOs. They are unclear and a detailed rubric is needed and provided to all Gen Ed instructors in each category."
  - Another reviewer commented: "... seems like the people in this workshop should be the ones re-working the language of the SLOs AND helping to develop model assignments, etc. This should be a circular process. The language of the SLOs should evolve based on student work products."
- the GHP assignments
  - One reviewer commented that:
    - "... some of the assignments collected were not appropriately designed to assess the SLOs."
    - "... some of the questions and prompts offered to [students] are unclear and presumptive of knowledge that may or may not be held by the students."

- “General Education needs to be involved in more outreach to instructors teaching the courses and providing examples of model assignments.”
- Another reviewer commented that:
  - “The assignments often did not target the GHP criteria very effectively.” (Emphasis added.)
  - “The GHP needs to develop a rubric and provide it in advance to the instructors. The assignments would improve if instructors had a clearer idea of how they were being assessed.”
  - “We could improve communications with instructors about how to design better assignments.”
- student writing
  - One reviewer commented that:
    - “Student writing was deficient in general, with several falling far short of what a college student should be able to do.”
    - “... a lot of folks struggled with how much students’ writing abilities should be factored into the score—especially because SLO-2 for GHP included the work ‘coherent’.”

**Workshop large group discussion (for both GHP and GRD)**

Following the rating of all student work products, a large-group discussion was held. Peer faculty raters attended along with a few course instructors who participated in the assessment.

Faculty were asked to comment, in writing, on:

- the current *process* of rating student work products (SWPs):

Faculty commented that the process was clear, understandable, went smoothly, and was informative.

- “The workshop was well-constructed and facilitated an efficient and collegial atmosphere. We had plenty of time for reflection and consideration of the SWPs that we reviewed.”
- “It was very enlightening to see SWPs and the alignment/misalignment between assignments and SLOs.”
- “[I] liked working with a partner ...”
- “[The] peer review process is vital—helps participants learn more about GE; encourages information to be disseminated through a department; helps reviewers become better instructors.”

- the use of the GRD rubric or the GHP scoring criteria to score student work products:

GRD peer raters commented that, overall, the rubric was very helpful:

- “GRD rubric was very clear and made it easier to be objective and check criteria.”
- “[I] can’t imagine trying to rate materials without each category being defined.”
- “[I] appreciated the calibration exercise at the beginning of the first day.”

However, there were areas of difficulty in using the GRD rubric:

- “The rubric worked well to provide a focus for the scoring but often didn’t match or link up with the assignment.”
- “Trying to fit ratings into 3 categories was problematic. . . . it would be helpful to have four categories to account for texts that accomplished the ‘proficient’ goals but not especially well.”
- “. . . some of the wording on the rubric was confusing and made it difficult to rate some SWPs. It is hard for students to NOT be proficient on SLO-2 with the wording of the rubric.”
- “[I] would recommend adding citations/works cited to the rubric—[I] reviewed many SWPs that contained a lot of research and level of citing was uneven.”

A few raters commented on the GHP scoring criteria:

- “Our group discussed, at length, the limitations of the GHP SLOs. They are unclear and a detailed rubric is needed and [then] provided to all Gen Ed instructors in each category.”
- “The GHP needs to develop a rubric and provide it in advance to the instructors. The assignments would improve if instructors had a clearer idea of how they were being assessed.”
- “The scoring criteria we developed were good but not great. I felt like a lot of the scoring was subjective in spite of . . . coming up with the definition of ‘proficient’ for each SLO. Some of this was because the SLOs themselves were a bit ambiguous, but I think we could develop a stronger

set of criteria (or a rubric) to make scoring more objective. In particular, a lot of folks struggled with how much students' writing abilities should be factored into the score—especially because SLO-2 included the word 'coherent.'"

- the value of the data collected from the process:

Faculty consensus was that the data collected from the process were useful and valuable:

- "The data collected proves the effectiveness of the Gen Ed department."
- "The data itself was valuable . . . . However, our group discussed that some of the assignments collected were not appropriately designed to assess the (GHP) SLOs."
- "I think this assessment data will be valuable when fed back to the instructors (into the improvement loop)."
- "From an instructor point of view, the value is in the reflection of the process more than the data collected."

- other ways UNCG should be evaluating students in the General Education Program:

All responding faculty were in agreement that standardized tests should *not* be used to evaluate students in the Gen Ed Program.

Faculty responses were mixed regarding universal prompts. Some thought these would not be able to accommodate different students; others thought they might work "if very flexible."

Overall, faculty agreed that course-based prompts "seem to be working" and seem to allow for more diversity of response. One faculty commented that "[i]f you are evaluating a program, you should be evaluating the actual work produced by that program." Faculty also agreed that the prompts were "determinate factors in the quality of student work" and that "[t]he more detailed and layered [the assignment], the higher quality of work was turned in."

- on where they thought student learning in the General Education Program stood based on their evaluation of the student work products.

Many faculty indicated that while most students demonstrated proficiency, the prompt given to students played a significant role:

- ". . . the quality/clarity/direction of the assignment [made] a substantial difference [in the quality of the SWPs]."
- "I think the students are stepping up to the task the best they can, but some of the questions and prompts offered to them are unclear and presumptive of knowledge that may or may not be held by the students."

In addition, many faculty noted that "student writing was deficient in general."

- on how this process has affected, or will affect, the way they teach their General education courses:

Most responders commented that participating in the peer-review process will impact their teaching of Gen Ed courses:

- “I saw some innovative assignments and learned a lot about what goes into a successful assignment sheet.”
- “My assignments . . . [need] to be thorough and specific. I would include the actual SLO within the assignment prompt.”
- “This has made me think about changing assignments to more fit within the SLOs and challenge students to really engage in the work.”
- “I will be more attentive ... in crafting assignments to cover all aspects of the GHP learning goals.”
- “This process has helped me realize how important it is for students to realize how SLOs relate to their success as a student.”
- “Redesign of prompts to align more closely with GRD SLOs ....”

Future actions suggested by the faculty included:

- Workshop raters should be involved in the re-working of language of the SLOs as well as in the development of rubrics for the category/marker. For example, the GHP SLOs, which did not change in the recent recertification, remain problematic. The outcome was that 24 SWPs (out of 78) were unable to be rated because the assignment did not specifically align with the SLOs.
- Professional development is needed for course instructors teaching Gen Ed courses.
  - Specifically, instructors need help to develop assignments that explicitly assess the GEC SLOs.
  - Money and support are needed for new hires and teaching assistants in assessment.
- Rubrics—including the professional development for calibration practice—are needed for each GEC category and marker.
  - For the current GRD rubric, which raters determined work “well” overall, the following changes were suggested:
    - The rubric should require the use of citations/works cited/ references.
    - The term “argument” should be defined.
    - Another level is needed between Proficient and Not Proficient
  - For the GHP scoring criteria, which peer reviewers used to define “proficient,” a detailed rubric is needed.
- Based on the consensus that students’ writing was “deficient in general,” more foundational-level writing instruction should be provided. In addition, the recertification process should include clarification of basic expectations of writing in the disciplines.



## Appendix B: Assessment of Reasoning and Discourse (GRD)

In fall 2017, 33 GRD sections were selected to participate in the GE Program assessment. This sample represented approximately 700 students, or 21% of students enrolled in GRD courses. The faculty-developed process used to assess GRD included course faculty assessment with peer faculty validation (for more details, see [http://assessment.uncg.edu/curriculum/GEC/Assessment/3-yr-GEP-assmt-plan\\_final\\_05.31.16.pdf](http://assessment.uncg.edu/curriculum/GEC/Assessment/3-yr-GEP-assmt-plan_final_05.31.16.pdf)). Both faculty groups used a GRD three-level *rubric* (Table 1)—Highly Proficient (HP), Proficient (P), and Not Proficient (NP)—to score individual students' work products.

Table 1. GRD rubric

<b>GRD SLO-1: Critically evaluate written, oral, and/or visual arguments. (LG1)</b>	<b>GRD SLO-2: Construct cogent, evidence-based arguments. (LG1)</b>
<p>We define “<i>critically evaluate</i>” as the ability to:</p> <ul style="list-style-type: none"> <li>• understand (reconstruct an argument)</li> <li>• analyze (delineate the given evidence)</li> <li>• assess (weigh validity of evidence)</li> <li>• reflect (question assumptions)</li> </ul>	<p>We define “<i>cogent</i>” as:</p> <ul style="list-style-type: none"> <li>• Clear</li> <li>• Coherent</li> <li>• Logical (premises support the conclusion)</li> </ul> <p>We define “<i>evidence</i>” as: information used to support a claim in a discipline-appropriate manner (including but not limited to texts, observations, data, and objects)</p>
<p>HIGHLY PROFICIENT</p> <ul style="list-style-type: none"> <li>• Accurately reconstructs an argument</li> <li>• Explicates strengths and/or weaknesses of arguments and/or evidence</li> <li>• Considers the context and implications of arguments</li> </ul>	<p>HIGHLY PROFICIENT</p> <ul style="list-style-type: none"> <li>• Explicitly states an argument(s)</li> <li>• Organizes and articulates support for the argument(s)</li> <li>• Conclusion(s) are directly supported and strengthened by the evidence</li> </ul>
<p>PROFICIENT</p> <ul style="list-style-type: none"> <li>• Somewhat accurately reconstructs an argument</li> <li>• Identifies some strengths and/or weaknesses of arguments and/or evidence</li> <li>• Considers the context and implications of arguments, but may overlook some key contextual elements</li> </ul>	<p>PROFICIENT</p> <ul style="list-style-type: none"> <li>• Argument(s) are apparent, if not explicitly stated</li> <li>• Attempts to use a consistent system for organization</li> <li>• Conclusions are partially supported and strengthened by the evidence</li> </ul>
<p>NOT PROFICIENT</p> <ul style="list-style-type: none"> <li>• Does not accurately reconstruct an argument</li> <li>• Does not clearly identify strengths and/or weaknesses of arguments and/or evidence</li> <li>• Does not consider the context and implications of arguments</li> </ul>	<p>NOT PROFICIENT</p> <ul style="list-style-type: none"> <li>• No discernible argument(s) offered</li> <li>• No recognizable organization is present</li> <li>• Claims are unrelated to one another and do not build to the conclusion</li> </ul>
<p><i>approved by the General Education Council (fall 2016)</i></p>	

**From course instructors**

Of the 33 sections, there were 11 from Communications Studies, 19 from English, 2 from Library/Information Studies, and one from Psychology. To assess the GRD student learning outcomes, instructors used a variety of assignments. For example:

- Persuasive speech outlines, reflection prompts, and evaluating arguments prompts were used in the Communication Studies courses.
- Rhetorical analysis essays, essays, research papers, and performance reviews were used in the English courses.
- Papers were used in the courses from other departments.

Course instructors assessed 618 students’ work products for GRD SLO-1 and 630 students’ work products for GRD SLO-2. They documented their results using a GRD Course Results Report form, which included the Council-approved GRD rubric.

Figures 1 and 2 show, for each GRD SLO, the aggregated course instructors’ ratings for the category compared to aggregated ratings for each department. The *n* is the total number of student work products scored by the instructors.

For GRD SLO-1 (first column in Figure 1), 78% of students’ work products were proficient and above, leaving 22% not proficient.

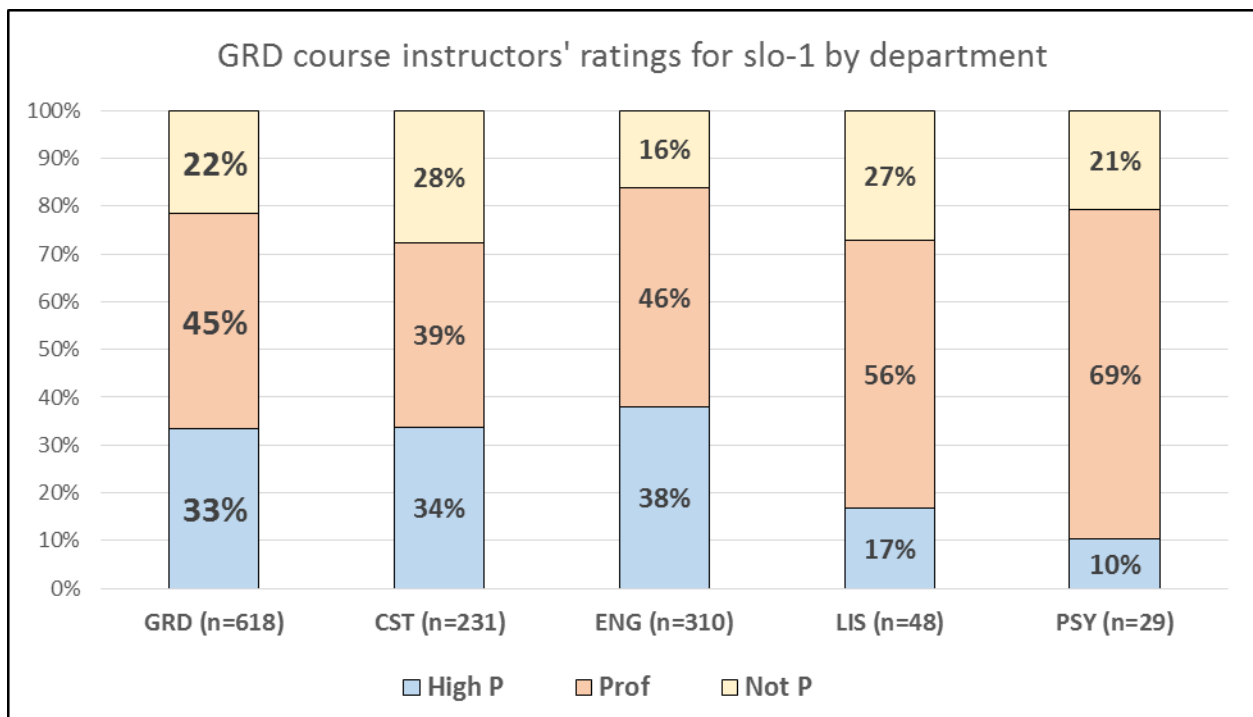


Figure 1. GRD course instructors’ ratings for slo-1 (Critically evaluate written, oral, and/or visual arguments. (LG1))

For GRD SLO-2 (first column in Figure 2), 83% of students' work products were proficient and above, leaving 17% not proficient.

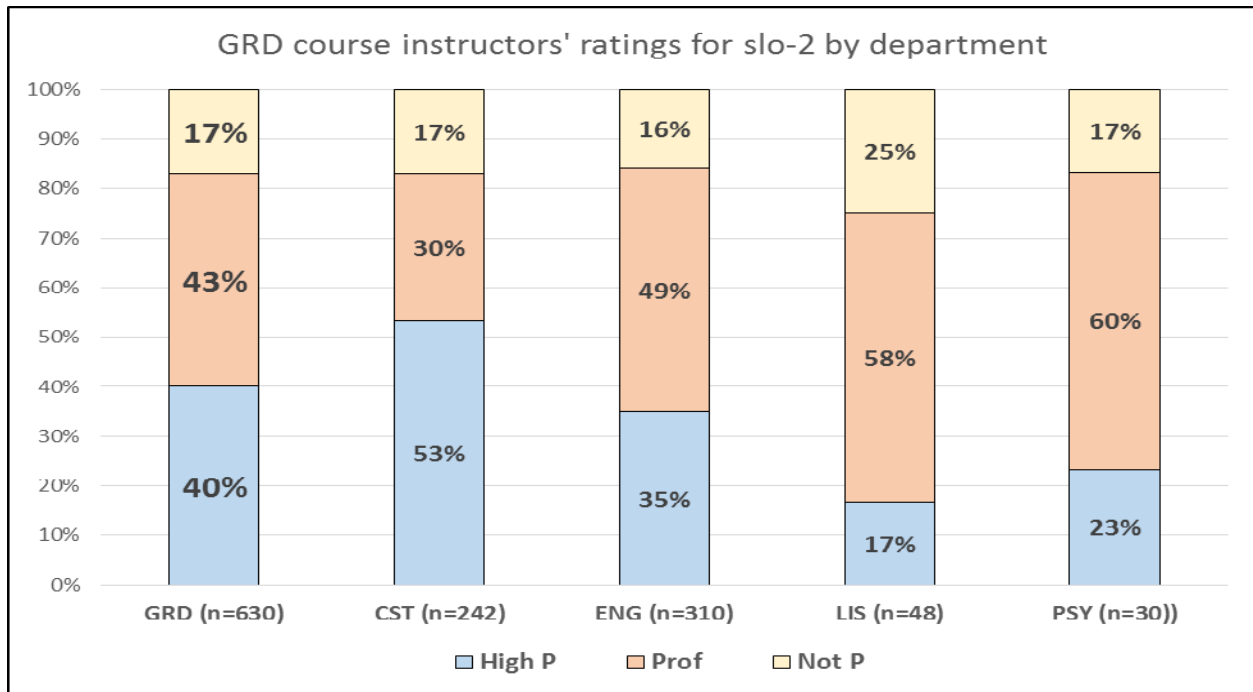


Figure 2.. GRD course instructors' ratings for slo-2 (Construct cogent, evidence-based arguments. (LG1))

### Discussion of Results

Course instructors' were asked to reflect on their course results by responding to the following questions:

1. *What did the data tell you about how well students are achieving the GRD learning outcomes? Are the results what you expected? Please explain.*

The CST instructors' observations of students' demonstration of the GRD learning outcomes were mixed:

- Some instructors found that their students were able "to construct an argument, articulate it well, and organize their information appropriately" but struggled with "critically evaluating or providing evidence to support their arguments."
- Others found their students to be more proficient in critically evaluating arguments than in constructing cogent, evidence-based arguments.
- Others found their students to be "achieving learning outcomes consistently and at high rates" and that the results were as expected.
- Some instructors learned that their students' critical evaluation of arguments focused more on peers' delivery style instead of the actual argument.

- A few instructors commented that “some students failed in the assignment because they ended up giving . . . an ‘informative’ speech versus a persuasive speech.”

Overall, the ENG instructors commented that results indicated their students were proficient in achieving the GRD learning outcomes. A few instructors observed that while students initially demonstrated weaknesses in critical analysis and argument construction, they “certainly improved throughout the semester”. One instructor commented on the inter-connectedness of the two learning outcomes, i.e., “... most students who proficiently meet SLO1 also meet SLO2, and vice versa . . . [and that] if a student does not meet SLO1, he/she generally does not meet SLO2.”

Of the remaining GRD instructors, one observed that students’ evaluations of arguments within sources could have been stronger. Another observed that “[s]tudents’ critical thinking skills, as well as their writing skills, are somewhat lacking” and that “over the years that I have taught this course I have seen a decline in both writing and critical thinking.”

2. *How will you use this evidence in your General Education course to improve student learning?*

Instructors commented on a number of ways they will use their results to improve student learning in their courses, e.g.:

- reworking assignments—individually and in sequence—to make them more aligned to the GRD learning outcomes;
- making assignment instructions/guidelines more explicit to the GRD learning outcomes;
- creating scaffolded assignments that build skills throughout the semester;
- spending more time modeling how to evaluate texts;
- emphasizing the distinctions between persuasive argument and an informative statement;
- providing more frequent student feedback (e.g., through more writing, more drafts, in-class workshops); and
- reinforcing the interrelatedness of the two SLOs, e.g., conducting additional in-class workshops that combine discussion of the two SLOs

### From workshop peer reviewers

Prior to scoring students' work products (SWPs), Dr. Jodi Pettazzoni, the Director of the Office of Assessment and Accreditation, walked the peer reviewers through a calibration session using the GRD rubric (Table 1) to score a student work product.

Upon completion of the calibration session, the reviewers worked in pairs to score each SWP from the (random) sample of 186 SWPs from the 31 participating sections.

Figure 3 presents a comparison of course (CF) and workshop faculty (WF) ratings of GRD student work products (CF: n = 618 SWPs for SLO-1 and 630 for SLO-2; WF: n= 186 total SWPs for both SLOs). "UR" indicates unable to rate.

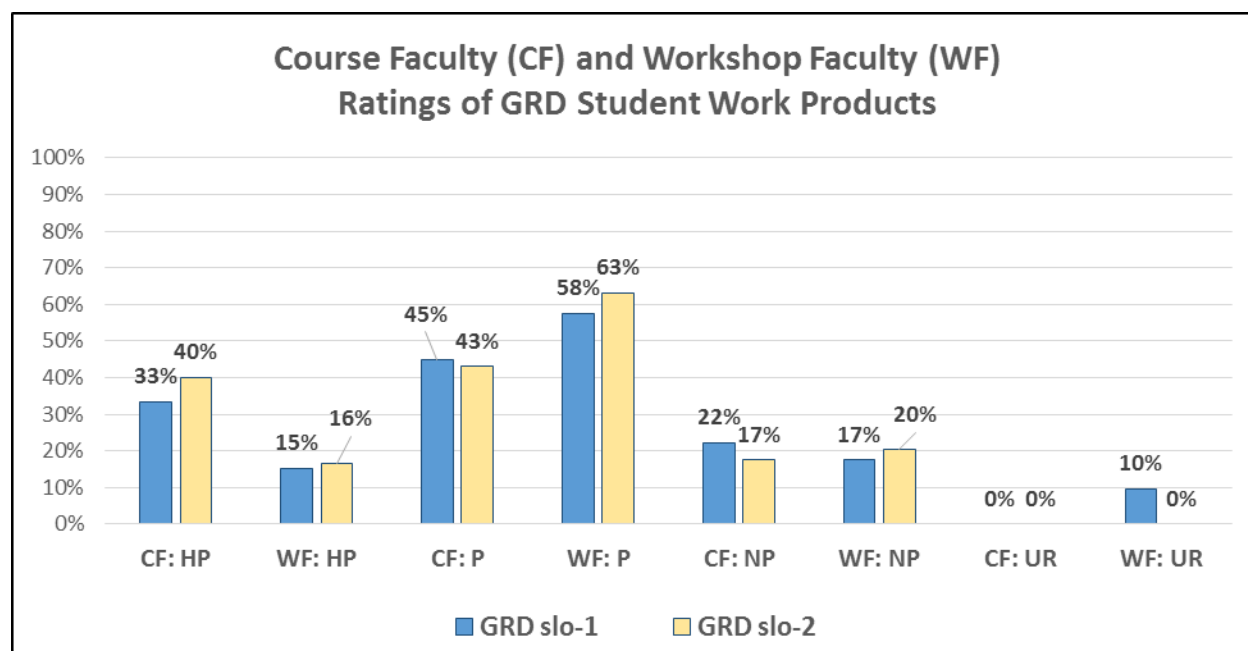


Figure 3. Comparison of course and workshop ratings for the GRD student learning outcomes:

1. SLO-1: Critically evaluate written, oral, and/or visual arguments. (LG1)
2. SLO-2: Construct cogent, evidence-based arguments. (LG1)

For GRD slo-1 and slo-2:

- Course faculty scored 78% and 83%, respectively, of all students' work as proficient and above.
- Workshop faculty scored 73% and 80%, respectively, of all students' work products as proficient and above.

For SLO-1, workshop faculty were unable to rate 18 of the 186 students' work products. The raters found that assignments did not, implicitly or explicitly, require students to critically evaluate an argument. Workshop faculty scored 80% of the *ratable* students' work products as proficient and above.

### Workshop reviewers' comments

Peer reviewers provided feedback on:

- the GRD rubric
  - Overall, the raters thought the rubric was helpful in that it provided guidelines for rating the students' work products.
  - A few raters suggested that the rubric should:
    - include citations/references/works cited;
    - define the word "argument" since it was not always used by course instructors in a traditional sense; and
    - address the large gap of proficiency for SLO-2 "between an argument being apparent" and "no discernable argument being offered".
- the GRD assignments
  - In general, raters commented that the "prompts were certainly determinate factors in the quality of student work," that is, "the more detailed and layered [the prompt], the higher quality of work was turned in."
  - Raters commented that the "better prompts either had one assignment for each SLO, or clearly indicated how each part of a single assignment spoke to each SLO" and "clearly outline[d] the assignment's process (what to do first, second, etc.)."
- student writing

The general consensus of the raters was that students' writing skills (i.e., grammar, punctuation, etc.) were "overall fairly weak." One rater suggested a pre-101 English class that would focus specifically on writing skills.

**Workshop large group discussion (for both GHP and GRD)**

Following the rating of all student work products, a large-group discussion was held. Peer faculty raters attended along with a few course instructors who participated in the assessment.

Faculty were asked to comment, in writing, on:

- the current *process* of rating student work products (SWPs):

Faculty commented that the process was clear, understandable, went smoothly, and was informative.

- “The workshop was well-constructed and facilitated an efficient and collegial atmosphere. We had plenty of time for reflection and consideration of the SWPs that we reviewed.”
- “It was very enlightening to see SWPs and the alignment/misalignment between assignments and SLOs.”
- “[I] liked working with a partner ...”
- “[The] peer review process is vital—helps participants learn more about GE; encourages information to be disseminated through a department; helps reviewers become better instructors.”

- the use of the GRD rubric or the GHP scoring criteria to score student work products:

GRD peer raters commented that, overall, the rubric was very helpful:

- “GRD rubric was very clear and made it easier to be objective and check criteria.”
- “[I] can’t imagine trying to rate materials without each category being defined.”
- “[I] appreciated the calibration exercise at the beginning of the first day.”

However, there were areas of difficulty in using the GRD rubric:

- “The rubric worked well to provide a focus for the scoring but often didn’t match or link up with the assignment.”
- “Trying to fit ratings into 3 categories was problematic. . . . it would be helpful to have four categories to account for texts that accomplished the ‘proficient’ goals but not especially well.”
- “. . . some of the wording on the rubric was confusing and made it difficult to rate some SWPs. It is hard for students to NOT be proficient on SLO-2 with the wording of the rubric.”
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A few raters commented on the GHP scoring criteria:

- “Our group discussed, at length, the limitations of the GHP SLOs. They are unclear and a detailed rubric is needed and [then] provided to all Gen Ed instructors in each category.”
- “The GHP needs to develop a rubric and provide it in advance to the instructors. The assignments would improve if instructors had a clearer idea of how they were being assessed.”
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with how much students' writing abilities should be factored into the score—especially because SLO-2 included the word 'coherent.'”

- the value of the data collected from the process:

Faculty consensus was that the data collected from the process were useful and valuable:

- “The data collected proves the effectiveness of the Gen Ed department.”
- “The data itself was valuable . . . . However, our group discussed that some of the assignments collected were not appropriately designed to assess the (GHP) SLOs.”
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- other ways UNCG should be evaluating students in the General Education Program:

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Faculty responses were mixed regarding universal prompts. Some thought these would not be able to accommodate different students; others thought they might work “if very flexible.”

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- on where they thought student learning in the General Education Program stood based on their evaluation of the student work products.

Many faculty indicated that while most students demonstrated proficiency, the prompt given to students played a significant role:

- “. . . the quality/clarity/direction of the assignment [made] a substantial difference [in the quality of the SWPs].”
- “I think the students are stepping up to the task the best they can, but some of the questions and prompts offered to them are unclear and presumptive of knowledge that may or may not be held by the students.”

In addition, many faculty noted that “student writing was deficient in general.”



- on how this process has affected, or will affect, the way they teach their General education courses:

Most responders commented that participating in the peer-review process will impact their teaching of Gen Ed courses:

- “I saw some innovative assignments and learned a lot about what goes into a successful assignment sheet.”
- “My assignments . . . [need] to be thorough and specific. I would include the actual SLO within the assignment prompt.”
- “This has made me think about changing assignments to more fit within the SLOs and challenge students to really engage in the work.”
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- “Redesign of prompts to align more closely with GRD SLOs ....”

Future actions suggested by the faculty included:

- Workshop raters should be involved in the re-working of language of the SLOs as well as in the development of rubrics for the category/marker.
- Professional development is needed for course instructors teaching Gen Ed courses.
  - Specifically, instructors need help to develop assignments that explicitly assess the GEC SLOs.
  - Money and support are needed for new hires and teaching assistants in assessment.
- Rubrics—including the professional development for calibration practice—are needed for each GEC category and marker.
  - For the current GRD rubric, which raters determined work “well” overall, the following changes were suggested:
    - The rubric should require the use of citations/works cited/ references.
    - The term “argument” should be defined.
    - Another level is needed between Proficient and Not Proficient
  - For the GHP scoring criteria, which peer reviewers used to define “proficient,” a detailed rubric is needed.
- Based on the consensus that students’ writing was “deficient in general,” more foundational-level writing instruction should be provided. In addition, the recertification process should include clarification of basic expectations of writing in the disciplines.

## Appendix C: Assessment of Mathematics (GMT)

Math faculty, in spring 2012, finalized their assessment process, which included embedding questions, based on course content, into GMT class final exams. They adjusted their final exams to ensure that each GMT student learning outcome was adequately represented by a meaningful number of problems assigned to measure it.

For each GMT student learning outcome, faculty summarized and presented their findings, discussion, and recommendations in the following report.

### **GMT SLO-1: Reason in mathematical systems beyond data manipulation.**

- Number of questions used to assess this SLO: 127
- Number of students tested: 2,439

Findings: 66.4% of students scored these questions correctly  
33.6% of students scored these questions incorrectly

Discussion: The results of the SLO-1 assessment exceeded overall student performance in the GMT classes. Only 57.5% of students tested in GMT classes achieved an average mastery of the course material by earning a grade of C or better. So, students who demonstrate at least an average knowledge of the course specific subject matter, also achieve GMT SLO1.

MAT 112 was completely redesigned since the spring 2016 assessment. Students demonstrated a significant improvement in mastering SLO1 in the new version of the course. We observed 75.4% of correct answers to SLO1 questions in MAT 112 in fall 2017 compared to 60.2% of correct answers in spring 2016.

Recommendations: We should try to improve placement of students who need only one GMT course. Currently, too many students take MAT 115 even if it is not required for their major. These students might be better served by STA 108 or MAT 112. These measures should translate into higher rates of achieving SLO1 by properly placed students.

We are also discussing opportunities to improve quality of teaching in online sections of GMT classes. In particular, this would require reducing the size of online sections from 125 students down to 50 students to match the class size of lecture sections. Higher standards of delivering online instruction should result in larger percentage of students achieving SLO1 in online sections of GMT courses.

**GMT SLO-2: Formulate and use mathematical models to solve real-world problems.**

- Number of questions used to assess this SLO: 103
- Number of students tested: 2,439

Findings: 68.2% of students scored these questions correctly  
31.3% of students scored these questions incorrectly

Discussion: The results of the SLO2 assessment exceeded overall student performance in the GMT classes. Only 57.5% of students tested in GMT classes achieved an average mastery of the course material by earning a grade of C or better. So, students who demonstrate at least an average knowledge of the course specific subject matter, also achieve GMT SLO2.

We significantly increased the number of problems used to assess SLO2 compared to the spring 2016 assessment. The proportion of SLO2 questions rose from 23% in spring 2016 to 30% in fall 2017. STA 108, MAT 115, and MAT 120 already offered a solid proportion of SLO2-type questions. Major improvements for SLO2 assessment in fall 2017 were implemented in MAT 150, MAT 151, MAT 190, and MAT 191. Improving assessment of SLO2 in MAT 190 and MAT 191 was one of the recommendations we made in the spring 2016 GMT assessment report, and we were able to achieve that goal.

MAT 112 was completely redesigned since the spring 2016 assessment. Students demonstrated a significant improvement in mastering SLO2 in the new version of the course. We observed 73.2% of correct answers to SLO2 questions in MAT 112 in fall 2017 compared to 60.5% of correct answers in spring 2016.

Recommendations: We will continue ensuring that SLO2-type questions are adequately represented in all GMT final exams.

We should try to improve placement of students who need only one GMT course. Currently, too many students take MAT 115 even if it is not required for their major. These students might be better served by STA 108 or MAT 112. These measures should translate into higher rates of achieving SLO2 by properly placed students.

We are also discussing opportunities to improve quality of teaching in online sections of GMT classes. In particular, this would require reducing the size of online sections from 125 students down to 50 students to match the class size of lecture sections. Higher standards of delivering online instruction should result in larger percentage of students achieving SLO2 in online sections of GMT courses.

**GMT SLO-3: Communicate mathematical solutions clearly and effectively.**

- Number of questions used to assess this SLO: 109
- Number of students tested: 2,439

Findings: 65.3% of students scored these questions correctly  
34.7% of students scored these questions incorrectly

Discussion: The results of the SLO3 assessment exceeded overall student performance in the GMT classes. Only 57.5% of students tested in GMT classes achieved an average mastery of the course material by earning a grade of C or better. So, students who demonstrate at least an average knowledge of the course specific subject matter, also achieve GMT SLO3.

We maintained the proportion of problems used to assess SLO3 from spring 2016 to fall 2017 at 32%.

MAT 112 was completely redesigned since the spring 2016 assessment. Students demonstrated a significant improvement in mastering SLO3 in the new version of the course. We observed 80.8% of correct answers to SLO3 questions in MAT 112 in fall 2017 compared to 52.2% of correct answers in spring 2016.

Recommendations: We should try to improve placement of students who need only one GMT course.

Currently, too many students take MAT 115 even if it is not required for their major. These students might be better served by STA 108 or MAT 112. These measures should translate into higher rates of achieving SLO3 by properly placed students.

We are also discussing opportunities to improve quality of teaching in online sections of GMT classes. In particular, this would require reducing the size of online sections from 125 students down to 50 students to match the class size of lecture sections. Higher standards of delivering online instruction should result in larger percentage of students achieving SLO3 in online sections of GMT courses.

## **Appendix D: GNS (Natural Sciences) assessment results report**

### **Course-embedded process**

In early 2017, GNS department heads selected a within department assessment process. That is, faculty selected to participate in the assessment of GNS would discuss their course results within their departments, and then they would prepare and submit a departmental summary report to be submitted to the General Education Council.

*At the course level*, instructors:

- select assignments to assess *each* GNS student learning outcome (SLO);
- define “proficient” (P) student work for each selected assignment;
- use P definition to score students’ work products on a three-point scale—Highly Proficient (HP), Proficient (P), Not Proficient (NP) for each selected assignment; and
- complete *GNS Course Results Report*
  - aggregate data by HP, P, NP for each SLO; and
  - respond to two “Discussion of Results” questions.

*At the department level*, faculty:

- meet with other GNS within their department to share and discuss individual course results; and
- prepare the *GNS Department Assessment Report* form and submit to the Council.

*At the category level*, all participating faculty meet at a GNS debriefing meeting to review and discuss results for the category.

*At the Council level*:

- Assessment Coordinator prepares the GNS assessment results report.
- Assessment Subcommittee reviews and discusses the report.
- Upon the Subcommittee’s approval, results are incorporated into the annual General Education Program assessment report.

### ***Spring 2018***

For spring 2018 assessment of GNS, 13 (out of 71) non-lab sections were selected across seven GNS departments; approximately 1,200 students were represented.

### **Results**

*The Council’s Assessment Subcommittee approved the following summary of the seven GNS departmental assessment reports.*

The participating faculty used a variety of assignments to assess the GNS student learning outcomes. Table 1 provides the course-embedded assignments used by each department.

Table 1. Course-embedded assignments used by GNS departments

<b><i>Department</i></b>	<b><i>Course-embedded assignments used to assess GNS SLOs 1, 2, and 3</i></b>
ATY	<ul style="list-style-type: none"> <li>• A lab practical was used which included specific problems and questions that targeted each SLO.</li> <li>• For each SLO, proficient was defined as 70-90% of all possible points.</li> </ul>
BIO	<ul style="list-style-type: none"> <li>• All sections used a case study approach.</li> <li>• For each SLO, three selected-response questions were included on the final exam in each class. Proficient was set as 2 of 3 questions answered correctly.</li> <li>• Proficiency target (i.e., the percentage of all students assessed) was set at 75%.</li> </ul>
CHE	<ul style="list-style-type: none"> <li>• For CHE 104 and CHE 114, questions selected from final exams were used for each SLO.</li> <li>• For Honors HSS 223, questions selected from quizzes given throughout the semester were used for each SLO.</li> <li>• Proficiency target was set at 80%.</li> </ul>
GEO	<ul style="list-style-type: none"> <li>• For each SLO, sets of questions from exams, quizzes, and lab exercises were used. Faculty used “the average % of correct responses as an estimate of the % of students who are proficient.”</li> <li>• Proficient was set at 60-89% for each SLO.</li> </ul>
KIN	<ul style="list-style-type: none"> <li>• For SLO1, one section used written exam questions and another section used a topical report.</li> <li>• For SLO2, each section used either written exam questions or quiz questions.</li> <li>• For SLO3, one section used a course-end summary report and another section used exercises logs.</li> <li>• One section set proficient at 60-79%; the other section set it at 80-89%.</li> </ul>
NTR	<ul style="list-style-type: none"> <li>• For SLOs 1 and 2, question sets from specific (text) chapter assignments were used across all sections.</li> <li>• For SLO3, a Personal Nutrition Assessment was used.</li> <li>• Proficient was set at 73-89%, with a target of at least 75%.</li> </ul>
PHY/AST	<ul style="list-style-type: none"> <li>• For SLO1, the AST section used series of in-class questions (with clickers) and short-answer exam questions, and the PHY section used a redesigned lab which emphasized the application of the scientific methods.</li> <li>• For SLO2, the AST section used series of multiple choice questions from online homework assignments and from exams, and the PHY section used chapter quizzes.</li> <li>• For SLO3, the AST section used an in-class quiz, and the PHY section used a set of questions from the final exam.</li> <li>• The AST section set proficiency targets of 70% (for SLO1 and SLO3) and 60% (for SLO2). The PHY section did not set any targets.</li> </ul>

Figure 1 presents the results, by department for GNS SLO-1 (n = student work products).

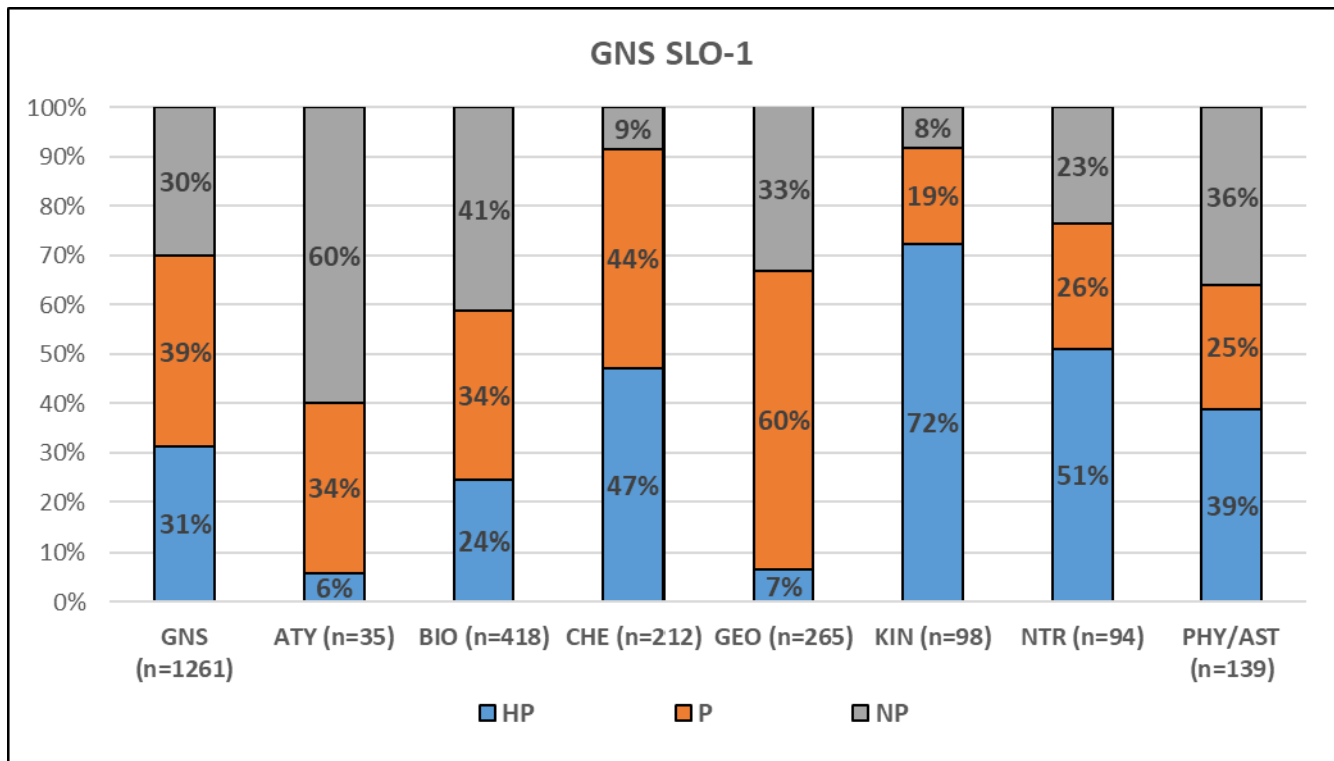


Figure 1. GNS SLO-1: Demonstrate an understanding of the process of scientific inquiry (i.e., the “scientific method”). (LG1, LG2)

Faculty comments, by department, are reported in Table 2.

Table 2. Faculty comments regarding GNS SLO-1

Department	Faculty Comments – GNS SLO-1 (process of scientific inquiry)
ATY	<ul style="list-style-type: none"> <li>Faculty commented that results for this SLO were much lower than expected. Even though students were able to identify the significance of a given observation and use the given spatial data correctly, many students struggled to develop a hypothesis based on the background information and the observation.</li> <li>Faculty stated that “we need to determine if the problem . . . lies with hypothesis testing in general or with the mode of hypothesis testing (using spatial data, in this case).”</li> <li>Faculty concluded that “students do well when they are given feedback at each step of the process . . .”.</li> </ul>
BIO	<ul style="list-style-type: none"> <li>One out of the three assessed classes met their target of 75% proficiency.</li> <li>Faculty commented that students “are not proficient, in spite of repeated exposure to the scientific method.” They stated that “for large, non-major courses these results are expected because roughly 25% of the course may just not be engaged.”</li> </ul>

<i>Department</i>	<i>Faculty Comments – GNS SLO-1 (process of scientific inquiry)</i>
	<ul style="list-style-type: none"> <li>• Faculty expressed concern about the lower proficiency for this SLO in one of the BIO 105 sections. “Assessment of [BIO] 105 and the way we deliver this course will be a priority for our incoming Director of General Biology.”</li> <li>• Faculty liked the case study approach they used and plan to continue its use in lectures and labs throughout the semester.</li> </ul>
CHE	<ul style="list-style-type: none"> <li>• All three assessed classes met their target of 80% proficiency.</li> <li>• Faculty commented that the assessment process and subsequent discussions “led to a realization that the courses [two of which were second semester courses in a two-semester sequence and one of which was an Honors course] should undergo some revision to provide greater emphasis on the scientific method and inquiry processes involved in the development of scientific knowledge.”</li> <li>• Faculty also noticed differences in “student work products in large and small courses. The large course assessment involves multiple choice exams, whereas the small courses may use quizzes and reports.”</li> </ul>
GEO	<ul style="list-style-type: none"> <li>• Faculty commented that this SLO had the highest percentage (33%) of Not Proficient, “ostensibly indicating a relative lack of understanding of scientific methodology.” Faculty stated that with “many different instructors of our GEO 103 and 106 courses . . . there are varying degrees of detail with which scientific concepts are taught . . . and we believe this has contributed to the relatively low 2018 results for this SLO.”</li> <li>• Faculty commented that that the department “will work towards full inclusion and standardization of key content relative to SLO1” and “will continue to work towards determining how best to assess student proficiency, given the different modes of course delivery for the 100-level GNS courses.”</li> </ul>
KIN	<ul style="list-style-type: none"> <li>• The two sections used different KIN assessment methods and set different ranges for proficiency, yielding different results.</li> <li>• From this, the faculty “recommend adopting a standardized method and performance scheme across our department, and perhaps considering adopting a standardized approach across all discipline stakeholders contributing to the GNS marker.”</li> </ul>
NTR	<ul style="list-style-type: none"> <li>• Results indicated that they met their proficiency target of <math>\geq 75\%</math>.</li> <li>• Faculty commented that “this was the first time this standardized assignment was used to assess SLO-1 [and] we will continue to monitor student performance.” In the future, they plan to give a “warm up” assignment that will give students practice using the textbook’s online learning platform, and they plan to “incorporate a video on the scientific method that will be shown in class and posted on Canvas.”</li> </ul>
PHY/AST	<ul style="list-style-type: none"> <li>• For AST 235:               <ul style="list-style-type: none"> <li>○ Results indicated the proficiency target of 70% was met. Faculty commented that “students in this course have a wide range of ability, motivation, and preparation” and that a 30% Not Proficient “is not surprising”.</li> <li>○ In the future, “more examples of the use of the scientific method will be presented in class and included in online homework.”</li> </ul> </li> </ul>



Department	Faculty Comments – GNS SLO-1 (process of scientific inquiry)
	<ul style="list-style-type: none"> <li>• For PHY 211:                             <ul style="list-style-type: none"> <li>○ Faculty indicated that the results (48% not proficient) “are typical” and that students who “have been conditioned to use memorization as a strategy for learning . . . usually do poorly.”</li> <li>○ In the future, faculty “will consider the need to put more emphasis on the scientific method as we redesign more of the labs” and that “there will be more emphasis on the difference between understanding ideas versus memorizing facts and procedures.”</li> </ul> </li> </ul>

Figure 2 present the results, by department, for GNS SLO-2 (n = student work products).

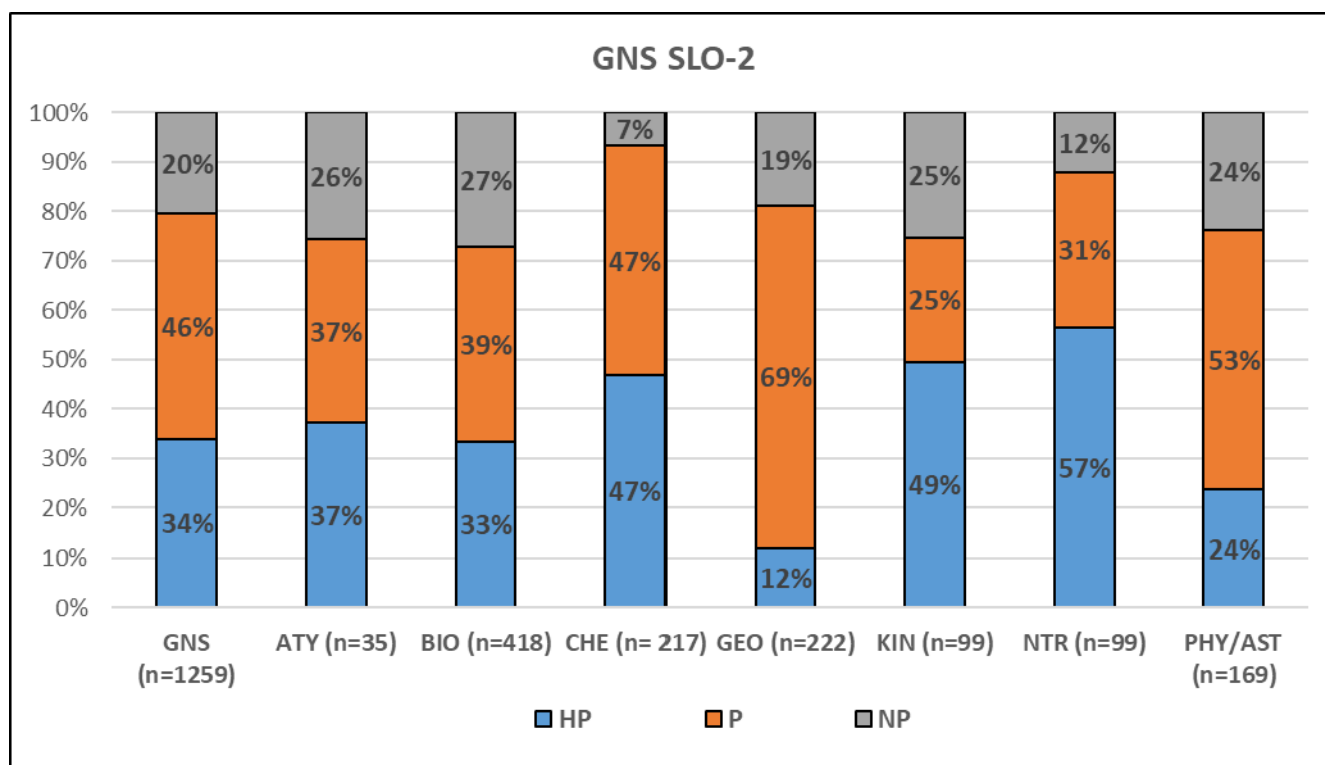


Figure 2. GNS SLO-2: Demonstrate knowledge of basic scientific principles. (LG2)

Faculty comments, by department, are reported in Table 3.

Table 3. Faculty comments regarding GNS SLO-2

Department	Faculty Comments – GNS SLO-2 (basic scientific principles)
ATY	Faculty commented that “this activity appears to successfully guide nearly all students toward the ability to identify and use derived characters to reconstruct relationships.” In addition, “this activity demonstrates very well how constant feedback and repetition help with the learning process”.

<b>Department</b>	<b>Faculty Comments – GNS SLO-2 (basic scientific principles)</b>
BIO	<ul style="list-style-type: none"> <li>• Two out of the three assessed classes met their target of 75% proficiency.</li> <li>• Faculty commented that “. . . 22-35% are not proficient,” and that the difficult content may have “influenced the lower levels of proficiency”. They suggested that “cumulative exams may help reinforcement.”</li> <li>• Faculty expressed concern about the lower proficiency for this SLO in one of the BIO 105 sections. “Assessment of [BIO] 105 and the way we deliver this course will be a priority for our incoming Director of General Biology.”</li> <li>• Faculty liked the case study approach they used and plan to continue its use in lectures and labs throughout the semester.</li> </ul>
CHE	<ul style="list-style-type: none"> <li>• All three assessed classes met their target of 80% proficiency.</li> <li>• Faculty commented that “although the subject matter and the mathematical foundation for many of the principles and relationships present challenges for students, they performed reasonably well” and that “the high proficiency levels of students on this SLO (was) satisfying to see.”</li> </ul>
GEO	<ul style="list-style-type: none"> <li>• Faculty commented that with 80% of students performing at proficient or highly proficient, they “are hitting at or above our targets relative to the understanding of basic scientific principles within the earth sciences.”</li> <li>• While faculty indicated that this SLO “is well addressed in our current teaching,” they also stated that “it is possible . . . to further embed SLO1 concepts within the teaching of material that benefits both [SLOs].”</li> </ul>
KIN	<ul style="list-style-type: none"> <li>• Faculty stated that “although both sections used a similar assessment method, and performance rating convention, the specific questions, and the number of questions, were different across sections.”</li> <li>• Further, they stated that “assuming the goal is to be able to draw conclusions with confidence across course sections, we recommend a standardized pretest and test battery consisting of a greater number of questions . . . .”</li> </ul>
NTR	<ul style="list-style-type: none"> <li>• Results indicated that they met their proficiency target of <math>\geq 75\%</math>.</li> <li>• Faculty commented that the text chapter on which the assignment was based (a change from the spring 2017 assessment) covered “core scientific principles within the nutrition discipline which are then repeated and reinforced throughout the remaining class.”</li> </ul>
PHY/AST	<ul style="list-style-type: none"> <li>• For AST 235:             <ul style="list-style-type: none"> <li>○ Results indicated the proficiency target of 60% was met. Faculty commented that “understanding of scientific principles is a challenge for many” and that “it is encouraging that this low target was met.”</li> <li>○ Faculty indicated that “the database of relevant questions is being expanded” and that “new examples using various relevant laws of nature with real life situations are being developed.”</li> </ul> </li> <li>• For PHY 211:             <ul style="list-style-type: none"> <li>○ Faculty indicated that the results (89% Proficient) was “better than expected.”</li> <li>○ Faculty commented that “this result is very nice, suggesting that course modifications be addressed at improving performance for the other SLOs, . . . .”</li> </ul> </li> </ul>

Figure 3 presents the results, by department, for GNS SLO-3 (n = student work products).

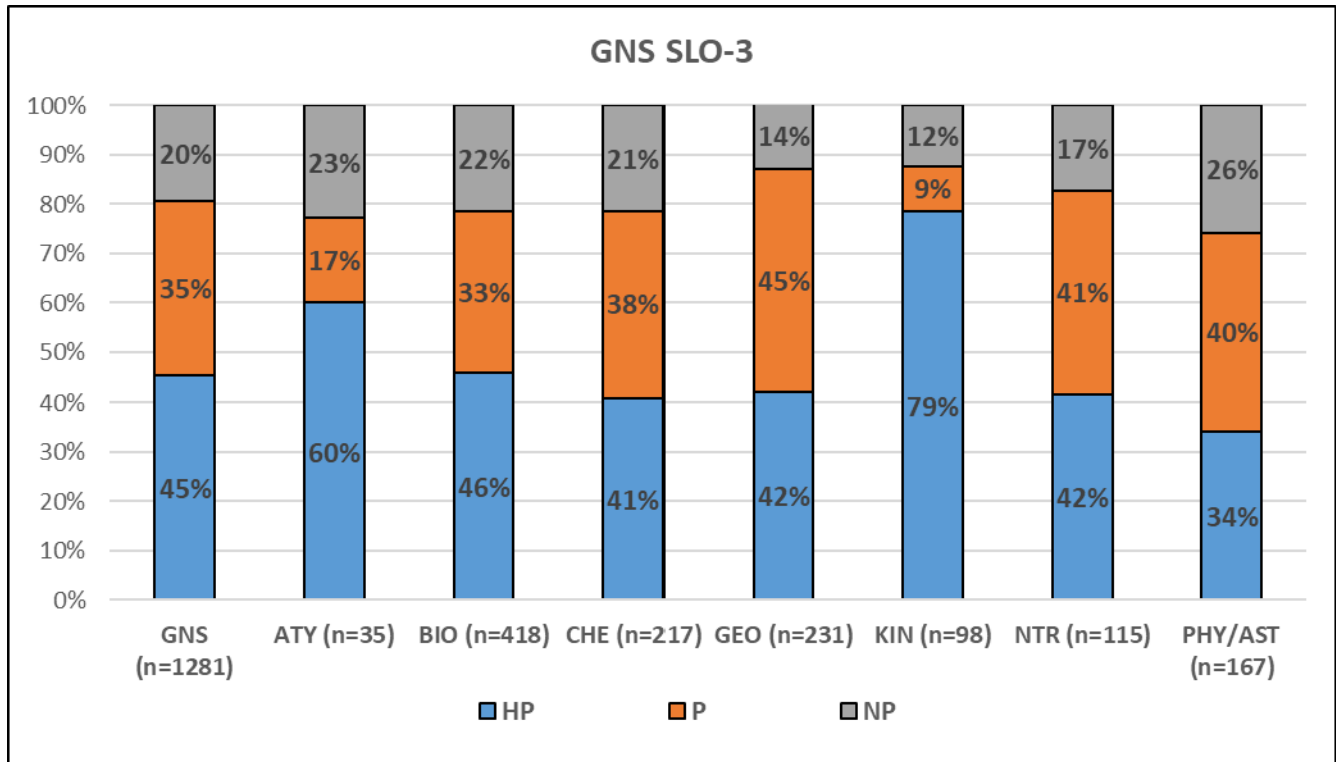


Figure 3. GNS SLO-3: Analyze qualitative and quantitative empirical data. (LG1)

Faculty comments, by department, are reported in Table 4.

Table 4. Faculty comments regarding GNS SLO-3

Department	Faculty Comments – GNS SLO-3 (analyze qualitative and quantitative empirical data)
ATY	Faculty commented that “most students could calculate a ratio . . . and correctly interpret the ratio” within the given context. Even so, “most incorrect answers stemmed from students mixing up the numerator and denominator” but that it was “unclear whether this stems from a misunderstanding of the ratio itself or if this is a simple mix-up.”
BIO	<ul style="list-style-type: none"> <li>Two out of the three assessed classes met their target of 75% proficiency.</li> <li>Faculty commented that “. . . 13-38% are not proficient” which indicated that students “have problems with interpreting data.” They stated that the “key to this SLO is repeated exposure to data and the interpretation of data”.</li> <li>Faculty liked the case study approach they used and plan to continue its use in lectures and labs throughout the semester. They will require students to “not only analyze empirical data but also apply the data to problem solve.” That is, students will be expected to answer questions “that are interpretative and qualitative” and questions “that are truly quantitative and require synthesis and application”.</li> </ul>

<b>Department</b>	<b>Faculty Comments – GNS SLO-3 (analyze qualitative and quantitative empirical data)</b>
CHE	<ul style="list-style-type: none"> <li>• Two out of the three assessed classes met their target of 80% proficiency.</li> <li>• Faculty commented that the “CHE 104 course had the lowest percent proficiency” for this SLO. They stated that “the course is very descriptive in nature as it relates to scientific principles” and that “there is limited quantitative assessment of data”. Going forward, they “will ask the CHE 104 instructional team to look for opportunities to incorporate more numerical data analysis as an approach to establishing experimental data as the basis for scientific approaches to problem solving and as the basis for principles presented in the course.”</li> </ul>
GEO	<ul style="list-style-type: none"> <li>• Faculty commented that the “% highly proficient [42%] was higher than expected.” They indicated that “many of the SWPs included lab exercises which allowed students to ask questions of TAs and work with their peers in arriving at answers” which may have inflated the scores. They also indicated that “this approach is best achieved in 4 credit courses that have weekly laboratory sections.”</li> <li>• Faculty indicated that “more emphasis could be placed upon empirical data analysis using key examples of data generation and graph interpretation within regular lecture sections of courses like GEO 103” which courses “are frequently taken by non-science majors.” They will promote “as a best practice to take additional time at the introduction of each new data plot or math expression to walk students through the interpretation of the graph in elementary terms.”</li> </ul>
KIN	<ul style="list-style-type: none"> <li>• Faculty commented that “although the performance rating convention across sections was different, the results indicate that a majority of students in both sections achieved proficiency on SLO3 using a very similar assessment method.”</li> <li>• Faculty “believe that students learn more effectively through repetition and contextual application, both required in the assessment method involving analysis and interpretation of exercise activity logs. Therefore, we recommend continuation of this method and consideration of adopting it as the standard method across all KIN 220 sections.”</li> </ul>
NTR	<ul style="list-style-type: none"> <li>• Results indicated that they met their proficiency target of <math>\geq 75\%</math>.</li> <li>• Faculty commented that the addition of student reflective statements “was a very beneficial addition to this assignment.” They stated that these statements “gave them good insight on what concepts that students took away from this course and whether or not students had a good grasp of the course material.”</li> </ul>
PHY/AST	<ul style="list-style-type: none"> <li>• For AST 235:             <ul style="list-style-type: none"> <li>○ Results indicated the proficiency target of 70% was met.</li> <li>○ Faculty commented that they “will include more problems on data analysis in homework assignments and develop more quizzes that contain relevant questions.”</li> </ul> </li> <li>• For PHY 211:             <ul style="list-style-type: none"> <li>○ Results indicated that 66% of students were proficient and that “these results are very encouraging.”</li> <li>○ Faculty indicated they “believe that revamping the lab portion is an opportunity to raise the level of performance regarding data analysis.”</li> </ul> </li> </ul>

Figure 4 presents the proficiency levels, by SLO, for the GNS category (n=total number of student work products for all selected sections).

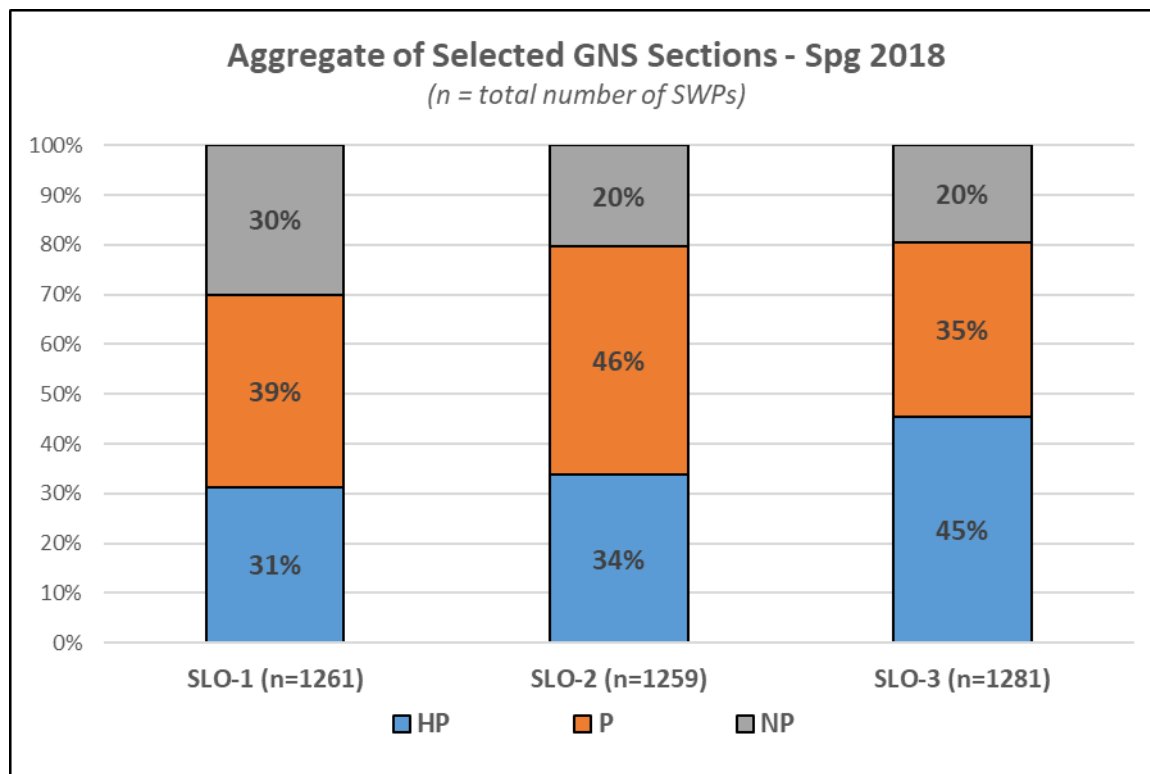


Figure 4. Proficiency levels for GNS category

**Discussion of results**

When GNS faculty met together to discuss their results, they responded to the following questions:

- What did we learn from these results?

Faculty indicated that, similar to the spring 2017 results, students continue to be apprehensive about using math.

Faculty commented that looking at results across departments is difficult because each department assesses each SLO differently and sets different targets for proficiency. In addition, faculty commented that unmotivated students in their classes affect these results.

There was discussion about the feasibility of using a single assignment across departments to assess the GNS category. The assignment would be scored using a GNS rubric. The University of Missouri-Kansas City's *Scientific Reasoning and Quantitative Analysis* rubric ([https://www.umkc.edu/assessment/downloads/FocusB\\_ScientificandQuantitativeRubric.pdf](https://www.umkc.edu/assessment/downloads/FocusB_ScientificandQuantitativeRubric.pdf)) was circulated among attending faculty as an example. Most faculty believed it was not feasibility to have a

single assessment across departments because of variation in content. They did think that the use of a faculty-developed GNS rubric, which could be used regardless of how a department chooses to assess the SLOs, *may* be feasible. It was agreed that the development of such a rubric would require faculty time and commitment.

- Does the assessment process continue to work for assessing GNS?

Most faculty agreed that the process works *at the departmental level*. They stated that it is not the same across the category because the departments are using different assignments to assess each SLO. At the category level, the assessment process produces more of a snapshot of student learning.

- What should the proficiency levels be?

Faculty were asked whether they thought a proficiency target (i.e., x% of all assessed students should be proficient or above) should be set for the category. They responded that they did not think one target would work *across* departments. They did think, however, that *within* each department, the proficiency target should be the same.