

# IDEAs in Action General Education Assessment Questions

## Contents

IDEAs in Action General Education Assessment Questions.....	1
Overview.....	2
First Year Foundations.....	3
First Year Seminar .....	3
First Year Launch .....	3
College Thriving .....	3
University Writing .....	4
Ideas, Information, and Inquiry .....	4
Data Literacy Lab .....	4
Lifetime Fitness .....	5
Global Language.....	5
Focus Capacities .....	6
Recurring Capacities .....	6
Focus Capacity: Aesthetic & Interpretive Analysis.....	6
Focus Capacity: Creative Expression, Practice, & Production.....	6
Focus Capacity: Engagement with the Human Past .....	6
Focus Capacity: Ethical & Civic Values .....	7
Focus Capacity: Global Understanding & Engagement .....	7
Focus Capacity: Natural Scientific Investigation .....	7
Focus Capacity: Power, Difference, & Inequality.....	8
Focus Capacity: Quantitative Reasoning.....	8
Focus Capacity: Ways of Knowing .....	8
Focus Capacity: Empirical Investigation Lab.....	8
Integration and Reflection.....	9
Integration and Reflection: Research and Discovery.....	9
Integration and Reflection: High Impact Experience .....	9
Integration and Reflection: Communication Beyond Carolina .....	9

## Overview

The IDEAs in Action general education curriculum empowers students to design their own educational journey, while providing them with a foundation that prepares them for the intellectual growth associated with a Carolina education and in their future roles as leaders, creative problem-solvers, lifelong learners and engaged citizens. Additional information can be found on the [IDEAs in Action website](#).

Focus Capacity courses introduce and reinforce a broad set of capacities for identifying, discovering, evaluating, and taking action upon ideas, knowledge, evidence, and argument. Each of these courses will provide students with opportunities for writing, collaboration with peers, and presenting material in a variety of setting and methods.

Items related to the new IDEAs in Action general education curriculum will be reported to individual instructors 1-2 weeks after the last final grades are due for the semester. They receive a report containing the breakdown of quantitative response data as well as free-response answers transmitted separately from the standard report received for the Student Evaluations of Teaching (SET). These reports are also shared with general education area leads, The Office of Undergraduate Education, leadership in the College of Arts and Sciences, and The Office of Institutional Research and Assessment for the purpose of assessing the curriculum. Because items related to the general education curriculum are not intended to evaluate instructors' teaching, these reports are not considered protected HR documents. Reports for courses with fewer than four enrolled students are released to Department Chairs for review. The Chair then has discretion to release the reports to the instructor and other administrators.

*Note:* Course evaluation response options included: (SD) "Strongly Disagree", (D) "Disagree", (N) "Neither Disagree/Agree", (A) "Agree", (SA) "Strongly Agree"

# First Year Foundations

## First Year Seminar

Revised Proposed SET Items – First Year Seminar	
1.	This seminar gave me the opportunity to connect with a faculty member early in my educational process.
2.	This seminar allowed me to learn intensively among a small cohort of students.
3.	I communicated issues (e.g., completed a class presentation and/or written paper) associated with a specific, advanced topic.
4.	I applied methods that scholars use to pose problems, discover solutions, resolve controversies, and evaluate knowledge.

## First Year Launch

Revised Proposed SET Items – First Year Launch	
1.	This course gave me the opportunity to connect with a faculty member early in my educational process.
2.	This course allowed me to learn intensively among a small cohort of students.
3.	I have a good understanding of the most important concepts in this discipline.
4.	I communicated issues (e.g., completed a class presentation or written paper). associated with a broad, introductory topic, covering a wide range of knowledge.

## College Thriving

Revised Proposed Items – College Thriving	
1.	My College Thriving course helped me understand better why a liberal arts education and learning at a research university are so valuable.
2.	My College Thriving course increased my understanding of my own self, including my cognitive, emotional, and behavioral strengths and challenges.
3.	I learned about effective learning strategies that I will likely use during my years at Carolina.
4.	I learned valuable information about how I can rebound from intellectual and personal challenges of college and beyond.
5.	My College Thriving course introduced me to key academic strategies, policies, pathways, and Carolina resources (e.g., academic advising, career services, learning center, writing center) that will improve my academic success.
6.	In my College Thriving course, I reflected on the science of thriving (e.g., positive emotion, engagement, meaning, healthy relationships, resilience, stress, other aspects of well-being).
7.	I appreciate the positive impact of thriving practices on the quality of my own life and the lives of those around me.

## University Writing

Revised Proposed Items – University Writing	
1.	This course taught me to adjust my writing for different rhetorical situations.
2.	This course helped me understand the conventions, genres, and rhetoric practiced in academic disciplines.
3.	This course taught me to conduct research using a variety of methods, databases, and sources.
4.	This course taught me to use research and evidence in a variety of compositions.
5.	This course taught me to summarize, paraphrase, and cite sources so that I avoid plagiarism.
6.	This course taught me to compose using written, oral, and multimedia modes.
7.	This course allowed me to practice oral communication in one-on-one or small group settings.
8.	This course increased my ability to give effective presentations.
9.	This course allowed me to practice reviewing and providing feedback on the work of peers.
10.	This course taught me to revise my own work based on feedback.
11.	This course taught me to work productively with others in small group and classroom settings.

## Ideas, Information, and Inquiry

Revised Proposed Items – Ideas, Information, and Inquiry (Triple-I)	
1.	Based on the three disciplines represented in your Triple-I course, please state how much you agree with these sentences. <b>Before I graduate, I am very likely to take another course in....</b> a. [Discipline of Instruct 1] b. [Discipline of Instruct 2] c. [Discipline of Instruct 3]
2.	I can understand the different scholarly perspectives my instructors bring to the class.
3.	I can articulate how the three disciplines of my Triple-I course are different in the way they approach the course topic.
4.	I can articulate how the three disciplines of my Triple-I course are similar in the way they approach the course topic.
5.	I understand the power of approaching a topic from multiple perspectives.
6.	I understand how the three disciplines represented in this course use data and evidence to solve real world problems.
7.	My three instructors worked well together.

## Data Literacy Lab

Revised Proposed Items – Data Literacy	
1.	This course improved my understanding of the ethical issues involved at all stages of working with data.
2.	This course improved my ability to manage, prepare, and analyze datasets.
3.	This course improved my understanding of basic concepts in statistics.
4.	This course improved my ability to produce visualizations of data.
5.	This course improved my ability to interpret others' visualizations of data.
6.	This course improved my ability to produce written material describing data-driven research.
7.	This course improved my ability to interpret others' writing describing data-driven research.
8.	This course improved my understanding of the overall process of conducting data-driven research.

## Lifetime Fitness

Revised Proposed Items – Lifetime Fitness	
1.	My LIFE-FIT course taught me how to develop a personal physical activity plan.
2.	My LIFE-FIT course increased my ability to maintain an active and healthy lifestyle.
3.	The LIFE-FIT labs helped me learn the topic in a “hands-on” way.
4.	The LIFE-FIT course helped me identify my own personal barriers to implementing healthy exercise and nutritional habits.
5.	My LIFE-FIT course’s hybrid (in-person activity, online learning) was effective.

## Global Language

Proposed SET Items – Global Language	
1.	I practiced communicating orally (as appropriate) and in writing about a variety of situations with a variety of audiences.
2.	From this course I improved my comprehension of oral (as appropriate) and written texts on a wide range of topics, from aspects of human experience to life in a cross-cultural context.
3.	I became better able to apply perspectives, practices, and ideas associated with the culture(s) of a global language.

## Focus Capacities

### Recurring Capacities

Proposed SET Items – Recurring Capacities	
1.	In this course I produced significant writing or intellectual work (e.g., problem sets, papers that total at least 10 pages, research studies).
2.	This course allowed me to practice reviewing and providing feedback on the work and ideas of peers.
3.	This course allowed me to practice presenting material to the class, smaller groups or the public through oral presentations, webpages, or other means.
4.	This course increased my ability to give effective presentations (e.g., oral, written, digital).
5.	In this course I revised my own work based on feedback from others.
6.	This course allowed me to collaborate in pairs or groups to learn, design, solve, create, build, or research.

### Focus Capacity: Aesthetic & Interpretive Analysis

Proposed SET Items – Aesthetic & Interpretive Analysis	
1.	I improved my ability to interpret and critique literary and artistic expression.
2.	I analyzed literary and artistic works in various contexts (e.g., social, political, historical, philosophical, etc.).
3.	This course allowed me to explain how aesthetic expression enhances human experience.

### Focus Capacity: Creative Expression, Practice, & Production

Proposed SET Items – Creative Expression, Practice, & Production	
1.	As a result of this course, I have an increased understanding that the process of creating a work (e.g., composing, designing, building, presenting, or performing) is the result of immersion in a creative process using appropriate media, tools, and techniques.
2.	I can explain the roles and influences of creativity, technologies, materials, and design processes in the creation of knowledge, expression, and effective solutions.
3.	I practiced evaluating my own and others' creative work to demonstrate how critique creates value in creative domains.

### Focus Capacity: Engagement with the Human Past

Proposed SET Items – Engagement with the Human Past	
1.	The course allowed me to develop knowledge of different spatiotemporal scales, patterns, ideas, figures, and events from the past.
2.	I practiced evaluating primary source material and/or other historical evidence of past conditions (e.g., behaviors, events, and social, cultural, economic, and/or political structures).
3.	I practiced evaluating divergent or complementary methods, materials, and/or methodologies in interpreting the human past.
4.	I assessed conflicting historical narratives based on evidence and methodologies.
5.	I increased my ability to generate and evaluate arguments based the analysis of primary and scholarly sources.
6.	I improved my application of historical methods and knowledge to make informed judgments about the past and the present.

### Focus Capacity: Ethical & Civic Values

Proposed SET Items – Ethical & Civic Values	
1.	As a result of this course, I learned how to explain the contexts in which questions of justification arise.
2.	As a result of this course, I increased my ability to assess ethical values in terms of reasons offered.
3.	I can recognize different ethical perspectives and the distinctive approaches these perspectives bring to questions of value.
4.	I had the opportunity to evaluate ethical justifications for different ways of organizing civic and political communities.
5.	I practiced analyzing the differences between personal ethical decisions and those bearing on the public and civic spheres.

### Focus Capacity: Global Understanding & Engagement

Proposed SET Items – Global Understanding & Engagement	
1.	I increased my understanding of how to classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
2.	I practiced how to translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
3.	I learned how to assess ways that political and economic institutions shape contemporary global relations.
4.	I had opportunity to explain human and environmental challenges that transcend national borders.

### Focus Capacity: Natural Scientific Investigation

Proposed SET Items – Natural Scientific Investigation	
1.	Use scientific knowledge, logic, and imagination to construct and justify scientific claims about naturally occurring phenomena, including validation through rigorous empirical testing.
2.	Analyze and apply processes of scientific inquiry.
a.	Use logic and creativity to design investigations.
3.	Generate and test hypotheses or theories.
4.	Collect and interpret data about the natural world.
5.	Make inferences that respect measurement error.
6.	Build and justify scientific arguments and explanations.
7.	Communicate and defend my science conclusions.
8.	Revising my scientific arguments and conclusions based on new evidence and/or feedback from peers.
9.	Synthesize new knowledge into broader scientific understanding.
10.	Evaluate science-related claims and information from popular and/or peer-reviewed sources by examining the relationship between the evidence, arguments, and conclusions presented, and by assessing consistency with existing knowledge from valid and reliable scientific sources.
11.	Identify, assess, and make informed decisions about ethical issues at the intersections of the natural sciences and society.

### Focus Capacity: Power, Difference, & Inequality

Proposed SET Items – Power, Difference, & Inequality	
1.	This course increased my ability to recognize the relationship between inequality and social, economic, and political power.
2.	I practiced analyzing configurations of power and the forms of inequality and bias they produce.
3.	I increased my ability to evaluate dynamics of social, economic, and political inequality in relation to specific historical contexts.
4.	I had opportunities to interrogate the systemic processes by which forms of inequality are sustained and how these processes have been and are resisted and transformed.

### Focus Capacity: Quantitative Reasoning

Proposed SET Items – Quantitative Reasoning	
1.	In this course I summarized, interpreted, and presented quantitative data in mathematical forms, such as graphs, diagrams, tables, or mathematical text.
2.	I practiced developing or computing representations of data using mathematical forms or equations as models, and used statistical methods to assess their validity.
3.	I increased my ability to make and evaluate important assumptions in the estimation, modeling, and analysis of data, and recognize the limitations of the results.
4.	I had opportunities to apply mathematical concepts, data, procedures, and solutions to make judgments and draw conclusions.
5.	I practiced synthesizing and presenting quantitative data to others to explain findings or to provide quantitative evidence in support of a position.

### Focus Capacity: Ways of Knowing

Proposed SET Items – Ways of Knowing	
1.	This course increased my ability to recognize and use one or more approach/es to developing and validating knowledge of the unfamiliar world.
2.	I practiced evaluating ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3.	I had opportunities to interrogate assumptions that underlie our own perceptions of the world.
4.	I used strategies to mitigate or adjust for preconceptions and biases.
5.	I had chances to apply critical insights to understand patterns of experience and belief.

### Focus Capacity: Empirical Investigation Lab

Proposed SET Items – Empirical Investigation Lab	
1.	In this lab I gathered empirical measurements using appropriate apparatus.
2.	In this lab I generated and tested hypotheses.
3.	In this lab I gathered, stored, and organized data.
4.	In this lab I analyzed and reported on data and hypothesis testing.



## Integration and Reflection

### Integration and Reflection: Research and Discovery

Proposed SET Items – Ways of Knowing	
1.	I can frame a topic, develop an original research question or creative goal, and establish a point of view, creative approach, or hypothesis.
2.	I have a good understanding of how conclusions can be reached in a field and how to gather appropriate evidence.
3.	I can evaluate the quality of arguments and/or evidence in support of an emerging product.
4.	I can communicate findings in clear and compelling ways.
5.	I am better able to critique and identify the limits of the conclusions of a course project and generate ideas for future work.

### Integration and Reflection: High Impact Experience

Proposed SET Items – High Impact Experience	
1.	This experience improved my ability to explain the connections between my academic studies and outside-the-classroom experiences and observations.
2.	I improved my ability to apply knowledge in complex or ambiguous situations.
3.	I was able to develop questions from my experiences and observations to deepen and extend my academic inquiry.

### Integration and Reflection: Communication Beyond Carolina

Proposed SET Items – Communication Beyond Carolina	
1.	Through oral presentation assignments and activities in class, I experimented with different types of settings such as individual, small group, and public.
2.	I practiced tailoring my communication to reach audiences with different backgrounds, knowledge levels, and beliefs.
3.	I learned how to think carefully about my content and delivery in order to best fit the situation and audience.
4.	According to different feedback I received, I improved in my ability to move audiences.