



Mason Core Assessment Findings: Spring 2025

Information Technology and Computing Quantitative Reasoning



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Framework for Assessing General Education at George Mason

Students

- Ensure student learning of Mason Core Learning Outcomes

Faculty

- Provide faculty with targeted resources to strengthen teaching effectiveness and promote student learning

Institution

- Required for regional accreditation (SACSCOC) and for SCHEV to meet external reporting requirements

Phases of Assessment Cycle



1. Identify Outcomes and Measures	2. Collect Data	3. Analyze and Interpret Evidence	4. Share and Use Results for Improvement
<p>The Mason Core Assessment plan is developed by identifying assessment outcomes and measures.</p>	<p>Instructors submit information from their Mason Core course: syllabus, one course assignment they think maps to one Mason Core SLO, and three randomly selected student artifacts.</p>	<p>The student work is de-identified and scored using the rubric for its respective Mason Core area.</p>	<p>Utilizing Mason Core assessment data, the Mason Core Committee will review and revise, as necessary, the overall structure and outcomes of the Mason Core.</p>
<ul style="list-style-type: none">• Essential questions of student learning• Target measures of success	<p>The student artifacts should demonstrate performance on the specific learning outcome for the Mason Core area that is being assessed.</p>	<p>OIEP analyzes assessment evidence collected and prepares a report to share the aggregated findings with the Mason Core Committee.</p>	<p>Faculty members will have the opportunity to engage in various professional development opportunities to refine their practices (e.g., assignment design) to further support student learning.</p>

Assessment Scoring

Student samples could receive a score of:

- SLO Met (Target $\geq 70\%$)
- SLO Not Met (Target $\leq 30\%$)
- Assignment Not Mapped to SLO (Target 0%)
 - All assignments should map



Information Technology and Computing: Sample

Population: Undergraduate degree-seeking students enrolled in ITC courses during the 2022-2024 assessment period.

Student artifacts from the 2022-2024 assessment period were randomly selected using a process designed to ensure all learning outcomes and sections were represented.

- 628 sections enrolled
- 22,286 students enrolled
- 1,083 artifacts submitted
- 176 artifacts assessed



ITC: Findings

Student Learning Outcome	Assessment Findings	Score
SLO 1: Digital Information and Storage Exchange	<ul style="list-style-type: none"> 70% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. Multiple concepts in one statement made it difficult to measure learning in one artifact. 	30%
SLO 2: Critical Consumers of Digital Information	<ul style="list-style-type: none"> 33% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. An additional 12% showed no evidence of learning. 	55%
SLO 3: Employ Computing Technologies	<ul style="list-style-type: none"> 12% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. An additional 4% showed no evidence of learning. 	84%
SLO 4: Apply Algorithmic Methods	<ul style="list-style-type: none"> 23% of student artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome. An additional 5% showed no evidence of learning. 	72%

Quantitative Reasoning: Sample

Population: Undergraduate degree-seeking students enrolled in QR courses during the 2022-2024 assessment period.

Student artifacts from the 2022-2024 assessment period were randomly selected using a process designed to ensure all learning outcomes and sections were represented.

- 443 sections enrolled
- 19,414 students enrolled
- 1,756 artifacts submitted
- 241 artifacts assessed



QR: Findings

Student Learning Outcome	Assessment Findings	Score
SLO 1: Interpret Quantitative Information	<ul style="list-style-type: none">• 11% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome.• An additional 8% showed no evidence of learning.	81%
SLO 2: Formulate a Problem Quantitatively	<ul style="list-style-type: none">• 8% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome.• An additional 9% showed no evidence of learning.	84%
SLO 3: Evaluate Logical Arguments	<ul style="list-style-type: none">• 33% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome.• An additional 4% showed no evidence of learning.	63%
SLO 4: Communicate Quantitative Results	<ul style="list-style-type: none">• 40% of artifacts showed no evidence of learning due to the assignments being not mapped to the learning outcome.• An additional 6% showed no evidence of learning.	53%

Mason Core Assessment Plan Revisions

Assessment Process

- MCAC revised rubric in March 2025 (after this assessment). Ratings were revised : Meets, Partly Meets, Does Not Meet.
- Assessment timeline revised to collect data over one academic year.

Professional Development

- After this assessment, pre-assessment workshops were developed to support aligning assignments with learning outcomes.
- The [Mason Core Instructor Certification Program \(MC-ICP\)](#) is available to all Mason Core faculty, focused on strategies essential for teaching non-majors and promoting student success within the Mason Core framework.

  <p>CERTIFIED Faculty</p>	<p>Complete the five-hour Mason Core Certification Workshop sequence OR Complete the Mason Core Mini-Portfolio to showcase your pedagogical knowledge</p>
  <p>ADVANCED Faculty</p>	<p>Complete the Certified Level AND Complete 8-10 hours of advanced guided study about teaching Mason Core (live and asynch options) and file your brief report</p>
  <p>DISTINGUISHED Faculty</p>	<p>Complete the Certified and Advanced Levels AND THEN Propose, complete, and share an Independent Study Course Inquiry Project about teaching Mason Core (~8-10 hours)</p>

Next Steps – Preliminary Plan (2-year process)

Revise learning outcomes (2025-2026)

- Review and revision of category topic areas – Mason Core Committee
- Review of topic areas – subject matter experts/Mason Core instructors
- MCC finalizes outcomes
- Revised outcomes presented to Faculty Senate

Implementation of revised outcomes (2026-2027)

- Professional development
- Recertification process



Thank you!