**ASCC GE Assessment Panel**

Approved Minutes

Wednesday, November 14, 2012 11:30am -1:00pm

110 Denney Hall

ATTENDEES: Breitenberger, Fink, Harvey, Hetherington, Hogle, Jenkins, Krissek, Soundarajan

Agenda:

1. Approval of 6-4-12 Minutes
Jenkins, Hetherington, unanimously approved
2. Assessment Overview
	* 9 principles of good practice for assessing student learning.
		+ General Education has been revised with the transition to semesters.
		+ How do we know that students are achieving the university educational goals? We will discuss ideas over the next few months on how to improve assessing these goals.
		+ Assessment is often episodic. We need to involve campus more broadly and communicate what is being done and its significance.
	* We need to create a positive culture of assessment.
	* AAC&U Conference:
		+ OSU sent a team with Columbus State to discuss how to do GE assessment and how to improve.
		+ Course based assessment needs to continue.
		+ Discussed GE changing from quarters to semesters creating “open option” categories. The idea was to create rubrics to assess those categories to determine how they contribute to the GE. This is category level assessment versus course level assessment. The AAC&U is more interested in category level assessment and/or overarching assessment rather than course level assessment. There is a push to go in this direction.
	* Discussion of Course versus Category level assessment
		+ Making evaluations at the course level and then going to the category level as a bottom up approach seems to be the best way rather than generalizing at the category level about all courses. Instructors need to be informed of how their courses are doing rather than just how the category is as a whole.
		+ Course level data is collected even for category level assessment.
		+ New categories with rubrics may allow us to answer those questions about what is category level assessment. When we look at courses for approval we are looking to see how they are going to achieve the expected learning outcomes. These new categories allow us to start experimenting with category level assessment as a shift from course level assessment.
		+ It might be useful to other ASCC panels to provide guidelines for assessment plans for the approval process.
	* Discussed GE Courses required for Majors (Biological Science GE is part of the prerequisites and is not an additional requirement for Biology Majors. An English major is still required to take a separate GE literature course)
3. Education Abroad and Service Learning Guidelines & Rubrics
	* Education Abroad
		+ Not all study abroad courses will be part of this category. Courses will have to request GE status and will be reviewed by an ASCC ad hoc panel.
		+ There will be an end-of-course assignment that is stated in the guidelines as possibly being scored by “independent reviewers.”
			- There could be some interest in getting outside reviewers in the future.
			- The guidelines could be interpreted to mean that instructors do not have to be the ones to actually use the rubric. It needs to be clarified that the instructors are indeed the ones that need to use the rubric for assessment.
		+ Instructors are able to use this assignment as part of the student’s grade but it is not required. It will be up to the instructors to determine how to get their students to complete the assignment to be able to submit the required information for assessment. If instructors do not turn in the required assessment materials at the end of the course, the course may lose its GE “Open Option” status.
		+ Submission Requirements
			- Summary of rubric scores. Create a blank rubric for instructors to provide the number of students that scored in each category.
			- 3 sample assignments (one low score, one average score, & one high score).
			- One paragraph of instructor reflection
	* Service Learning
		+ The same changes made to Education Abroad guidelines will be made to Service Learning guidelines to make them identical
		+ Not every course proposed for Service Learning will be approved for GE status.
		+ The Service Learning initiative will approve the course before ASCC reviews the curriculum for GE status.
		+ May be useful to specify that the course must be designated as Service Learning before obtaining GE status.
4. 2004-2005 GE Assessment Plan – Review
	* We need to discuss what we will want to do going forward
	* The common scoring rubric helps with category level assessment if that is the direction the assessment panel wants to go.
	* Could consider some kind of portfolio.
	* To look at assessment more broadly you could take a set of students and track them through all 4 years (Randy Smith might be interested in helping with that sort of assessment). Carmen could be used in which every time a student has an assignment or experience related to ELO’s they could post it to their GE portfolio.
	* There are various ways of doing assessment that this panel will need to decide on going forward.