**ASCC GE Assessment Panel**

Unapproved Minutes

Monday, April 30, 2012 10:00 -11:30 AM

110 Denney Hall

ATTENDEES: Collier, Hetherington, Highley, Hogle, Jenkins, Masters, Sanders

Agenda:

1. Approval of 4/16/12 Minutes
	* Masters, Hetherington, unanimously approved
2. Service Learning Guidelines (Grading Rubric?)
	* Category level assessment & common scoring rubric-AACU Convention
		+ A small group from the university including the previous Assessment Panel Chair, Debbie Guatelli Steinberg, went to the summer AACU convention to get ideas for how to move assessment forward. Momentum is increasing nationwide to assess GE expected learning outcomes by using a common scoring tool that will assist and engage faculty. These scoring tools are not intended for grading or to pass or fail students and there is no infringement on academic freedom. This is a way to show that students are achieving the goals of the GE.
		+ This is coming from national dialogue in which several universities are using scoring rubrics.
		+ Recommendation from the group of individuals that attended the AACU convention:
			- Require an assignment (preferably a reflection paper) and a common scoring rubric for Service Learning and Education Abroad GE courses with the intention of using the information to make improvements.
			- The goal is to start make small changes to assessment. The new categories (Education Abroad and Service Learning) can provide a sort of pilot to decide if this sort of methodology is useful for category level assessment and if it should extend to other categories.
			- The way to assess learning holistically is by using a common scoring rubric. The idea was that there would be a holistic assignment that would include all stated expected learning outcomes of the category. ASC members would work with Service Learning and OIA to develop these rubrics.
	* The idea of a common scoring rubric was desired several years ago by faculty at Ohio State teaching 2nd level writing (367) who were concerned about the students’ ability to write. Faculty were unsure how to grade the writing component. A rubric was developed as an aid but not as a requirement.
	* Edit Education Abroad and Service Learning Course Submission Guidelines.
		+ Instructors will be asked to create one assignment that assesses all of the expected learning outcomes of that GE category.
			- The committee that will approve the course for GE status will determine if the assignment is acceptable.
		+ The assignment does not have to be a reflection paper but it must be an assignment that can be turned in to the Assessment Panel. Faculty are able to integrate this assignment into their course however they prefer.
			- Feedback from these assessments will be provided to instructors.
		+ Delete 3.A (Methods of assessment)
			- There will be one method of assessment but the guidelines could describe additional methods.
	* Draft of scoring guide.
		+ It would be beneficial to explain explicitly in writing what we are aiming to do with category level assessment. This is National effort to assess across categories and that is what we are attempting to do at the moment by creating these scoring rubrics.
		+ Would like input from Service Learning and OIA.
		+ Chris Highley will work with OIA, Alexis Collier, and faculty who teach Education Abroad courses (possibly from the Political Science or Foreign Language departments) to establish a scoring guide for Education Abroad GE. Chris and Alexis will first create an example rubric for this group to work from.
		+ Need a group to establish Service Learning scoring rubric
			- Go to full ASCC to get volunteers
		+ There may be rubrics that are currently being used at Ohio State
		+ The expected learning outcome language may be changed when creating the rubrics
		+ Assignments will be assessed multiple times using the scoring rubric (by instructors and by the Assessment Panel)
	* Courses proposed before final guidelines are established
		+ Course proposals submitted now for the Service Learning and Education Abroad GE categories will be expected to follow the rough draft of the submission guidelines that Chris Highley will produce and email to panel members
			- These should be provided to faculty developing these courses
			- Faculty need to know that they will be expected to have one assignment that addresses all of the expected learning outcomes and a scoring guide will be provided to them before their courses are offered.
3. Carmen Assessment
	* Unable to be piloted until Spring 2013.
	* Questions need to be developed and provided to the Carmen development team and a contract will need to be signed.
	* Since this will not begin until the Spring of 2013 there should be a push to get a survey on Carmen for faculty to complete based on course data rather than opinion. These surveys can be used as a way to send in data.