General Education Assessment Results

Summer 2013

Comparison of Week of Welcome (WOW)
and
Assessment Day Artifacts

Academic Year 2012 - 2013

Review Procedures

- A total of 200 artifacts (130 freshman [WOW] and 70 senior [Assessment Day]) were randomly drawn for assessment.
    - Artifacts were de-identified and raters did not know which were completed by freshmen and which by seniors.
    - Each artifact was scored across six criteria.

- Each artifact had two independent raters and scores were determined in the following manner:
    - If raters assigned the same score, that became the score for the artifact.
    - If raters' scores differed by one point or less, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 2, the final score was the mean, i.e. 1.5.
    - If raters' scores differed by more than one point, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 3, the raters met to discuss the rationale for their scores to see if they could agree on a score or, at minimum, scores that differed by no more than one point.
    - If raters' scores differed by more than one point and, after discussion, they were not able to resolve the differences, a third rater was assigned to review the artifact.

Rules for Arriving at Final Scores when there were Three Raters: These rules were followed for all assessments conducted.

1. If the third rater's score agreed with one of the first two, the score with the two agreements was used.

2. If the first two raters' scores were two points apart, e.g. 1 and 3 and the third rater's score was in the middle, e.g. 2, the third rater's score was used.

3. If the first two raters' scores were two points apart, e.g. 1 and 3, and the third rater's score was between them, but a decimal, e.g. 1.5 or 2.5, the third rater's score was used.

4. If the first two raters' scores were two points apart, e.g. 1 and 3, and the third rater's score was a "4", the two scores closer together were averaged, e.g. 3.5.

5. IF the first two raters' scores were three points apart, e.g. 1 and 4, the third rater's score was averaged with the closest other rater; e.g. if the third rater's score was 3, the final score was 3.5; if the third rater's score was 2, the final score was 1.5.

WOW/Assessment Day Artifacts were scored using this rubric developed for First Year Seminar (FYS)

RUBRIC FOR FYS FINAL EXAM

FYS Outcomes	A (4)	B (3)	C (2)	D/F (1)	
Information Literacy (Accessing, evaluating, and using information ethically)	• **Part B**: Assesses the need for more information and recommends specific research methods/sources that would address most unanswered questions. • **Part C**: Deliberately acknowledges and evaluates multiple relevant sources of information from the DL.	• **Part B**: Assesses the need for more information and recommends general research methods/sources that would address some unanswered questions. • **Part C**: Clearly acknowledges relevant sources of information from the DL.	• **Part B**: Acknowledges the need for more information but does not identify feasible research methods/sources that would address unanswered questions. • **Part C**: Indirectly/vaguely acknowledges sources of information from the DL.	• **Part B**: Does not acknowledge or assess the need for more information. • **Part C**: Fails to acknowledge sources.	
Reasoning (Demonstrating sound reasoning skills through the construction of an argument)	Part C: • Offers a specific, consistent, and actionable recommendation that addresses the problem identified. • Explicitly links recommendation to relevant evidence from the DL; explains why some evidence has been disregarded because of inaccuracy, partiality/bias, or irrelevance.	Part C: • Offers a broad recommendation with some inconsistencies; may only partially address the problem identified. • Links recommendation to relevant evidence from the DL but does not explain why that evidence was chosen over other information.	Part C: • Offers an overgeneralized or contradictory recommendation (does not take a clear position). • Defends recommendation with a mix of appropriate and inappropriate evidence from the DL.	Part C: • Discusses the scenario topic but fails to define the problem or provide a recommendation. • Disregards most relevant evidence from the DL in favor of own ideas or biases.	
Representations (Evaluating and constructing representational artifacts in a variety of genres)	Part C • Produces a cohesive, readable document with only minor grammatical errors. • Produces a professional document in the specified genre.	Part C • Organizes document in a cohesive way but makes just enough grammatical errors to diminish the perceived expertise of the recommender. • Produces a document in the specified genre, but with minor formatting errors.	Part C • Produces a document that lacks a cohesive progression of ideas and/or makes significant grammatical errors. • Produces a document in the specified genre, but format is incorrect/incomplete.	Part C • Produces a document that is confusing and disjointed; makes grammatical errors that seriously affect the accuracy and readability of the document. • Makes no attempt to reproduce specified document format requested in the scenario.	

WOW/Assessment Day Results

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score
Freshman *n* = 130; Senior *n* = 70

WOW/Assessment Day Results
Freshman *n* = 130; Senior *n* = 70

Trait/ Performance Level	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Total
1 – 1.75 Freshmen	100 (77%)	49 (38%)	27 (21%)	47 (36%)	16 (12%)	61 (47%)	300 (38%)
1 – 1.75 Seniors	35 (50%)	11 (15%)	5 (7%)	9 (13%)	5 (7%)	20 (29%)	85 (20%)
2 – 2.75 Freshmen	23 (18%)	65 (50%)	64 (49%)	63 (48%)	61 (47%)	16 (12%)	292 (37%)
2 – 2.75 Seniors	21 (30%)	37 (53%)	20 (29%)	29 (41%)	21 (30%)	10 (14%)	138 (33%)
3 – 3.75 Freshmen	7 (5%)	15 (11%)	31 (24%)	18 (14%)	37 (29%)	43 (33%)	151 (19%)
3 – 3.75 Seniors	12 (17%)	18 (26%)	30 (43%)	27 (39%)	25 (36%)	24 (34%)	136 (32%)
4 Freshmen	0 (0%)	1 (1%)	8 (6%)	2 (2%)	16 (12%)	10 (8%)	37 (5%)
4 Seniors	2 (3%)	4 (6%)	15 (21%)	5 (7%)	19 (27%)	16 (23%)	61 (15%)
Total Freshmen	130 (100%)	130 (100%)	130 (100%)	130 (100%)	130 (100%)	130 (100%)	780 (100%)
Total Seniors	70 (100%)	70 (100%)	70 (100%)	70 (100%)	70 (100%)	70 (100%)	420 (100%)

WOW/Assessment Day Results

Freshmen

**Information Literacy:
Information Needed**

7, 5% 0, 0%

23, 18%

100, 77%

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4

Seniors

**Information Literacy:
Information Needed**

2, 3%

12, 17%

35, 50%

21, 30%

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4

WOW/Assessment Day Results

Freshmen

Information Literacy: Sources

■	1 - 1.75
■	2 - 2.75
■	3 - 3.75
■	4

49, 38%
65, 50%
15, 11%
1, 1%

Seniors

Information Literacy: Sources

■	1 - 1.75
■	2 - 2.75
■	3 - 3.75
■	4

11, 15%
37, 53%
18, 26%
4, 6%

WOW/Assessment Day Results

Freshmen

Reasoning: Recommendations

8, 6%

27, 21%

31, 24%

64, 49%

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4

Seniors

Reasoning: Recommendations

5, 7%

15, 21%

20, 29%

30, 43%

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4
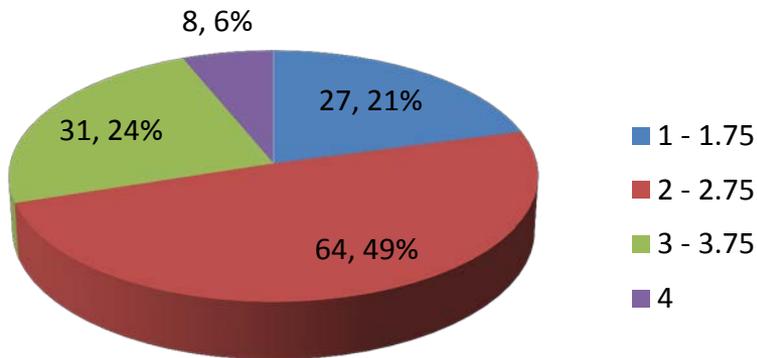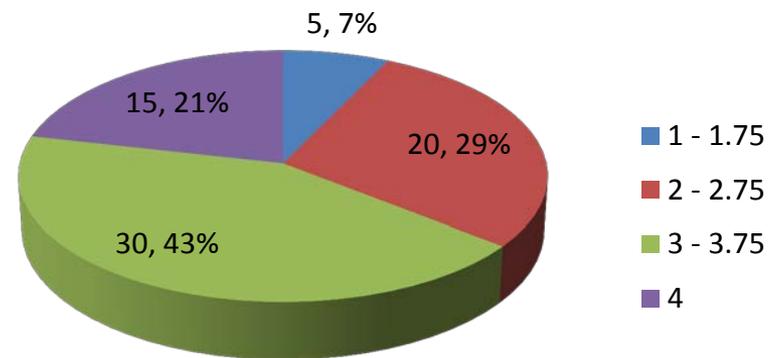
WOW/Assessment Day Results

Freshmen

Reasoning: Evidence
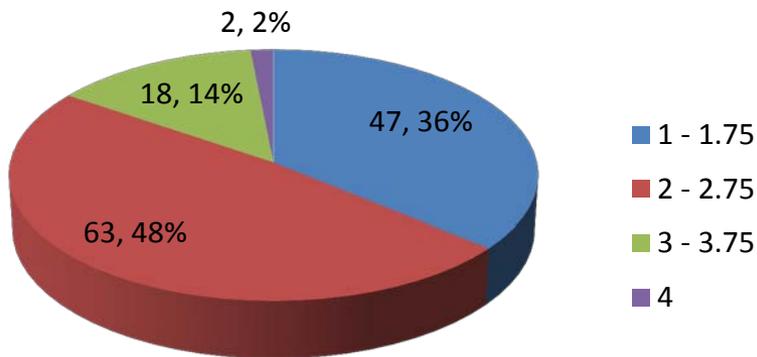
Seniors

Reasoning: Evidence
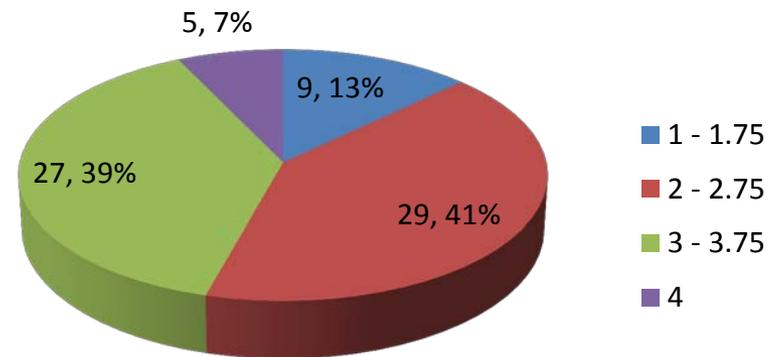
WOW/Assessment Day Results

Freshmen

Representations: Cohesion
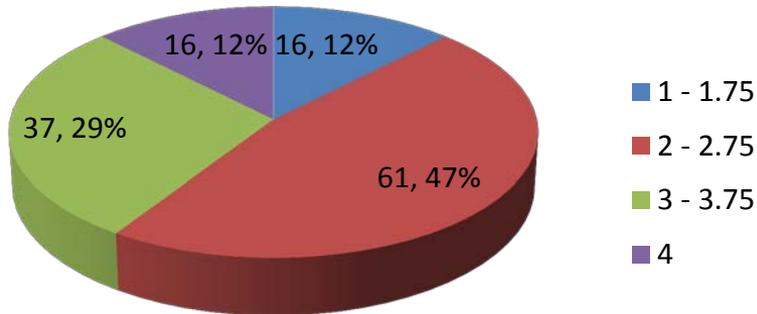
Seniors

Representations: Cohesion
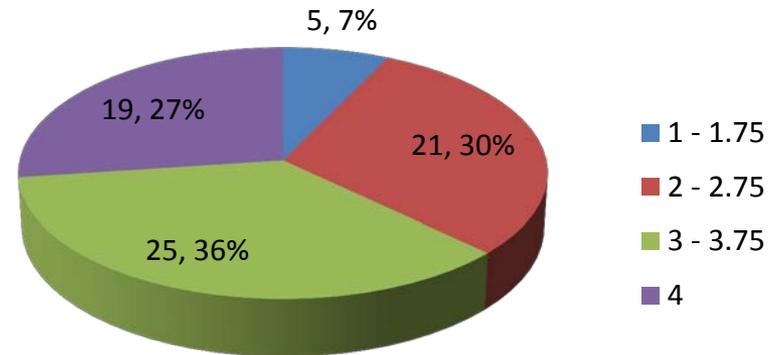
WOW/Assessment Day Results

Freshmen

Representations: Genre

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4

Seniors

Representations: Genre

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4
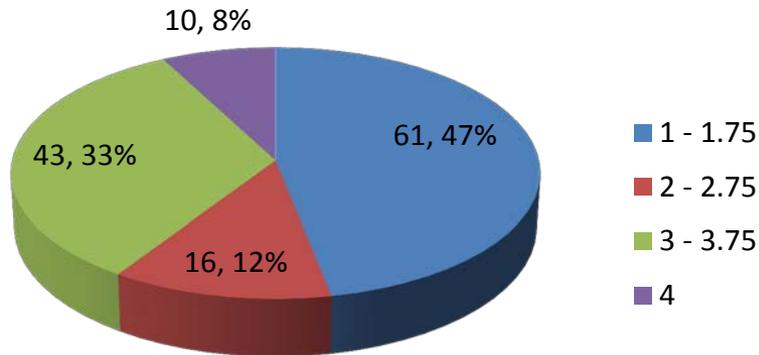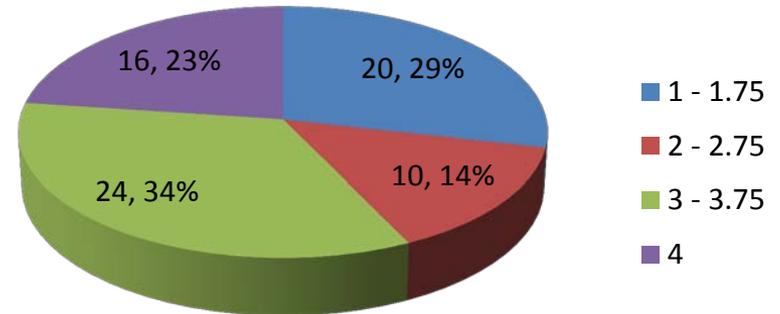
Comparison of WOW Artifacts
and
First Year Seminar (FYS) Final Exams

Academic Year 2012 - 2013

Review Procedures

- FYS instructors supplied final exams and scores for 55 of the 130 students whose WOW artifacts were assessed. FYS assessments were scored across the same six criteria used to assess WOW artifacts.

- The 55 FYS exams had two independent raters. Rater 1 was the FYS instructor and Rater 2 was a member of the summer assessment team. Final scores were determined in the following manner:
  - If raters assigned the same score, that became the score for the artifact.
  - If raters' scores differed by one point or less, e.g. FYS instructor assigned a score of 1 and summer assessment rater a score of 2, the final score was the mean, i.e. 1.5.
  - If raters' scores differed by more than one point, e.g. FYS instructor assigned a score of 1 and summer assessment rater a score of 3, a third rater was assigned to review the artifact.

WOW Artifact/FYS Final Exam Results

Mean Scores on a scale of 1 – 4, with 4 being the highest possible score

n = 55

Note: The dramatic increase in "Information Needed" at the end of FYS can be partially explained by more explicit directions for the FYS exam.

WOW Artifact/FYS Final Exam Results
n = 45

| Trait/ Performance Level	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Totals
1 – 1.75 WOW	42 (76%)	20 (36%)	13 (24%)	19 (35%)	3 (5%)	22 (40%)	119 (36%)
1 – 1.75 FYS	6 (11%)	5 (9%)	6 (11%)	8 (15%)	5 (9%)	14 (25%)	44 (13%)
2 – 2.75 WOW	10 (18%)	26 (47%)	20 (36%)	26 (47%)	26 (47%)	9 (16%)	117 (35%)
2 – 2.75 FYS	19 (35%)	26 (47%)	20 (36%)	25 (45%)	10 (18%)	5 (9%)	105 (32%)
3 – 3.75 WOW	3 (6%)	9 (16%)	18 (33%)	9 (16%)	18 (33%)	15 (27%)	72 (22%)
3 – 3.75 FYS	26 (47%)	21 (38%)	21 (38%)	17 (31%)	25 (45%)	19 (35%)	129 (39%)
4 WOW	0	0	4 (7%)	1 (2%)	8 (15%)	9 (16%)	22 (7%)
4 FYS	4 (7%)	3 (6%)	8 (15%)	5 (9%)	15 (27%)	17 (31%)	52 (16%)
Total WOW	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	330 (100%)
Total FYS	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	330 (100%)

WOW/FYS Results

WOW

**Information Literacy:
Information Needed**

FYS

**Information Literacy:
Information Needed**

WOW/FYS Results

WOW
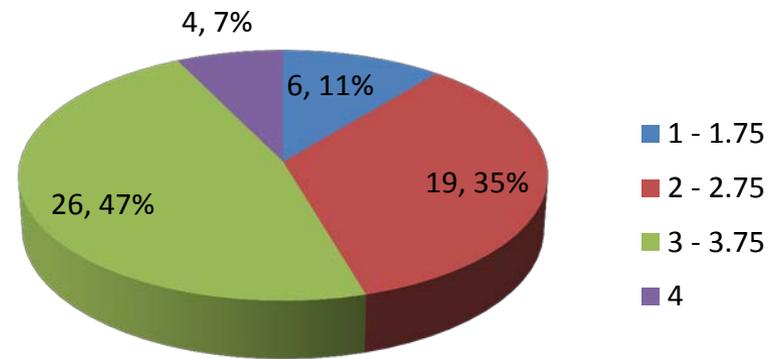
Information Literacy: Sources

FYS
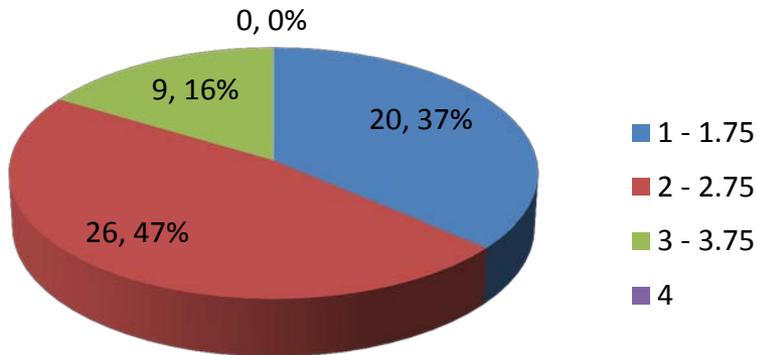
Information Literacy: Sources
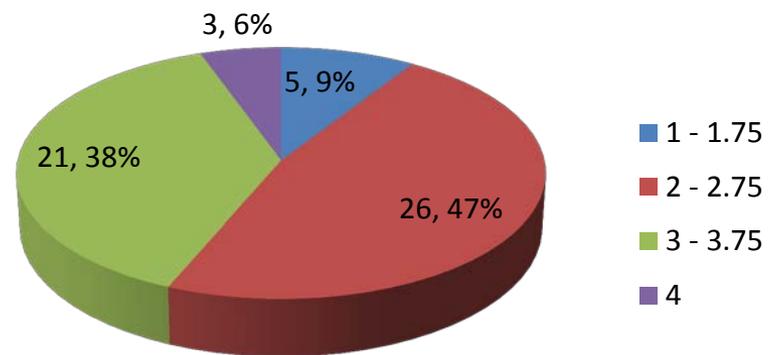
WOW/FYS Results

WOW

Reasoning: Recommendations
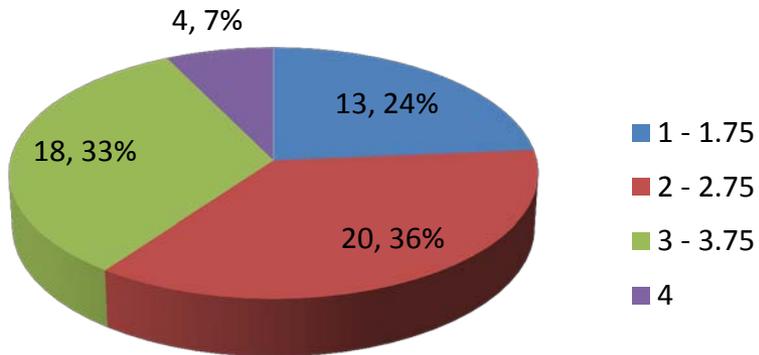
FYS

Reasoning: Recommendations
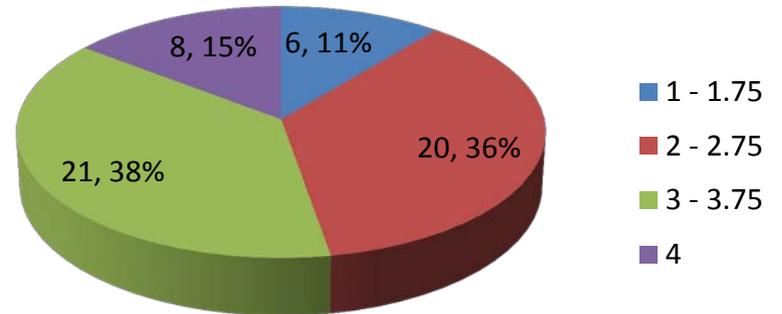
WOW/FYS Results

WOW

Reasoning: Evidence

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4

1, 2%
9, 16%
19, 35%
26, 47%

FYS

Reasoning: Evidence

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4

5, 9%
8, 15%
17, 31%
25, 45%

WOW/FYS Results

WOW
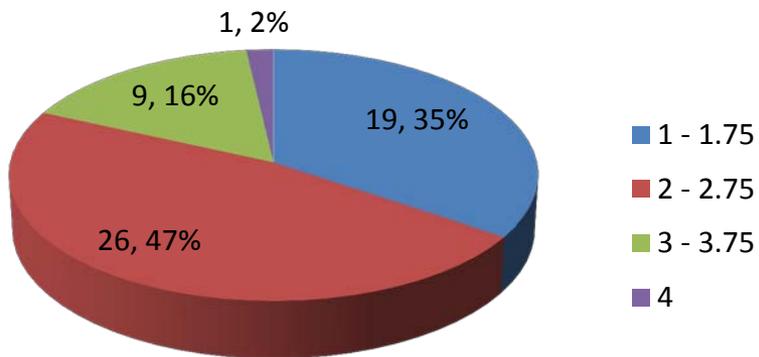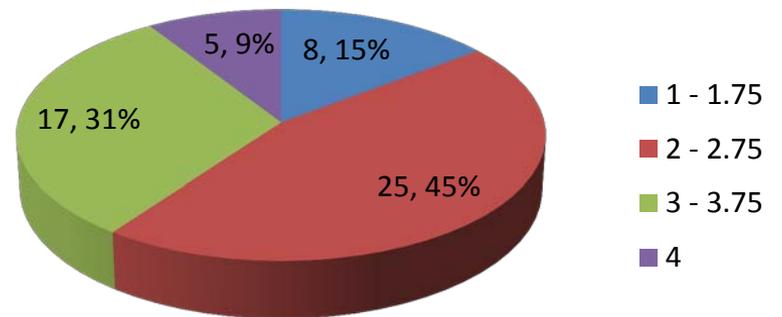
Representations: Cohesion

FYS
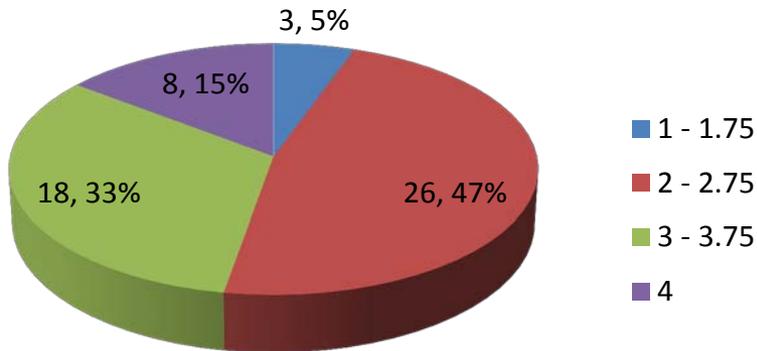
Representations: Cohesion

WOW/FYS Results

WOW

Representations: Genre

22, 40%
9, 17%
15, 27%
9, 16%

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4

FYS

Representations: Genre

14, 25%
5, 9%
19, 35%
17, 31%

- 1 - 1.75
- 2 - 2.75
- 3 - 3.75
- 4
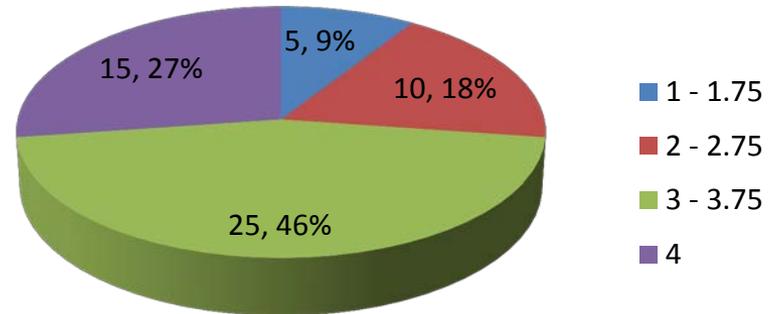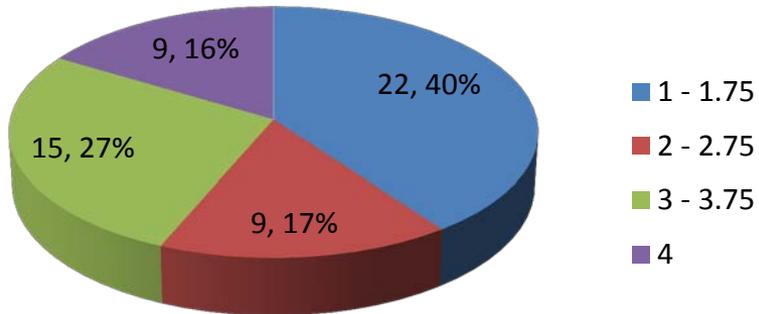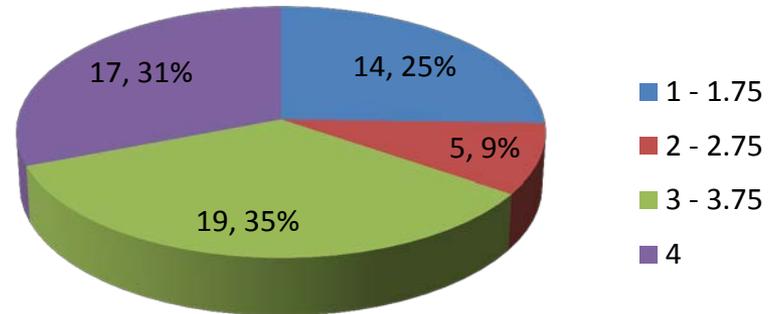
GEAR
(General Education Assessment Repository)
Assessment of FYS Artifacts
Spring 2013

Minimum Expected Level of Performance (Benchmark) = 1

Distribution of First Year Seminar (FYS) Artifacts among Marshall's Learning Outcomes

Marshall Outcome	# Artifacts Uploaded	# of Artifacts in Sample	Percentage	Number of trait tags
Communication Fluency	136	27	20%	96
Creative Thinking	84	17 (2 eliminated due to inability to access) = 15	20% (2 eliminated) = 18%	35 (6 eliminated) = 29
Ethical and Civic Thinking	52	15	29%	34
Information Literacy	153	31	20%	94
Inquiry Based Thinking	114	23	20%	75
Integrative Thinking	105	21 (1 eliminated due to inability to access) = 20	20% (1 eliminated) = 19%	73 (4 eliminated) = 69
Intercultural Thinking	42	16	38%	53
Metacognitive Thinking	60	15	25%	18
Quantitative Thinking	22	15	68%	37
Total	**768**	**180 (3 eliminated) = 177**	**23% (3 eliminated) = 23%**	**515 (10 eliminated) = 505**

Review Procedures

- Please access muwww-new.marshall.edu/assessment/LearningOutcomes.aspx and click on the links for each Domain of Critical Thinking to access rubrics used for this assessment.

- Each artifact had two independent raters and scores were determined in the following manner:
  - If raters assigned the same score, that became the score for the artifact.
  - If raters' scores differed by one point or less, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 2, the final score was the mean, i.e. 1.5.
  - If raters' scores differed by more than one point, e.g. Rater 1 assigned a score of 1 and Rater 2 a score of 3, the raters met to discuss the rationale for their scores to see if they could agree on a score or, at minimum, scores that differed by no more than one point.
  - If raters' scores differed by more than one point and, after discussion, they were not able to resolve the differences, a third rater was assigned to review the artifact.

Communication Fluency

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- Context/Audience - n = 25
- Design/Organization - n = 24
- Diction - n = 23
- Communication Style - n = 24

Bar values: 1.12, 1.24, 1.24, 1.09
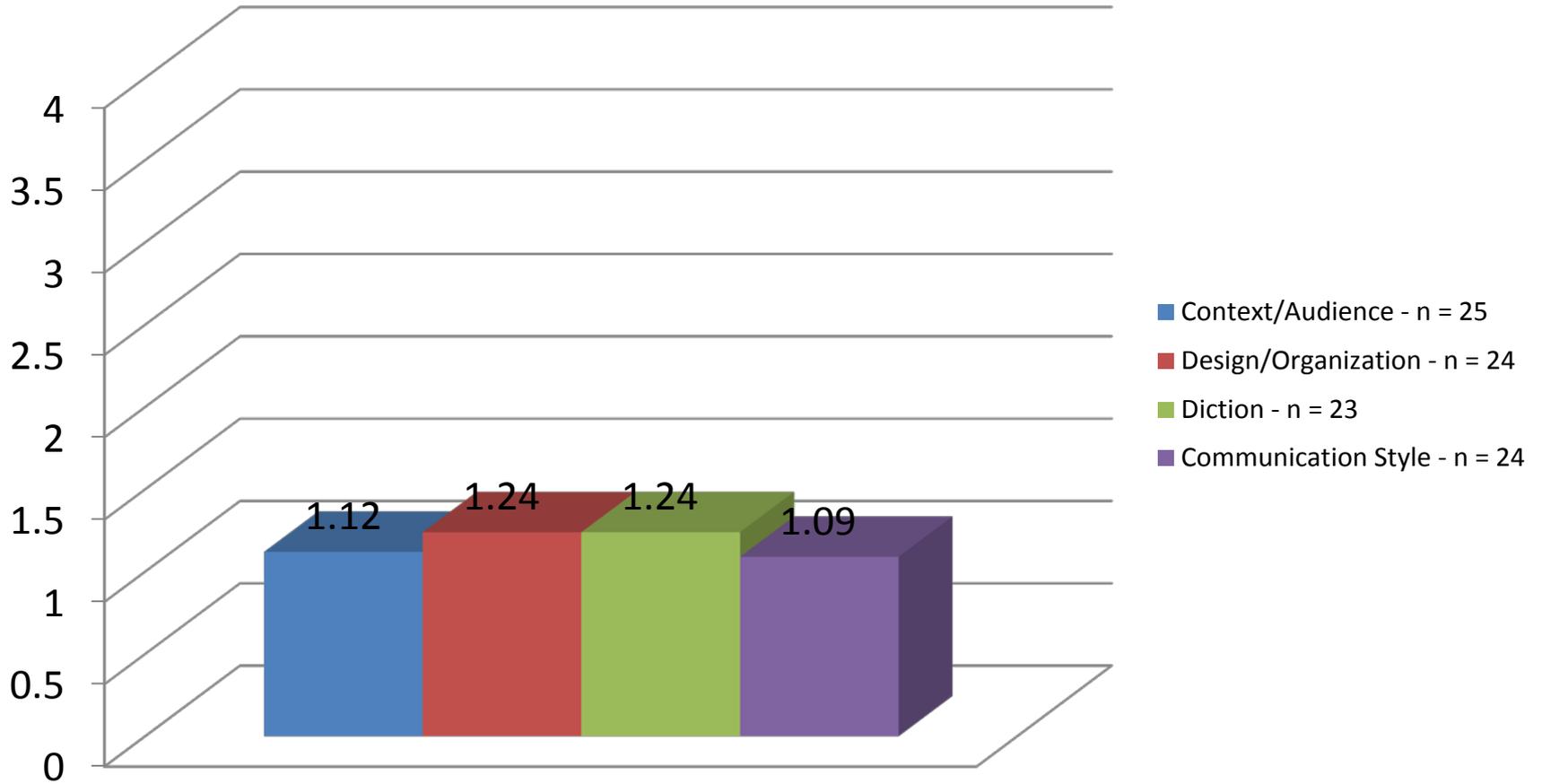
Communication Fluency
Number of artifacts scoring at each performance level

Trait/ Performance Level	Context/ Audience	Design/ Organization	Diction	CMM Style	Total
0	0	0	1 (4%)	4 (17%)	5 (5%)
> 0, but < 1	9 (36%)	5 (21%)	2 (9%)	4 (17%)	20 (21%)
1 – 1.75	12 (48%)	16 (67%)	17 (74%)	11 (46%)	56 (58%)
2 – 2.75	3 (12%)	2 (8%)	3 (13%)	5 (21%)	13 (14%)
3 – 3.75	1 (4%)	1 (4%)	0	0	2 (2%)
4	0	0	0	0	0
Totals	25 (100%)	24 (100%)	23 (100%)	24 (100%)	96 (100%)

Communication Fluency
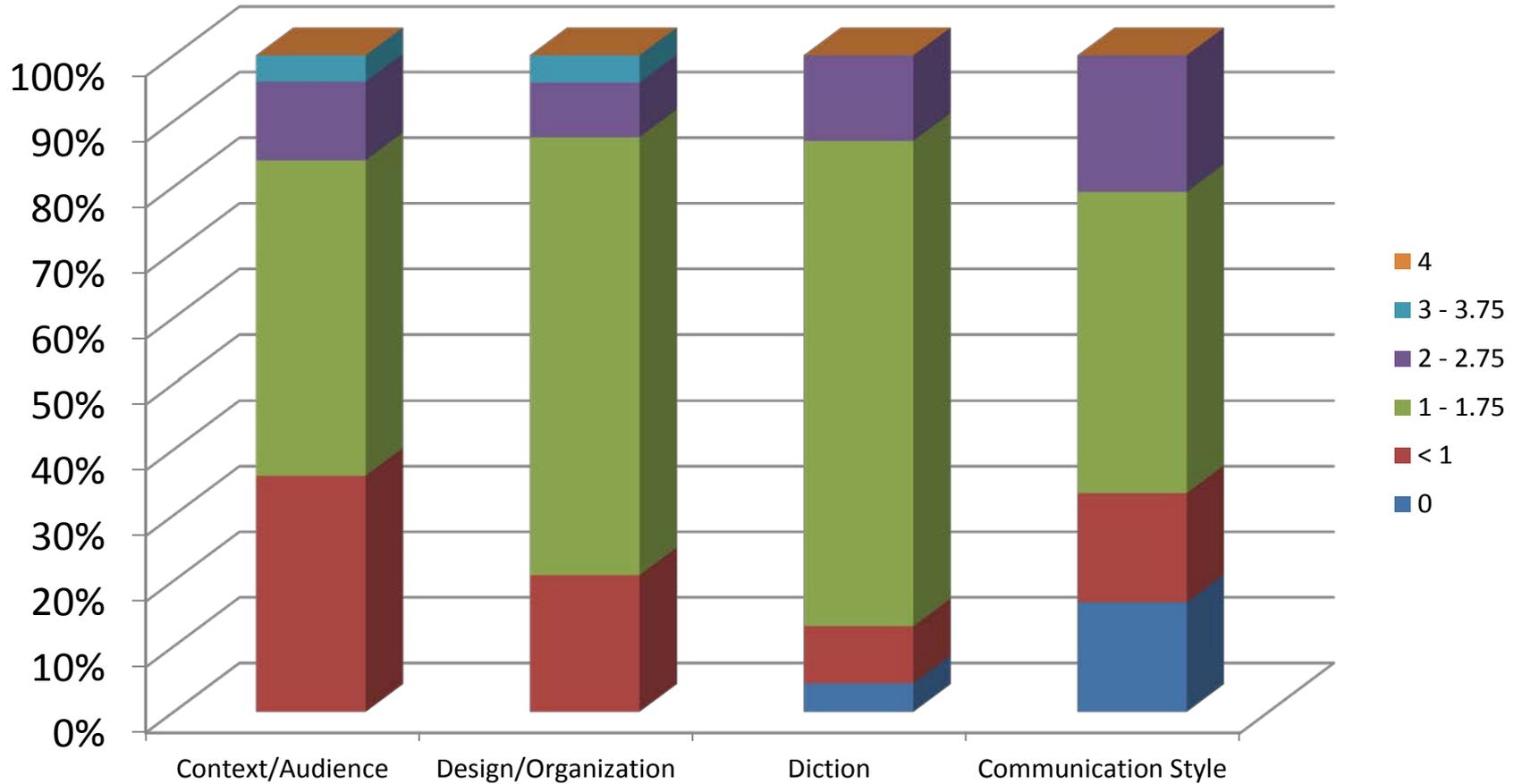
Creative Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score
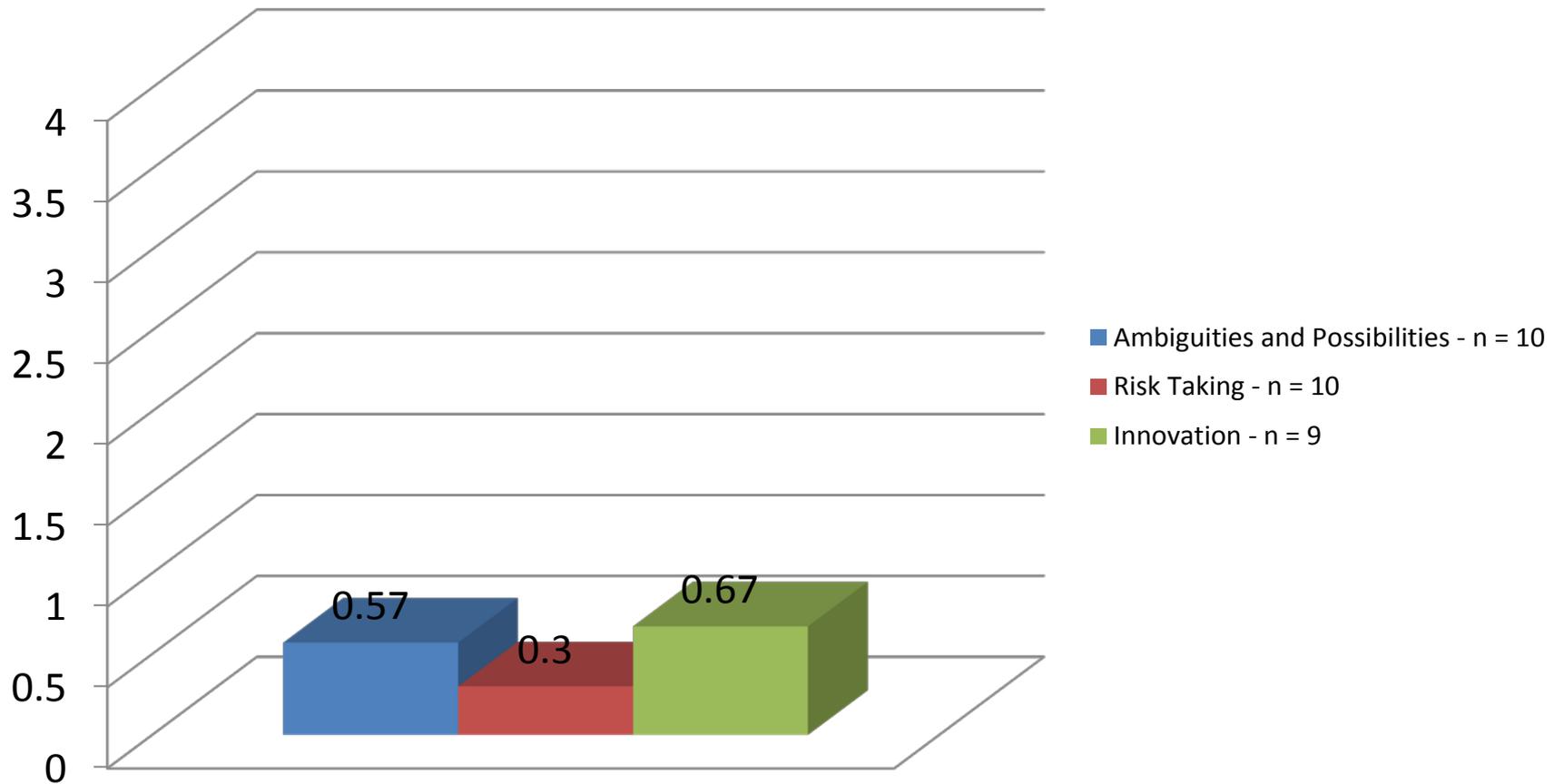
Creative Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Ambiguities and Possibilities	Risk Taking	Innovation	Total
0	1 (10%)	4 (40%)	2 (11%)	7 (24%)
> 0, but < 1	7 (70%)	6 (60%)	5 (26%)	18 (62%)
1 – 1.75	2 (20%)	0	0	2 (7%)
2 – 2.75	0	0	2 (11%)	2 (7%)
3 – 3.75	0	0	0	0
4	0	0	0	0
Totals	10 (100%)	10 (100%)	19 (100%)	29 (100%)

Creative Thinking
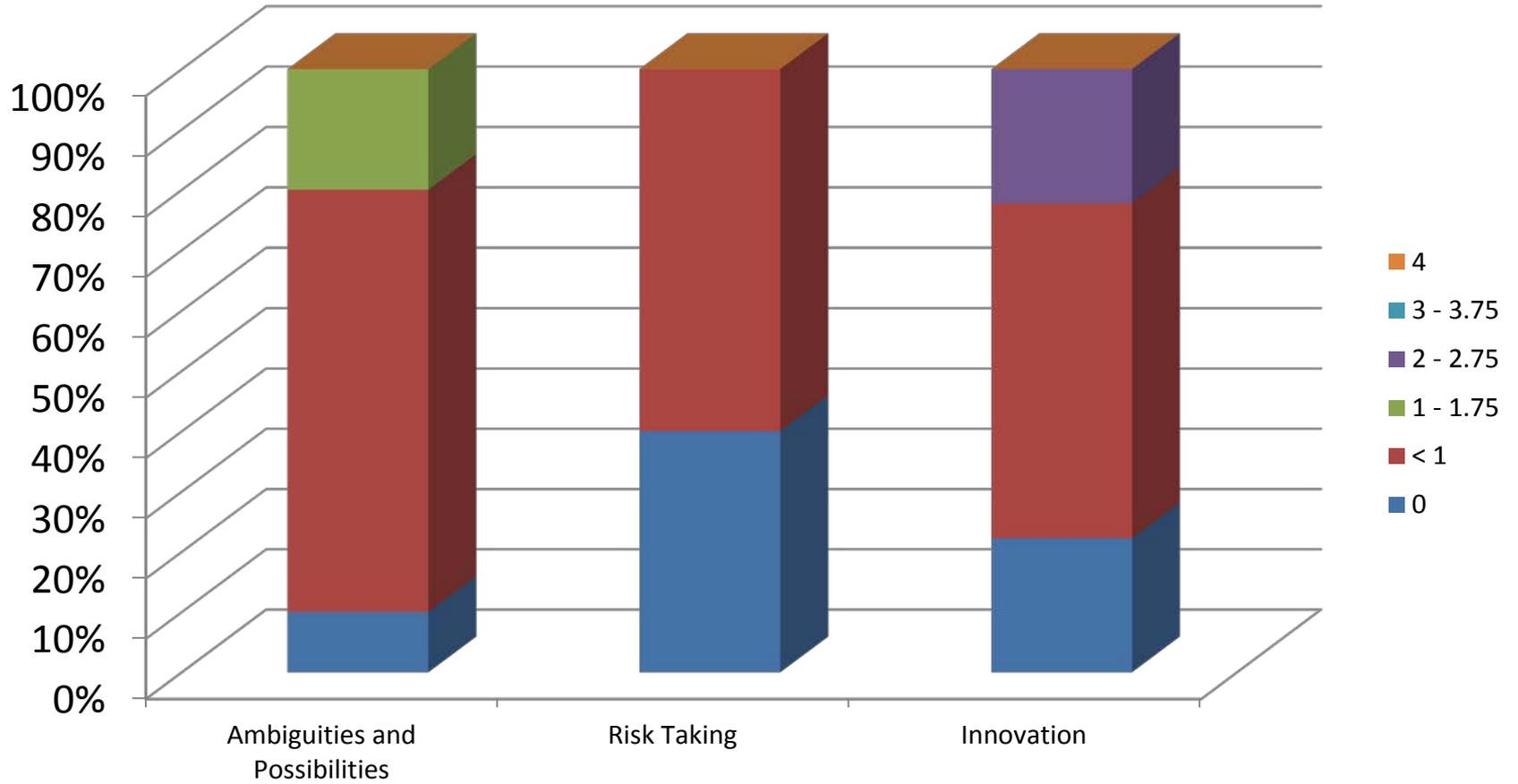
Ethical and Civic Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score
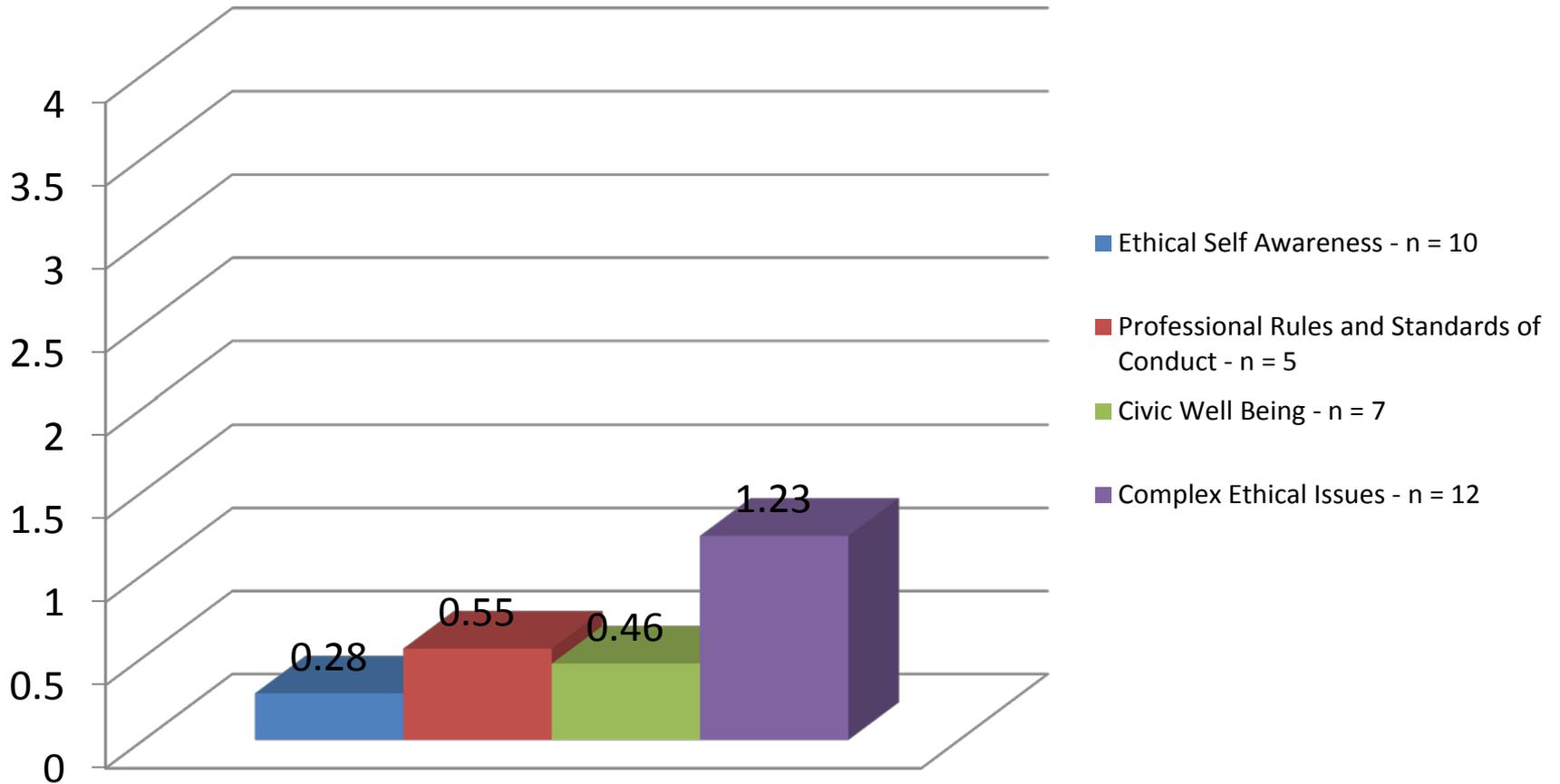
Ethical and Civic Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Ethical Self Awareness	Professional Rules and Standards of Conduct	Civic Well Being	Complex Ethical Issues	Total
0	5 (50%)	2 (40%)	4 (57%)	0	11 (32%)
> 0, but < 1	5 (50%)	2 (40%)	2 (29%)	4 (33%)	13 (38%)
1 – 1.75	0	1 (20%)	0	6 (50%)	7 (21%)
2 – 2.75	0	0	1 (14%)	2 (17%)	3 (9%)
3 – 3.75	0	0	0	0	0
4	0	0	0	0	0
Totals	10 (100%)	5 (100%)	7 (100%)	12 (100%)	34 (100%)

Ethical and Civic Thinking
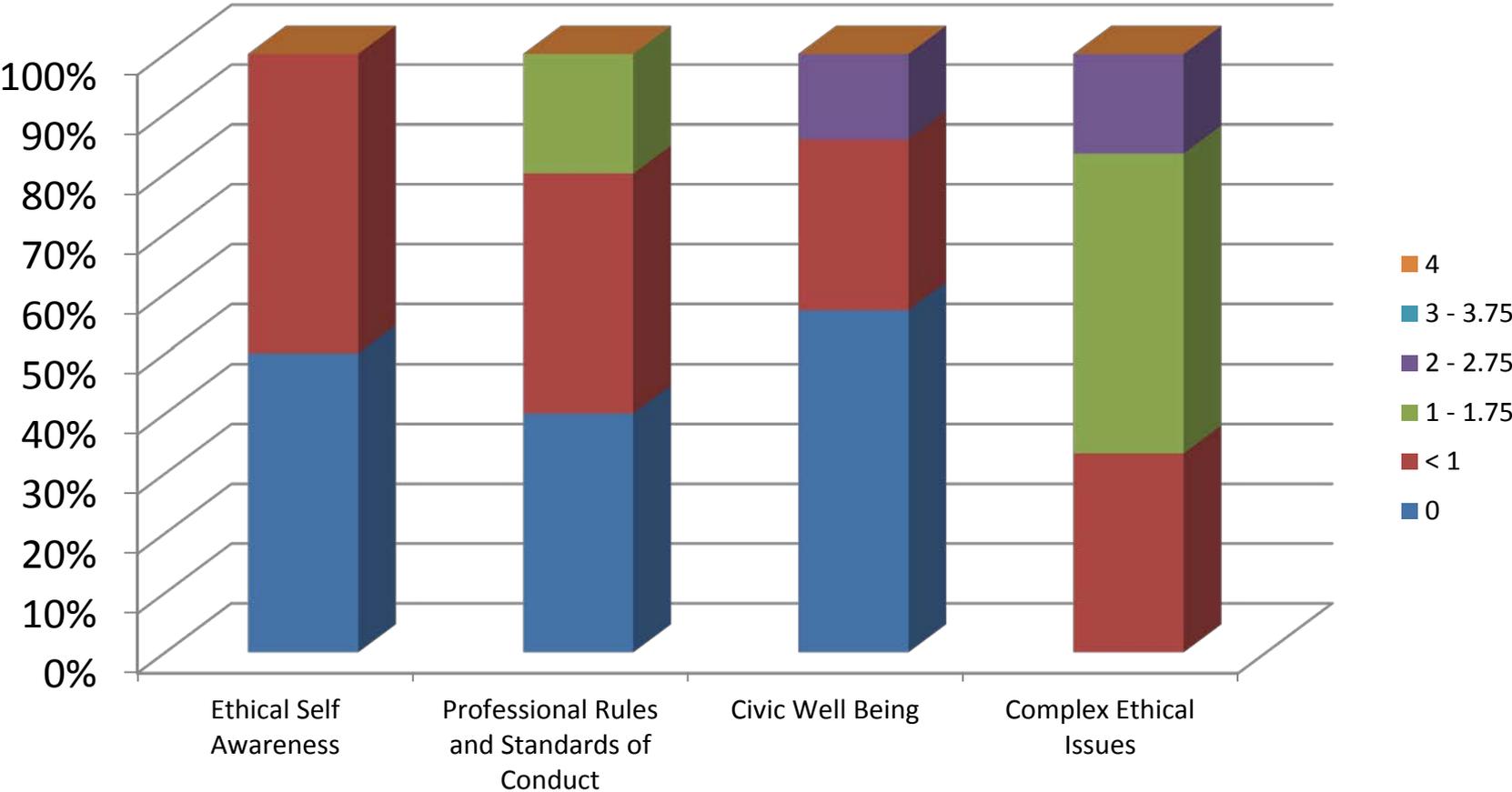
Information Literacy

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- Tool Use - n = 21
- Relevance of Information - n = 28
- Complex Information Environment - n = 22
- Legal/Ethical Issues - n = 23

Values shown: 0.99, 1.03, 0.22, 0.95
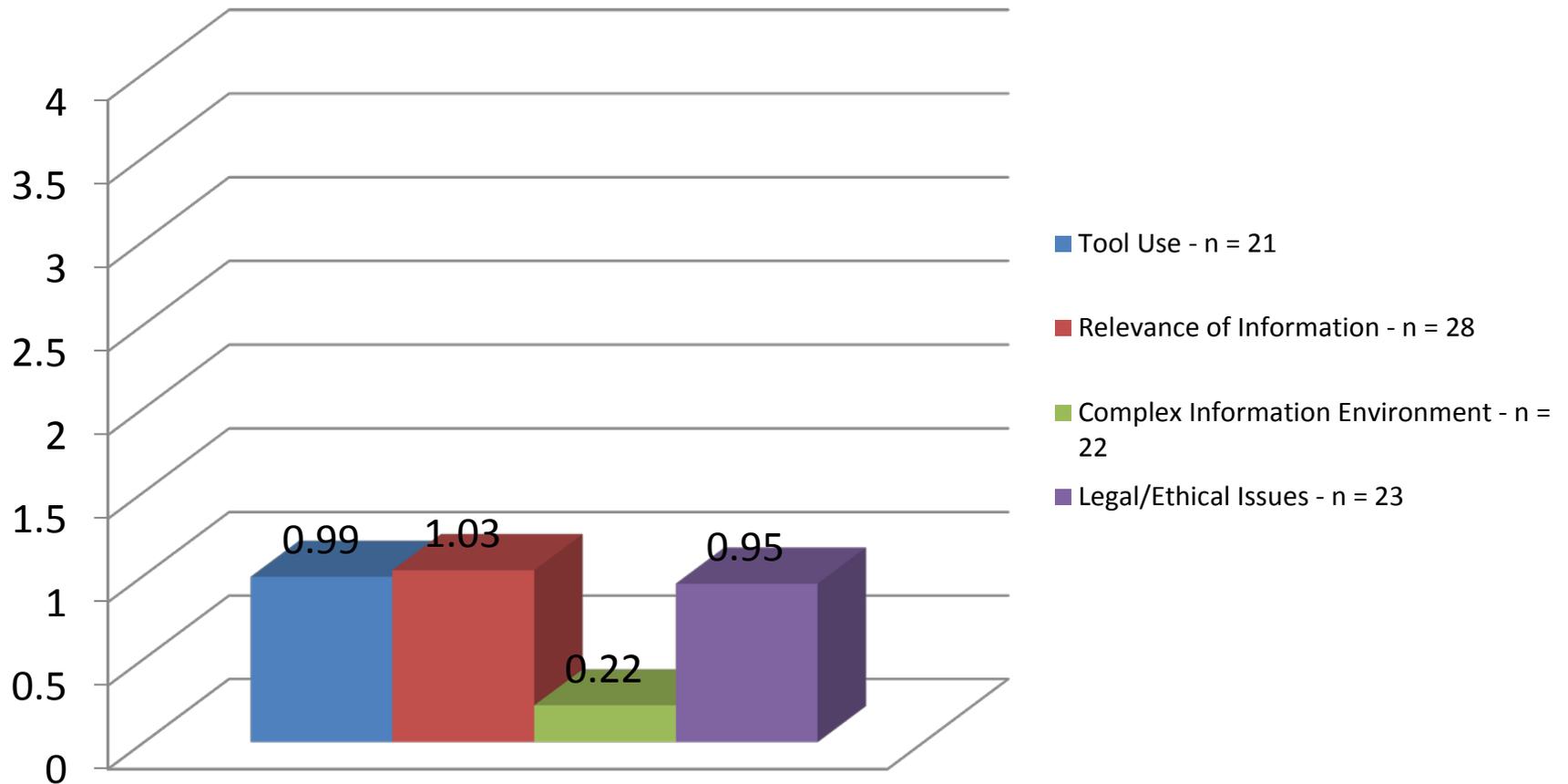
Information Literacy

Number of artifacts scoring at each performance level

Trait/Performance Level	Tool Use	Relevance of Information	Complex Information Environment	Legal/Ethical Issues	Total
0	4 (19%)	4 (14%)	14 (64%)	3 (13%)	25 (27%)
> 0, but < 1	4 (19%)	4 (14%)	7 (32%)	6 (26%)	21 (22%)
1 – 1.75	11 (52%)	17 (61%)	1 (4%)	12 (52%)	41 (44%)
2 – 2.75	2 (10%)	2 (7%)	0	2 (9%)	6 (6%)
3 – 3.75	0	1 (4%)	0	0	1 (1%)
4	0	0	0	0	0
Totals	21 (100%)	28 (100%)	22 (100%)	23 (100%)	94 (100%)

Information Literacy
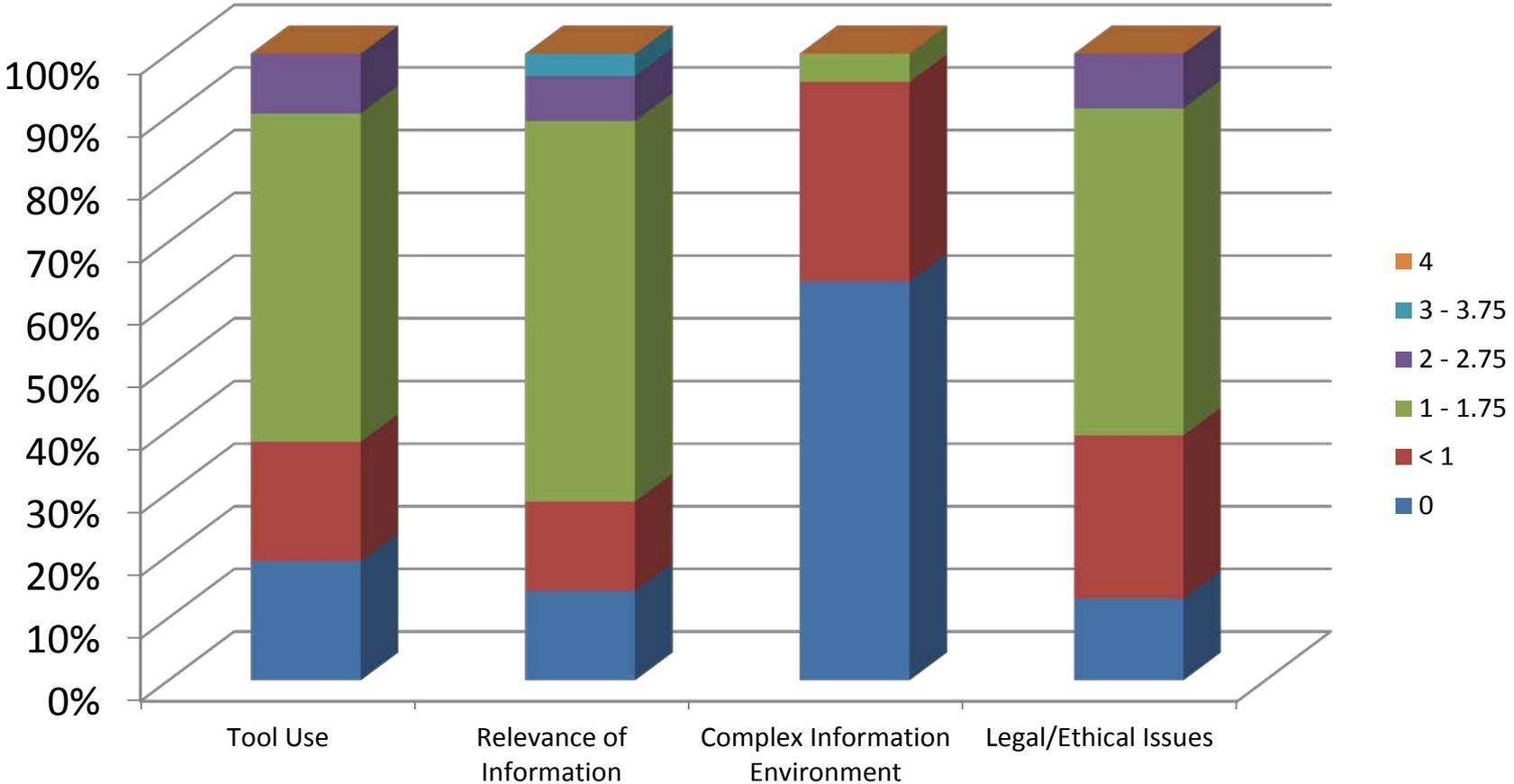
Inquiry Based Thinking
Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

- Problem/Question - n = 21
- Research of Existing Knowledge - n = 21
- Method of Inquiry - n = 17
- Data Analysis and Conclusions - n = 16

Values shown: 0.8, 0.87, 0.44, 0.52
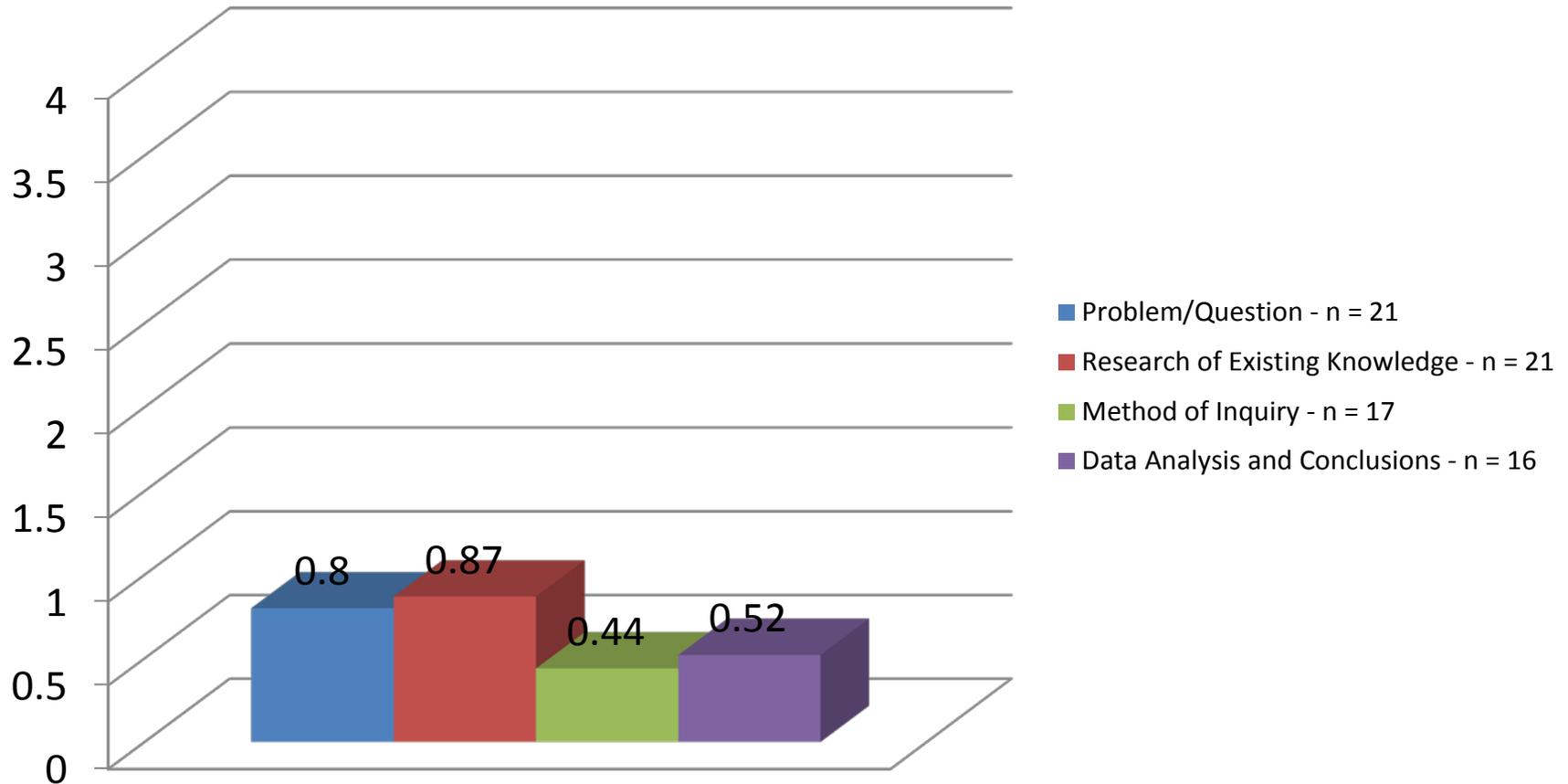
Inquiry Based Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Problem/ Question	Research of Existing Knowledge	Method of Inquiry	Data Analysis and Conclusions	Total
0	1 (5%)	2 (10%)	6 (35%)	4 (25%)	13 (17%)
> 0, but < 1	11 (52%)	7 (33%)	8 (47%)	8 (25%)	34 (45%)
1 – 1.75	9 (43%)	12 (57%)	3 (18%)	4 (50%)	28 (37%)
2 – 2.75	0	0	0	0	0
3 – 3.75	0	0	0	0	0
4	0	0	0	0	0
Totals	21 (100%)	21 (100%)	17 (100%)	16 (100%)	75 (100%)

Integrative Thinking
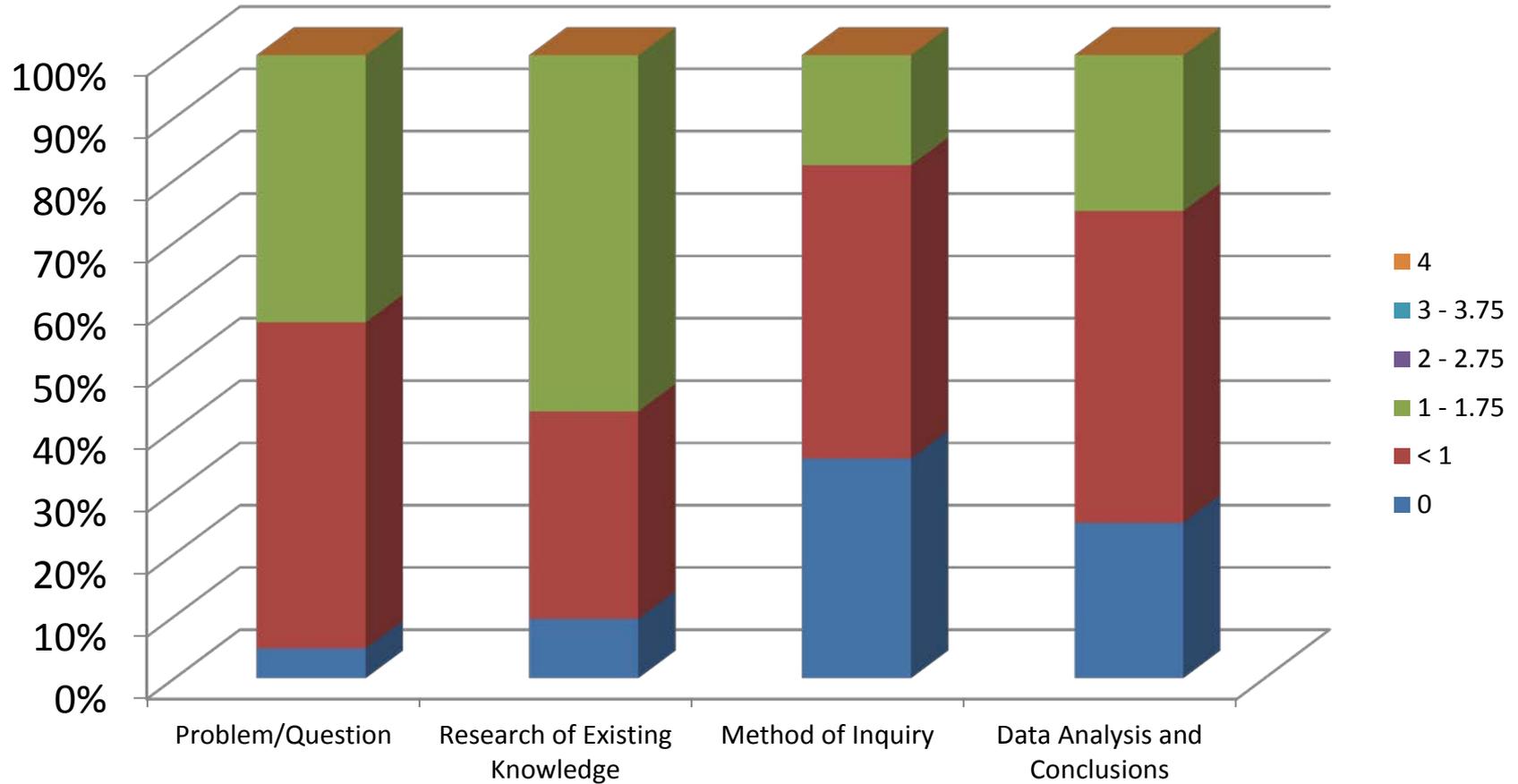
Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- Connections among Disciplines - n = 17
- Relation among Domains - n = 17
- Transfer - n = 17
- Connections to Experience - n = 18

Values shown: 0.5, 0.63, 0.31, 0.6
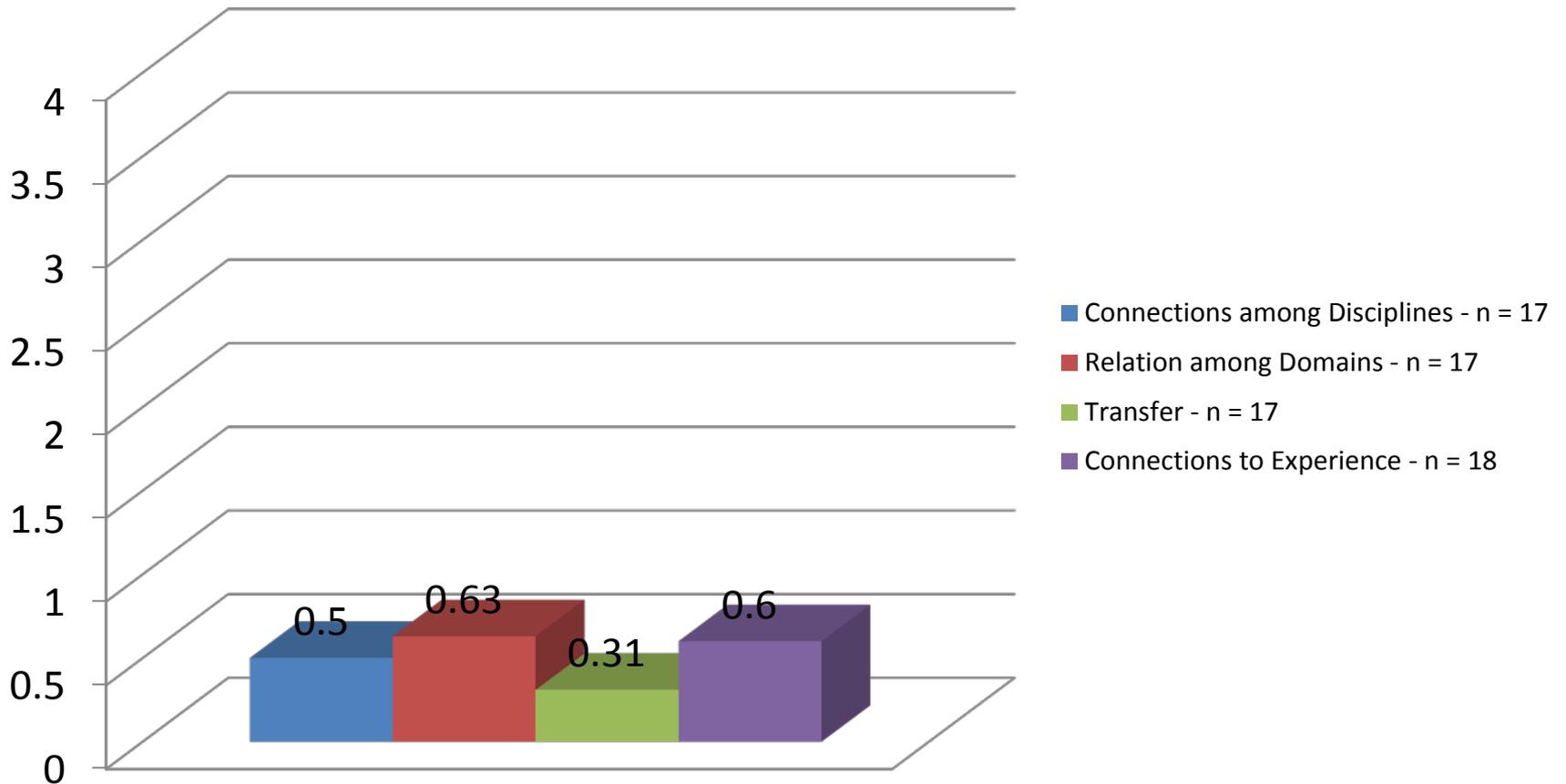
Integrative Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Connections among Disciplines	Relation among Domains	Transfer	Connections to Experience	Total
0	7 (41%)	7 (41%)	10 (59%)	4 (22%)	28 (41%)
> 0, but < 1	6 (35%)	7 (41%)	5 (29%)	9 (50%)	27 (39%)
1 – 1.75	3 (18%)	0	1 (6%)	3 (17%)	7 (10%)
2 – 2.75	1 (6%)	1 (6%)	1 (6%)	2 (11%)	5 (7%)
3 – 3.75	0	2 (12%)	0	0	2 (3%)
4	0	0	0	0	0
Totals	17 (100%)	17 (100%)	17 (100%)	18 (100%)	69 (100%)

Integrative Thinking
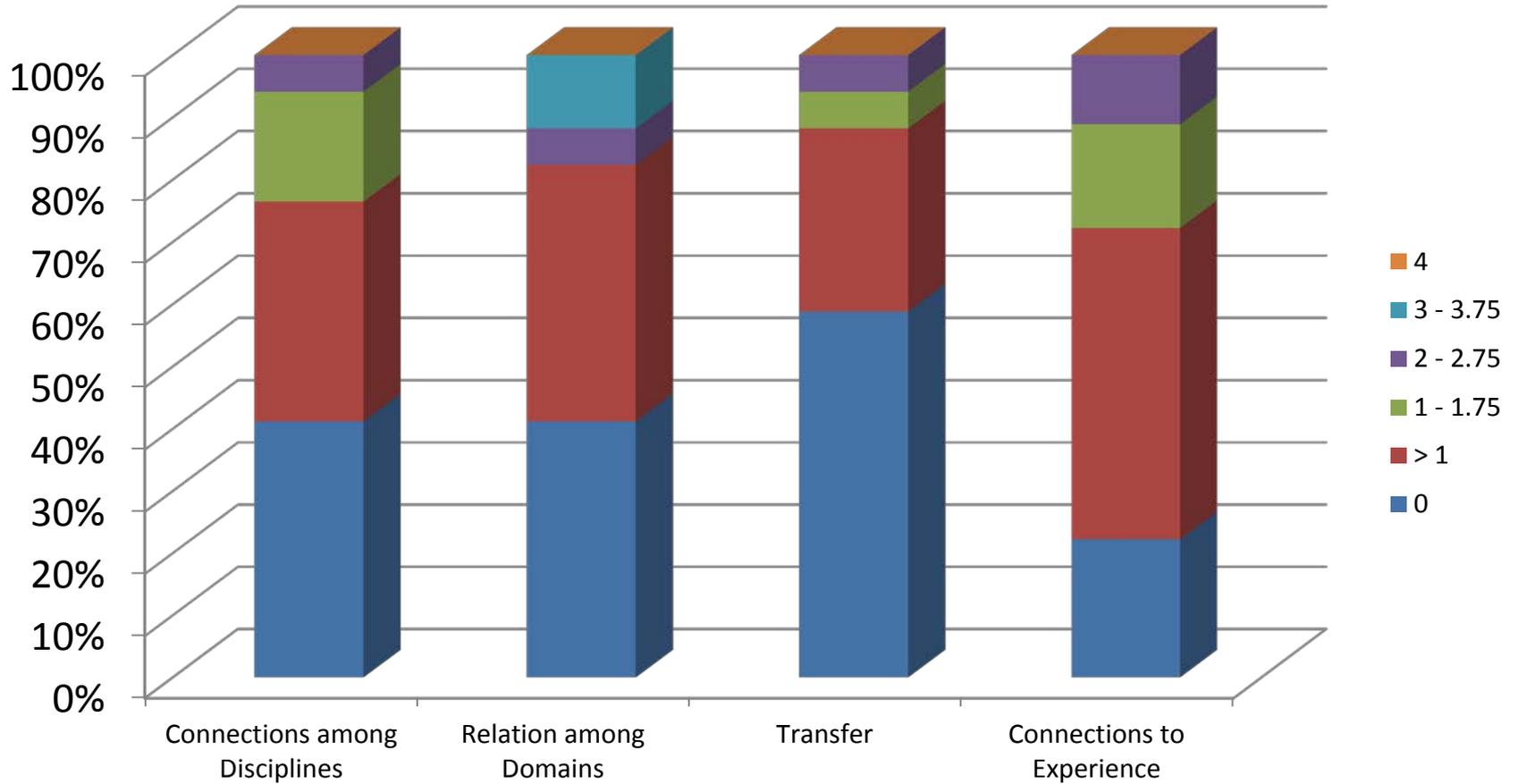
Intercultural Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score

Legend:
- Own Culture - n = 11
- Other Cultures - n = 13
- Communication with Other Cultures - n = 7
- Global Awareness - n = 11
- Cultural Conflict - n = 11

Values: 0.34, 0.62, 0, 0.25, 0.66
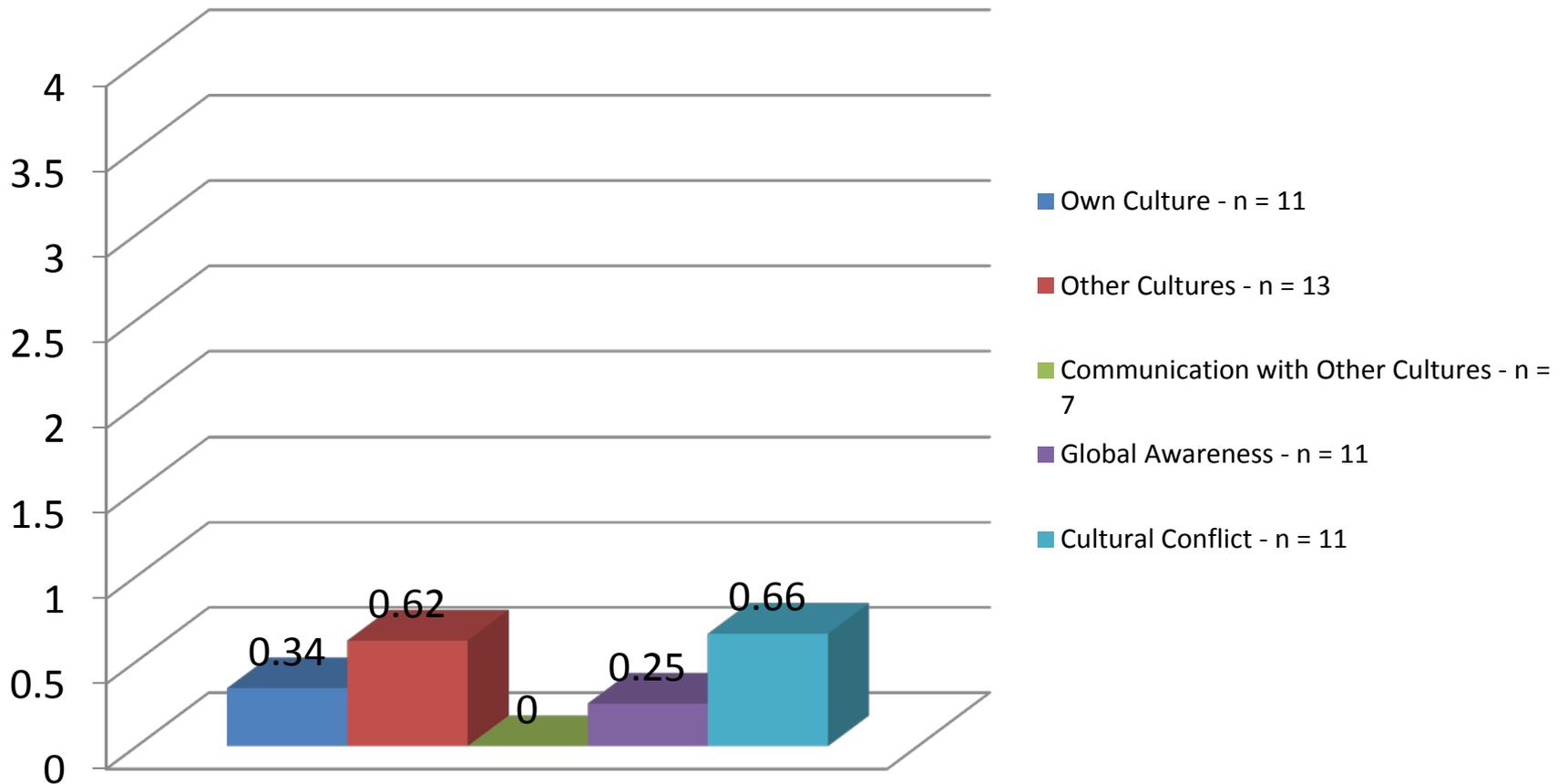
Intercultural Thinking

Number of artifacts scoring at each performance level

| Trait/ Performance Level	Own Culture	Other Cultures	CMM with Other Cultures	Global Awareness	Cultural Conflict	Total
0	7 (64%)	2 (15%)	7 (100%)	8 (73%)	4 (36%)	28 (53%)
> 0, but < 1	2 (18%)	8 (62%)	0	1 (9%)	3 (27%)	14 (26%)
1 – 1.75	1 (9%)	3 (23%)	0	2 (18%)	3 (27%)	9 (17%)
2 – 2.75	1 (9%)	0	0	0	1 (9%)	2 (4%)
3 – 3.75	0	0	0	0	0	0
4	0	0	0	0	0	0
Totals	11 (100%)	13 (100%)	7 (100%)	11 (100%)	11 (100%)	53 (100%)

Intercultural Thinking
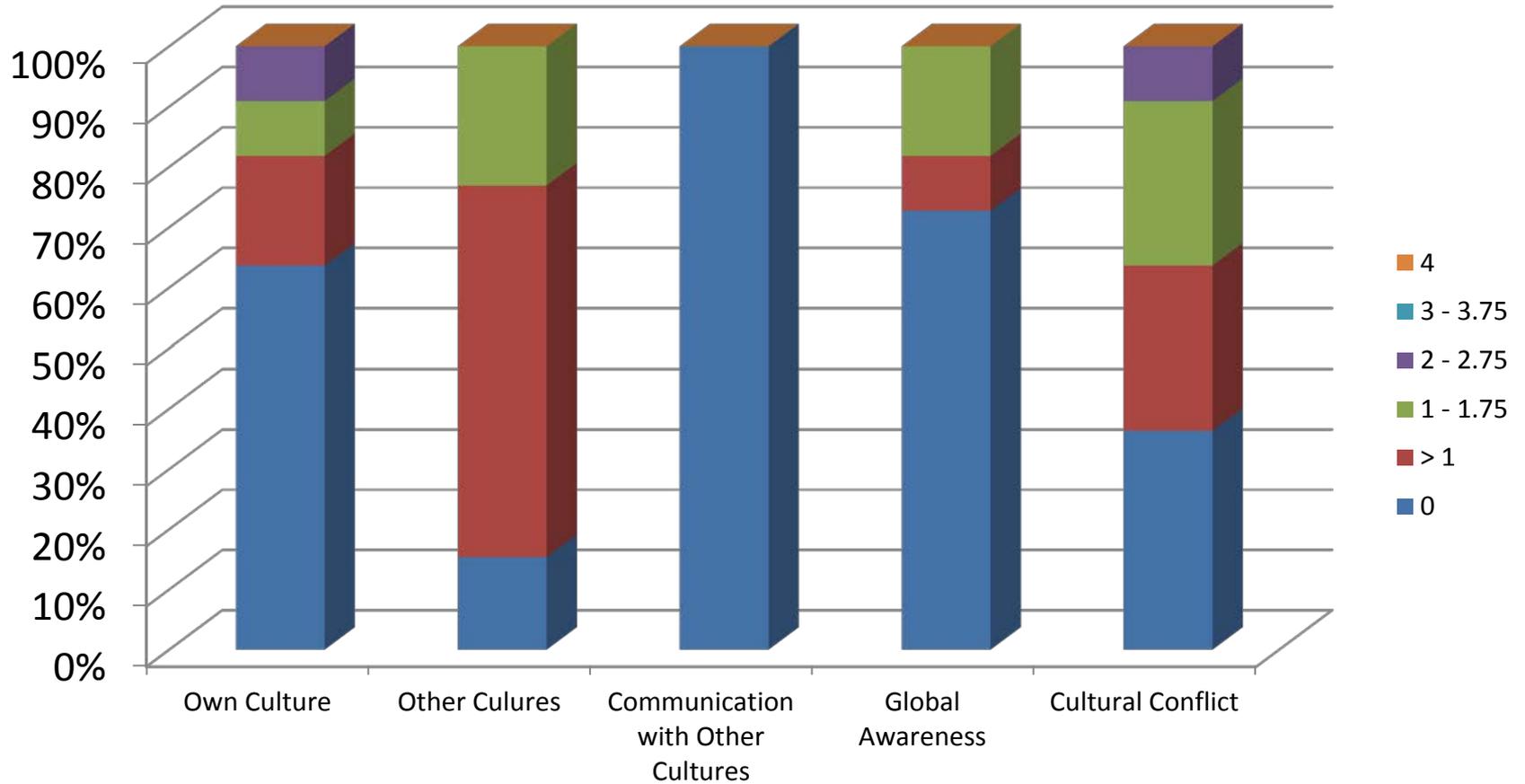
Metacognitive Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score
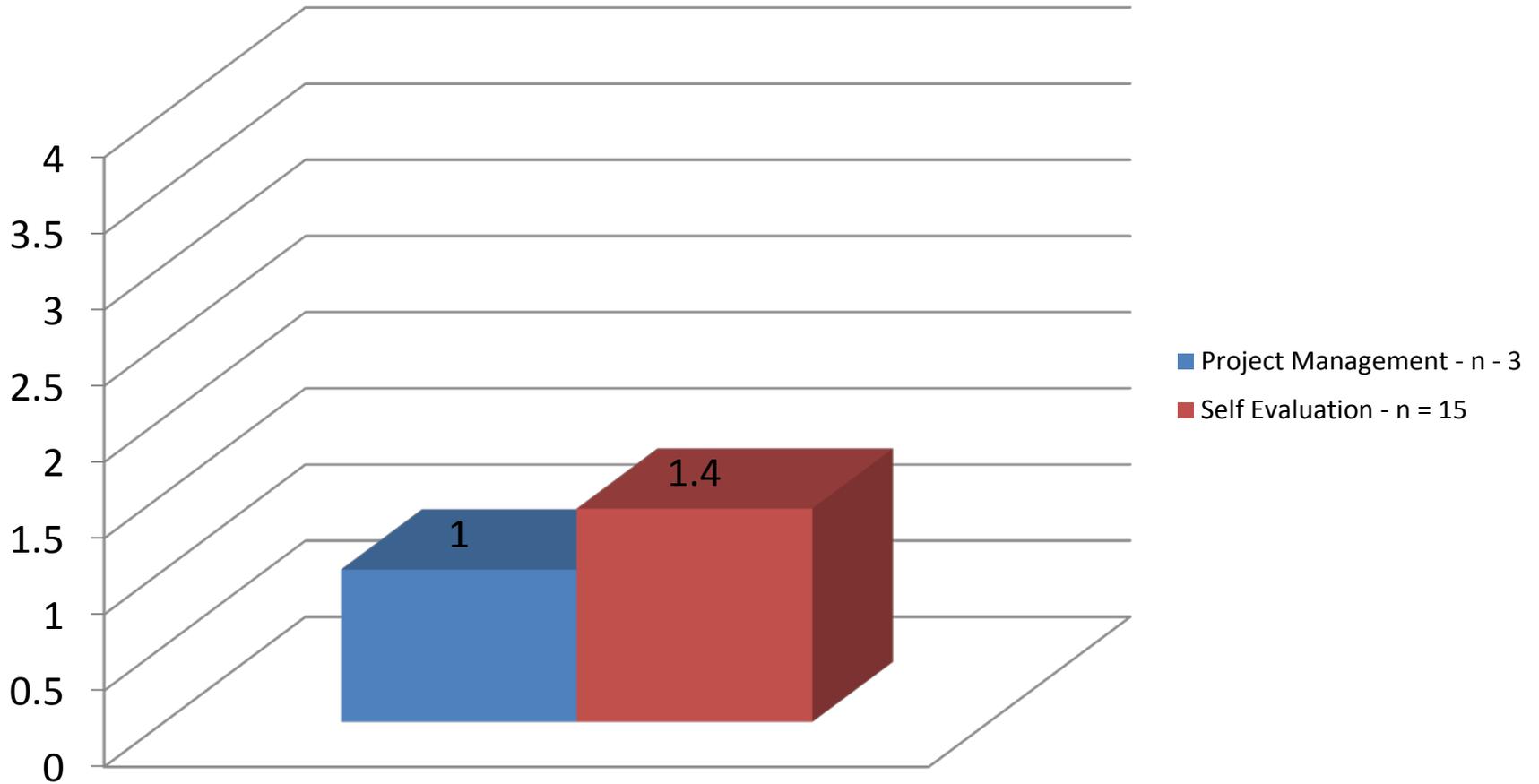
Metacognitive Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Project Management	Self Evaluation	Total
0	1 (33%)	1 (7%)	2 (11%)
> 0, but < 1	1 (33%)	3 (20%)	4 (22%)
1 – 1.75	0	8 (53%)	8 (44%)
2 – 2.75	1 (33%)	2 (13%)	3 (17%)
3 – 3.75	0	1 (7%)	1 (6%)
4	0	0	0
Totals	3 (100%)	15 (100%)	18 (100%)

Metacognitive Thinking
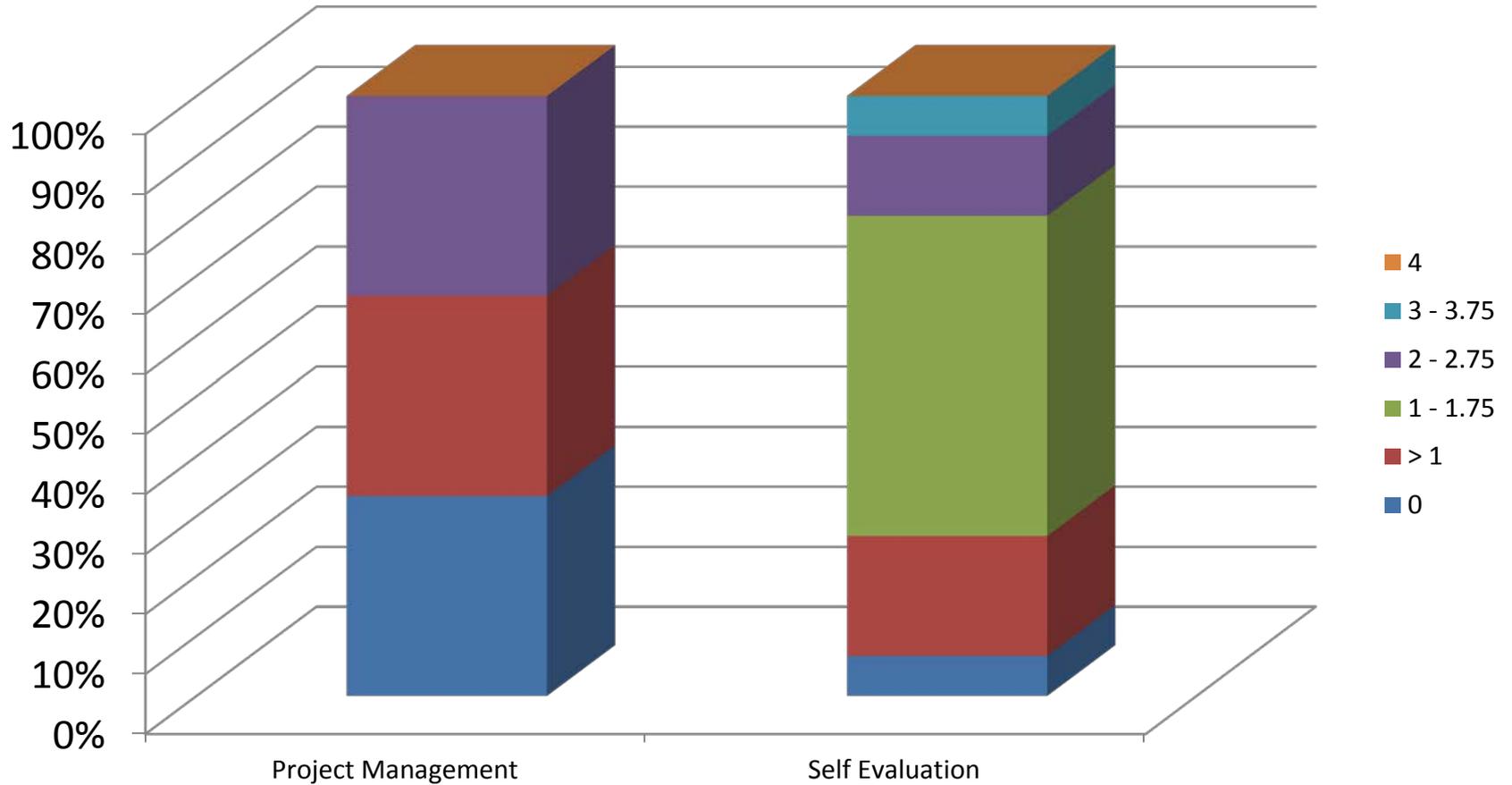
Quantitative Thinking

Mean Scores on a scale of 0 – 4, with 4 being the highest possible score
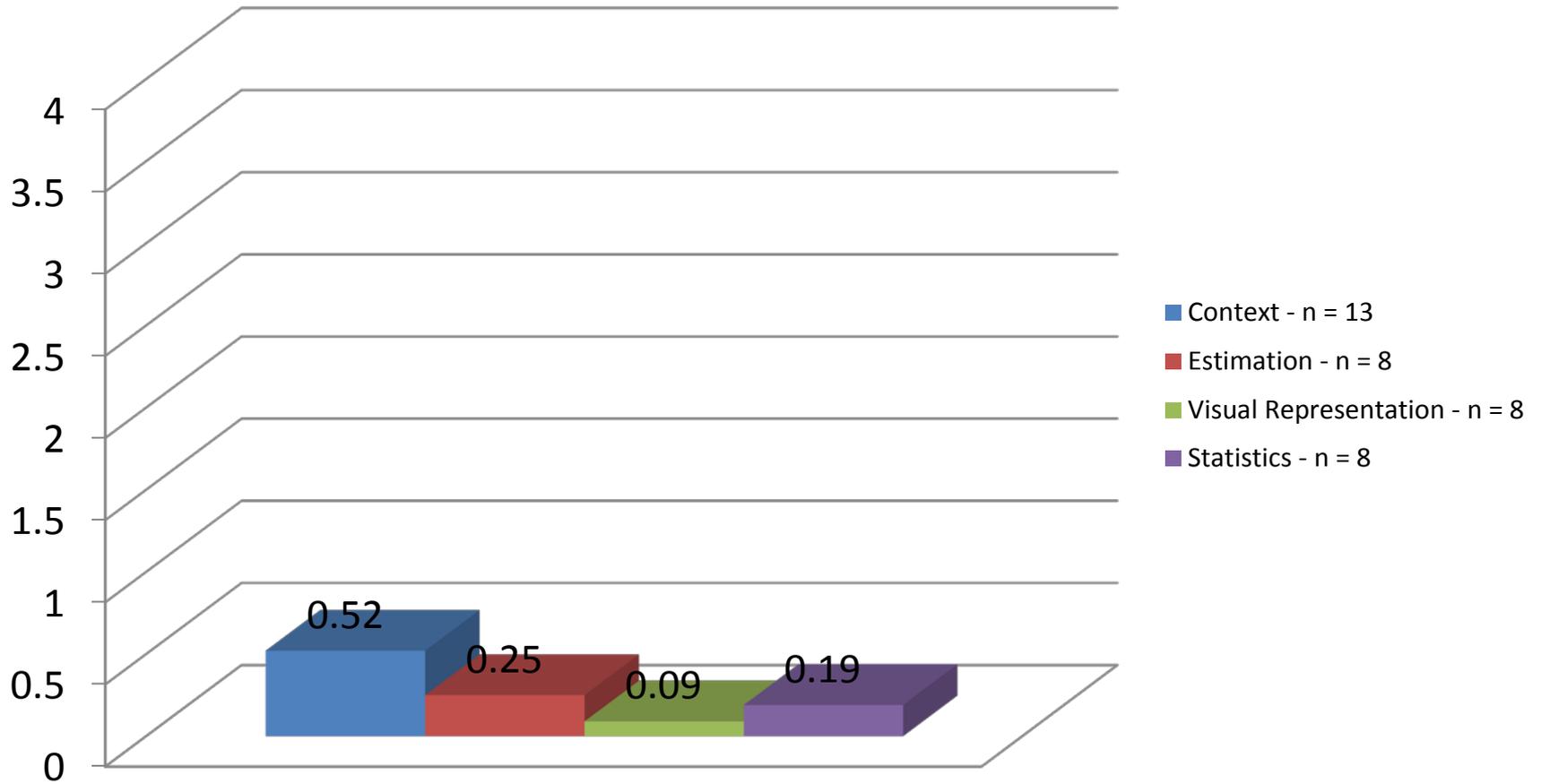
Quantitative Thinking
Number of artifacts scoring at each performance level

Trait/ Performance Level	Context	Estimation	Visual Representations	Statistics	Total
0	5 (38%)	6 (75%)	6 (75%)	6 (75%)	23 (62%)
> 0, but < 1	4 (31%)	1 (12.5%)	2 (25%)	1 (12.5%)	8 (22%)
1 – 1.75	3 (23%)	1 (12.5%)	0	1 (12.5%)	5 (14%)
2 – 2.75	1 (8%)	0	0	0	1 (3%)
3 – 3.75	0	0	0	0	0
4	0	0	0	0	0
Totals	13 (100%)	8 (100%)	8 (100%)	8 (100%)	37 (100%)

Quantitative Thinking

Interrater Agreement

WOW/Assessment Day Artifacts

Trait/ Agreement	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Total
Agree	126 (63%)	91 (45.5%)	68 (34%)	77 (38.5%)	79 (39.5%)	112 (56%)	553 (46%)
Difference = 1 point or less	56 (28%)	103 (51.5%)	96 (48%)	101 (50.5%)	86 (43%)	82 (41%)	524 (44%)
Difference = more than 1 point	18 (9%)	6 (3%)	36 (18%)	22 (11%)	35 (17.5%)	6 (3%)	123 (10%)
Total	200 (100%)	200 (100%)	200 (100%)	200 (100%)	200 (100%)	200 (100%)	1,200 (100%)

FYS Final Exams

Trait/ Agreement	IL: Information Needed	IL: Sources	Reasoning: Recommendation	Reasoning: Evidence	Rep: Cohesion	Rep: Genre	Total
Agree	25 (45.5%)	17 (30.9%)	15 (27.3%)	18 (32.7%)	18 (32.7%)	25 (45.5%)	118 (36%)
Difference = 1 point or less	24 (43.6%)	31 (56.4%)	27 (49.1%)	26 (47.3%)	27 (49.1%)	24 (43.6%)	159 (48%)
Difference = more than 1 point	6 (10.9%)	7 (12.7%)	13 (23.6%)	11 (20%)	10 (18.2%)	6 (10.9%)	53 (16%)
Total	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	55 (100%)	330 (100%)

FYS (GEAR) Artifacts
Communication Fluency

Trait/ Agreement	Context/Audience	Design/ Organization	Diction	Communication Style	Total
Agree	6 (24%)	11 (45.8%)	12 (52.2%)	10 (41.7%)	39 (41%)
Difference = 1 point or less	9 (36%)	10 (41.7%)	9 (39.1%)	6 (25%)	34 (35%)
Difference = more than 1 point	10 (40%)	3 (12.5%)	2 (8.7%)	8 (33.3%)	23 (24%)
Total	25 (100%)	24 (100%)	23 (100%)	24 (100%)	96 (100%)

FYS (GEAR) Artifacts
Creative Thinking

Trait/ Agreement	Ambiguities and Possibilities	Risk Taking	Innovation	Total
Agree	3 (30%)	4 (40%)	4 (44.4%)	11 (38%)
Difference = 1 point or less	6 (60%)	5 (50%)	4 (44.4%)	15 (52%)
Difference = more than 1 point	1 (10%)	1 (10%)	1 (11.1%)	3 (10%)
Total	10 (100%)	10 (100%)	9 (100%)	29 (100%)

FYS (GEAR) Artifacts
Ethical and Civic Thinking

Trait/ Agreement	Ethical Self Awareness	Professional Rules and Standards of Conduct	Civic Well Being	Complex Ethical Issues	Total
Agree	5 (50%)	2 (40%)	4 (57.1%)	1 (8.3%)	12 (35%)
Difference = 1 point or less	4 (40%)	2 (40%)	3 (42.9%)	6 (50%)	15 (44%)
Difference = more than 1 point	1 (10%)	1 (20%)	0	5 (41.7%)	7 (21%)
Total	10 (100%)	5 (100%)	7 (100%)	12 (100%)	34 (100%)

FYS (GEAR) Artifacts
Information Literacy

Trait/ Agreement	Tool Use	Relevance of Information	Complex Information Environment	Legal/Ethical Issues	Total
Agree	9 (42.9%)	17 (60.7%)	13 (59.1%)	11 (47.8%)	50 (53%)
Difference = 1 point or less	7 (33.3%)	7 (25%)	4 (18.2%)	10 (43.5%)	28 (30%)
Difference = more than 1 point	5 (23.8%)	4 (14.3%)	5 (22.7%)	2 (8.7%)	16 (17%)
Total	21 (100%)	28 (100%)	22 (100%)	23 (100%)	94 (100%)

FYS (GEAR) Artifacts
Inquiry Based Thinking

Trait/ Agreement	Problem/ Question	Research of Existing Knowledge	Method of Inquiry	Data Analysis and Conclusions	Total
Agree	2 (9.5%)	6 (28.6%)	8 (47.1%)	6 (37.5%)	22 (29.33%)
Difference = 1 point or less	10 (47.6%)	13 (61.9%)	8 (47.1%)	9 (56.3%)	40 (53.33%)
Difference = more than 1 point	9 (42.9%)	2 (9.5%)	1 (5.9%)	1 (6.3%)	13 (17.33%)
Total	21 (100%)	21 (100%)	17 (100%)	16 (100%)	75 (100%)

FYS (GEAR) Artifacts
Integrative Thinking

Trait/ Agreement	Connecting among Disciplines	Relation among Domains of Thinking	Transfer	Connections to Experience	Total
Agree	8 (50%)	6 (38.9%)	10 (61.1%)	6 (36.8%)	30 (43%)
Difference = 1 point or less	8 (44.4%)	8 (44.4%)	5 (27.8%)	10 (52.6%)	31 (45%)
Difference = more than 1 point	1 (5.6%)	3 (16.7%)	2 (11.1%)	2 (10.5%)	8 (12%)
Total	17 (100%)	17 (100%)	17 (100%)	18 (100%)	69 (100%)

FYS (GEAR) Artifacts
Intercultural Thinking

Trait/Agreement	Own Culture	Other Cultures	Communication with Others from Different Cultures	Global Awareness	Cultural Conflict	Total
Agree	7 (63.6%)	3 (23.1%)	7 (100%)	9 (81.8%)	4 (36.4%)	30 (57%)
Difference = 1 point or less	2 (18.2%)	9 (69.2%)	0	2 (18.2%)	6 (54.5%)	19 (36%)
Difference = more than 1 point	2 (18.2%)	1 (7.7%)	0	0	1 (9.1%)	4 (7%)
Total	11 (100%)	13 (100%)	7 (100%)	11 (100%)	11 (100%)	53 (100%)

FYS (GEAR) Artifacts
Metacognitive Thinking

Trait/ Agreement	Project Management	Self Evaluation	Total
Agree	1 (33.3%)	4 (26.7%)	5 (28%)
Difference = 1 point or less	2 (66.7%)	11 (73.3%)	13 (72%)
Difference = more than 1 point	0	0	0
Total	3 (100%)	15 (100%)	18 (100%)

FYS (GEAR) Artifacts
Quantitative Thinking

Trait/ Agreement	Context	Estimation	Visual Representations	Statistics	Total
Agree	7 (53.8%)	6 (75%)	6 (75%)	6 (75%)	25 (68%)
Difference = 1 point or less	5 (38.5%)	1 (12.5%)	1 (12.5%)	2 (25%)	9 (24%)
Difference = more than 1 point	1 (7.7%)	1 (12.5%(	1 (12.5%)	0	3 (8%))
Total	13 (100%)	8 (100%)	8 (100%)	8 (100%)	37 (100%)

FYS (GEAR) Artifacts
Overall Interrater Agreement Analysis

Agreement/ Outcome	Agree	Difference = 1 point or less	Difference = more than 1 point	Total
Communication Fluency	39	34	23	96
Creative Thinking	11	15	3	29
Ethical and Civic Thinking	12	15	7	34
Information Literacy	50	28	16	94
Inquiry Based Thinking	22	40	13	75
Integrative Thinking	30	31	8	69
Intercultural Thinking	30	19	4	53
Metacognitive Thinking	5	13	0	18
Quantitative Thinking	25	9	3	37
Total	224 (44%)	204 (40%)	77 (15%)	505 (100%)

Analysis and Planned Actions

General Education Assessment

Academic Year 2012 - 2013

TBD