2013 Assessment Plan for General Education (GE)

College of Arts and Sciences

*General Education Assessment Plan*

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**2013 Assessment Plan for General Education (GE)**

**College of Arts and Sciences**

General Education Assessment Plan

* 1. *Background*

Every student has General Education (GE) as part of his/her undergraduate program. The GE includes the following categories of courses in which students can enroll to meet the General Education objectives: Writing and Communication, Foreign Language, Literature, Visual and Performing Arts, Cultures and Ideas, Historical Study, Quantitative Reasoning, Data Analysis, Natural Science, Social Science, Diversity, Cross-Disciplinary Seminar, Service-Learning, and Education Abroad. The learning outcomes in each of the categories in principle follow the early 1990’s distribution model of general education but have been updated to align the goals and expected learning outcomes with the new delivery structure.

A GE assessment plan was drafted in 2005. The plan was implemented for five years and was to be reviewed in 2010. The plan was focused on course level assessment associated with the General Education Curriculum categories. Revisions to the general education program occurred during the transition from quarters to semesters and were implemented beginning summer 2012. The new semester-based GE program provided an opportune time to reevaluate and introduce changes to the GE assessment plan. During the conversion period to semesters, the Arts and Sciences Curriculum Committee sent a team to the 2011 Association of American Colleges and Universities (AAC&U) Institute on General Education and Assessment (IGEA) primarily to update the assessment plan for the semester-based GE curriculum with a focus on determining appropriate evaluation processes for the new GE categories, Service Learning and Education Abroad. It was during this conference that the team became aware of the national movement towards using Valid Assessment of Learning in Undergraduate Education (VALUE) scoring rubrics (aacu.org).

Following the conference, the team made a recommendation to move toward compiling and assessing learning outcomes at the category level using rubrics as a common assessment tool across categories. Based on NSSE data, OSU students experienced fewer high impact practices than students at peer institutions. Due to these results, the revised GE curriculum includes opens options to encourage students to add service learning and education abroad courses. The team suggested that rubrics based on the VALUE rubrics be developed and piloted in these new GE categories.

During the 2012-2013 academic year the Arts and Sciences Curriculum Committee’s (ASCC) faculty Assessment Panel developed scoring rubrics for GE Education Abroad and Service Learning courses with the Service Learning Roundtable and the Office of International Affairs. The panel also spent the year reviewing the 2004-2005 Assessment Plan and the recommendations made by the team that attended the AAC&U IGEA conference. The Assessment Panel decided to update the plan based on the recommendations to move to a category-level assessment using a common scoring rubric. Course reports, as done in previous years, will continue to be collected. In addition, the panel will be requesting and reviewing departmental level reports and will work with the appropriate departments to create and implement rubrics similar to the VALUE rubrics for each GE category.

* 1. *Principles*

Goals and objectives of the GE are consistent with the broader University mission of providing a quality learning experience for students. Part of the evaluation of the effectiveness of that experience should be based on student learning outcomes, using evaluation methods faculty within disciplines find appropriate. Departments which offer GE courses have the responsibility for ensuring ongoing assessment based on learning outcomes, and for providing regular reports to the faculty oversight committee. The Arts and Sciences Curriculum Committee (ASCC) has the responsibility for determining the GE assessment plan, implementing the assessment plan, and providing summary information to appropriate faculty committees including the University-Level Advisory Committee for General Education (ULAC-GE). Further, the ASCC has the responsibility of articulating and refining GE goals and objectives for assessment and determining evaluation criteria.

Additional operating principles and long term recommendations include the following:

* The plan should be viewed as dynamic.
* Assessment should continue to be implemented in a manner that is manageable based on time and resources so that assessment becomes a routine practice.
* The ASCC should be kept current about assessment practices nationally and locally.
* The ASCC should be kept informed of other local outcome information that would be useful in evaluation of the effectiveness of the GE.
* Education of instructors about assessment and evaluation of student learning with respect to GE goals and objectives should become a regular part of training programs as faculty and graduate instructors change over time.
* Students should be regularly informed through a variety of avenues, including advising, of the purpose of general education and the goals and objectives they are expected to achieve.
	1. *Rationale*

It was recommended that the course level reporting that was implemented with the 2004-2005 Assessment Plan continue. Generally, departments and course instructors were using an appropriate mix of direct and indirect measures, including some limited usage of rubrics. The course approach was selected because learning outcomes are easily measured and documented in the context of specific courses, and also because evaluation at the course level provides a good opportunity for direct and more immediate ongoing improvements in the course curriculum and instructional practices.

It was also recommended that departmental GE assessment reports be requested in addition to the individual course reports. Departmental level reports will provide assessment of the GE category across several courses allowing for a comparison of student learning at the category level. This approach, while still permitting course-level modifications to improve student learning, will also facilitate ongoing evaluation of the general education structure, and allow comparisons across categories of certain skills (like critical thinking, writing, etc.). Throughout this process of departmental level reporting it is suggested that departments work with the ASCC Assessment Panel to develop scoring rubrics for the category(s) that are most prevalent in their department.

This strategy, collecting data using multiple approaches at the course and category level, will allow for a better understanding of the effectiveness of the GE categories and their expected learning outcomes. In addition, this approach will demonstrate how well individual courses are accomplishing these expected learning outcomes, which will enable necessary changes to be made to the program as well as to the courses that are approved for GE status as necessary.

* 1. *Goals and Objectives*

**Writing and Communication**

**Goals:**

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

**Level One (1110)**

Expected Learning Outcomes:

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

**Level Two (2367)**

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

**Foreign Language**

**Goals:**

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

**Expected Learning Outcomes:**

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

 **Literature**

**Goals:**

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

**Expected Learning Outcomes:**

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

**Visual and Performing Arts**

**Goals:**

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

**Expected Learning Outcomes:**

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

 **Cultures and Ideas**

**Goals:**

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

**Expected Learning Outcomes:**

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**Historical Study**

**Goals:**

Students recognize how past events are studied and how they influence today’s society and the human condition.

**Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**Quantitative Reasoning**

**Goals:**

Students develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, and use mathematical models.

**Expected Learning Outcomes:**

**Basic Computation**

Students demonstrate computational skills and familiarity with algebra and geometry, and apply these skills to practical problems.

**Mathematical or Logical Analysis**

Students comprehend mathematical concepts and methods adequate to construct valid arguments, understand inductive and deductive reasoning, and increase their general problem solving skills.

**Data Analysis**

**Goals:**

Students develop skills in drawing conclusions and critically evaluating results based on data.

**Expected Learning Outcomes:**

Students understand basic concepts of statistics and probability, comprehend methods needed to analyze and critically evaluate statistical arguments, and recognize the importance of statistical ideas.

**Natural Science**

**Goals:**

Students understand the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.

**Biological Science**

**Expected Learning Outcomes:**

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

**Physical Science**

**Expected Learning Outcomes:**

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

**Social Science**

**Goals:**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

**Individuals and Groups**

**Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

**Organizations and Polities**

**Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

**Human, Natural, and Economic Resources**

**Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

**Diversity**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Social Diversity in the United States**

**Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**Global Studies**

**Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Cross-Disciplinary Seminar**

**Goals:**

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

**Expected Learning Outcomes:**

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

**Service-Learning**

**Goals:**

Students gain and apply academic knowledge through civic engagement with communities.

**Expected Learning Outcomes:**

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service learning activity.

**Education Abroad**

**Goals:**

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

**Expected Learning Outcomes:**

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.
	1. *Methods*
* GE Assessment reporting will be consistent across all Ohio State campus locations and include all modes of delivery. Reporting will be representative of all students.
* The schedule for reporting should begin spring semester 2014. The intention is to review all GE categories over a five-year period, requesting a mix of course reports and departmental reports each term.
* Departments offering courses currently approved as fulfilling a GE category requirement should be able to provide student learning outcome evidence to demonstrate course effectiveness in meeting the goals and objectives of its GE category to maintain GE status.
* The Arts and Sciences Curriculum Committee Assessment Panel is responsible for developing reporting schedules and requirements. Priorities for scheduling include: categories and/or courses for which assessment is well-established to model assessment; large enrolled-in courses that most students take to fulfill requirements; category representation; and/or courses selected for special emphasis based on University-wide priorities.
* Departments will be notified of the request for a course or departmental report at least two semesters, including summer, before reports are due. The request will provide: a rationale for the review process and course selection; an outline of expectations for the assessment report; a request for syllabi containing category appropriate GE goals; the expectations for outcome evidence; and will be accompanied by examples when possible. The request letter will be copied to the Dean of the College or Division in which the course(s) is offered.
* Department Chairs may assign a faculty representative or course coordinator to generate the requested report. Departments will submit the report for their general education courses directly to the ASCC Assessment Panel by the requested deadline, copied to the Dean.
* Departments need to demonstrate in the report how the course(s) meets GE goals, with direct and indirect evidence of learning outcomes, and how the assessment information is used. Departments will determine the appropriate assessment methods for their discipline, but will be encouraged to incorporate the use standard rubrics in courses with the same categories. Departments will also be encouraged to include evidence of change as well as end result (summative) outcomes. Outcome information may lead to curricular or instructional changes, such as modification of expected learning outcomes for ongoing assessment, re-evaluation of course placement methods based on entering abilities of students, or how the course is delivered. The specific criteria for meeting goals will be established by the Arts and Sciences Curriculum Committee. Departments should be advised to maintain outcome data or assessment samples in accordance with any current University or Departmental standards.
	1. *Five-Year Time Line*
* During autumn 2013 review the use of rubrics in Education Abroad and Service-Learning GE categories and review rubrics used in GE assessment thereafter.
* Work with departments and instructors to develop scoring rubrics for appropriate GE categories.
* Work with departments to develop guidelines and expectations for departmental reports starting 2013-2014 and annually thereafter.
* Meet with departments and provide guidelines for assessment reports 2 terms (including summer) prior to being collected.
* Request and review course set reports each year. The first request to be made in autumn 2013.
* Collect rubric based assessment reports from GE Education Abroad and Service-Learning instructors at the end of each term.
* Begin reviewing the first departmental reports in 2015.
* Finish reviewing all course reports and departmental reports by 2018.
* The schedule for course and departmental reporting may be modified.
* The ASCC Assessment Panel may undertake special projects with respect to GE assessment.
1. *Feedback process and information usage*
* The Assessment Panel will review all submitted reports and report to the full ASCC with action recommendations on a case by case basis. The ASCC will provide feedback to Department Chairs, copied to the Deans, and make recommendations for continuing GE status as appropriate. Courses not adequately addressing GE goals and objectives would be provided time for corrective action. OAA will be consulted regarding Departments that do not participate.
* Department Chairs are expected to share feedback with Departmental faculty, instructors, and/or curricular committees as appropriate.
* ASCC will review the overall plan every 5 years. The review may lead to recommendations for changes such as modifications in goals and objectives, the curriculum, placement practices, or instructional delivery practices based on the outcome information.

Appendix 1

2013-2018 Implementation Plan

Tentative Schedule for GE Evaluation

*2012-2013*

* Review course set 6 reports
* Initiate rubric-based assessment for Education Abroad & Service-Learning categories
* Establish timeline for reporting for the next five years
* Recruit departments for department-level GE assessment projects

*2013-2014*

Autumn 2013

* Request course set S1 reports – due June 1, 2014
* Review Education Abroad assessment reports
* Review use of rubrics for Education Abroad and Service-Learning courses
* Develop assessment rubrics and guidelines for Cross-Disciplinary Seminar courses
* Work with department(s) to develop guidelines and expectations for departmental reports

Spring 2014

* Request course set S2 reports - due January 31, 2015
* Request first departmental reports
	+ Department of History (Historical Study, Diversity in the US)
	+ Department of English (Writing & Communication Level 1, Writing & Communication Level 2, & Literature)
	+ Department of Spanish and Portuguese (Foreign Language, Writing & Communication Level 2)
* Rubric calibration for open option categories
* Review graduating student and other survey data
* Review course data and student enrollment patterns

*2014-2015*

Autumn 2014

* Review course set S1 reports – provide feedback and make recommendations
* Request course set S3 reports - due January 31, 2016
* Request second set of departmental reports
	+ Department of Economics (Social Science, Writing & Communication Level 2)
	+ Department of Psychology (Social Science, Writing & Communication Level 2, Diversity in the US)
	+ Center for Life Sciences Education (Natural Science – Biological Science)
	+ Department of Mathematics (Quantitative Reasoning)

Spring 2015

* Review course set S2 reports - provide feedback and make recommendations
* Review first departmental reports - provide feedback and make recommendations
* Review graduating student and other survey data
* Review course data and student enrollment patterns

*2015-2016*

Fall 2015

* Request course set S4 reports - due January 31, 2017
* Request third set of departmental reports (departments to be determined)

Spring 2016

* Review course set S3 reports - provide feedback and make recommendations
* Review second set of departmental reports - provide feedback and make recommendations
* Review graduating student and other survey data
* Review course data and student enrollment patterns

*2016-2017*

Fall 2016

* Request course set S5 reports - due January 31, 2018
* Request fourth set of departmental reports (departments to be determined)

Spring 2017

* Review course set S4 reports - provide feedback and make recommendations
* Review third set of departmental reports - provide feedback and make recommendations
* Review graduating student and other survey data
* Review course data and student enrollment patterns
* Assist with reporting for NCA

*2017-2018*

* Review course set S5 reports - provide feedback and make recommendations
* Review fourth set of departmental reports - provide feedback and make recommendations
* Review graduating student and other survey data
* Review course data and student enrollment patterns

*Courses for Course Set Reports*

* **Course set S1** - Visual and Performing Arts and Cultures and Ideas.
	+ Theatre 2100
	+ Art Educ 1600
	+ Philosophy 1100
	+ Philosophy 1300
	+ Music 2252
	+ History of Art 2901
	+ Art 2100
* **Course set S2** - Historical Study, Foreign Language, Global Studies, Writing & Communication Level 2, and Literature
	+ Classics 2220
	+ Communication 2367
	+ Comp Studies 1100
	+ Foreign Languages courses
* **Course set S3** - **Natural Sciences, Social Sciences, and Quantitative Reasoning**
	+ Chemistry
	+ Earth Sciences
	+ Linguistics
	+ Philosophy
	+ Statistics
	+ Sociology 1101
	+ Geography 2750
	+ Communication 1100
	+ Political Science 1100
	+ Anthropology 2202
* **Course set S4** TBD
* **Course set S5** TBD

Appendix 2

Report Requirements

Departmental Reports

***Departmental Plan and Report Requirements for the***

***General Education Program***

Please provide a brief description of a GE outcomes assessment plan and report (maximum of ten pages, not including the summary or syllabi and other attachments) on the assessment of GE learning outcomes in the courses being reviewed, along with an overall summary of both the plan and report. Appendices may be included, but will not necessarily be used by reviewers.

THE CONTEXT:

***Assessment*** requires that: (1) learning goals and objectives be stipulated; (2) evidence be gathered about how well students meet those goals and objectives; and (3) the information be used for improvement (Walvoord (2004), *Assessment* *Clear and Simple*, Jossey-Basse publishers).

A ***plan*** describes the future, and includes:

* goals and objectives (expected learning outcomes)
* methods and procedures (for collecting evidence for each outcome)
* an indication as to how the information will be used
* a time-line or schedule for implementing and conducting assessment

A ***report*** describes what you have done or are doing, but may also include future planned actions based on outcomes information. A report includes:

* a description of the assessment strategies being employed and ways in which the assessment plan/process will be improved
* the outcome results of assessment measures
* actions taken or planned based on outcomes evidence to improve student learning
* an indication of how actions taken will be evaluated to ensure continuous improvements

To provide a framework for your reporting, please use the format specified on the following pages and summarize the information requested. Departmental report format may, in consultation with the College of Arts and Sciences Assessment Panel, be adjusted to align with the structure and focus of the departmental assessment plan.

1. ABSTRACT
2. Provide a brief summary, less than 200 words, of the plan and report (not part of the ten-page maximum).
3. Include:
	* Stage and progress made in GE department assessment planning and implementation
	* The courses on which this report is focused
	* The primary methods of evaluation of GE outcomes (direct/indirect measures) planned or implemented
	* How or whether GE outcomes evidence has been used to improve student learning through, for example, curricular development or practices in instructional practices or delivery.
4. COURSE DESCRIPTIONS: (suggested limit: two pages)

	1. Briefly explain how and why specific courses were chosen for assessment. (Courses chosen for departmental reporting should be judiciously selected to be broadly representative of the department’s role and involvement in the GE program. Thus, these courses may be approved in more than one GE category, may reflect different instructional approaches, may include courses offered on main and regional campuses, may be targeted to different levels of students, may include Honors and non-Honors versions, etc.)
	2. Identify the GE category/categories the courses have been approved to fulfill.
	3. Verify the accuracy of each course description in the course bulletin.
	4. Indicate any significant changes or improvements over the last five years, what led to those changes, and how the outcomes of those changes will be assessed.
	5. Provide a brief overview of the courses, how they are administered, and how they are overseen.
5. LEARNING OUTCOMES ASSESSMENT PLAN: (suggested limit: two pages)

	1. State the category level GE learning goals and objectives, and indicate the type(s) of evaluation method(s) (e.g., embedded testing; opinion survey; portfolio) that will be used to determine whether students have achieved the stated learning goals and objectives. Be sure to *link specific method(s) and measures to specific GE goals and objectives.*
	2. Specify the initial criteria for determining if GE goals and objectives have been met, including those for success as well as what would signify a weakness for further improvement. Attach grading rubrics or other evaluation instruments if used.
	3. Describe the general procedures for conducting the assessment, such as student sampling, evaluation of all or some sample of course sections, the way in which different objectives might be evaluated over time, etc.
	4. Spell out the plan for using GE outcomes evidence to improve learning over time.
	5. Give the multi-year timeline for implementing the plan and continuation of assessment, including strategies for evaluating improvement *over time*.
6. GE LEARNING OUTCOMES ASSESSMENT REPORT: (suggested limit: six pages)

	1. Describe briefly the progress that has been made in GE assessment, including planning and implementation of assessment strategies.
	2. Provide a *summary of the GE learning outcome evidence* obtained and an evaluation as to what that evidence suggests. Include whether goal specific learning was achieved according to the criteria specified, and strengths and weaknesses in various aspects of that student learning.
	3. Indicate how the information was shared or used.
	4. Specify any changes that were made as a result of the assessment findings such as changes in content, instructional delivery methods, assessment strategies, etc., and how those changes will be evaluated.
	5. Give recommendations and next steps for improving student learning.
7. SYLLABI:
	1. Attach current syllabi of the courses assessed in this report (all the courses that were reviewed; or a representative sample, if the assessment plan covered more than ten courses).
	2. Each syllabus must include:
		* Relevant GE goals and objectives
		* A statement as to how the course helps students achieve those goals and objectives

**Submit a digital copy to**: asccurrofc@osu.edu

154 Denney Hall
164 W. 17th Avenue
Columbus, OH 43210
Phone: 1 614 292-7226
Fax: 1 614 292-6303

**Copy report to College Dean**

***Please submit a single document that includes the syllabi and any appendices or grading rubrics.***

***Please limit the report proper to four pages maximum, excluding the abstract, syllabi and any grading rubric attachments.***

Appendix 2

Report Requirements

Course Reports

***Course Plan and Report Requirements for the***

***General Education Program***

Please provide a brief description of a GE outcomes assessment plan (maximum of one-page) and report (maximum of two pages) on the assessment of GE learning outcomes in the course being reviewed, along with an overall summary of both the plan and report. Appendices may be included, but will not necessarily be used by reviewers.

THE CONTEXT:

***Assessment*** requires that: (1) learning goals and objectives be stipulated; (2) evidence be gathered about how well students meet those goals and objectives; and (3) the information be used for improvement (Walvoord (2004), *Assessment* *Clear and Simple*, Jossey-Basse publishers).

A ***plan*** describes the future, and includes:

* goals and objectives (expected learning outcomes)
* methods and procedures (for collecting evidence for each outcome)
* an indication as to how the information will be used
* a time-line or schedule for implementing and conducting assessment

A ***report*** describes what you have done or are doing, but may also include future planned actions based on outcomes information. A report includes:

* a description of the assessment strategies being employed and ways in which the assessment plan/process will be improved
* the outcome results of assessment measures
* actions taken or planned based on outcomes evidence to improve student learning
* an indication of how actions taken will be evaluated to ensure continuous improvements

To provide a framework for your reporting, please use the format specified on the following pages and summarize the information requested.

1. ABSTRACT
2. Provide a 75-150 word summary of the plan and report (not part of the four-page maximum). The abstract as well as the report should focus on GE learning outcomes.
3. Include:
	* Stage and progress made in GE course assessment planning and implementation
	* The primary methods of evaluation of GE outcomes (direct/indirect measures) planned or implemented
	* How or whether GE outcomes evidence has been used to improve student learning through, for example, curricular development or practices in instructional practices or delivery.
4. COURSE DESCRIPTION: (one-two paragraphs)
5. Identify the GE category/categories the course has been approved to fulfill.
6. Verify the accuracy of the course description in the course bulletin.
7. Indicate any significant changes or improvements over the last five years, what led to those changes, and how the outcomes of those changes will be assessed.
8. Provide a brief overview of the course, how it is administered, and how it is overseen.
9. GE LEARNING OUTCOMES ASSESSMENT PLAN: (limit to one-page)
10. State the category level GE learning goals and objectives, and indicate the type(s) of evaluation method(s) (e.g., embedded testing; opinion survey; portfolio) that will be used to determine whether students have achieved the stated learning goals and objectives. Be sure to *link specific method(s) and measures to specific GE goals and objectives.*
11. Specify the initial criteria for determining if GE goals and objectives have been met, including those for success as well as what would signify a weakness for further improvement. Attach grading rubrics or other evaluation instruments if used.
12. Describe the general procedures for conducting the assessment, such as student sampling, evaluation of all or some sample of course sections, the way in which different objectives might be evaluated over time, etc.
13. Spell out the plan for using GE outcomes evidence to improve learning over time.
14. Give the multi-year timeline for implementing the plan and continuation of assessment, including strategies for evaluating improvement *over time*.
15. GE LEARNING OUTCOMES ASSESSMENT REPORT: (limit to two pages)
16. Describe briefly the progress that has been made in assessment, including planning and implementation of assessment strategies.
17. Provide a *summary of the GE learning outcome evidence* obtained and an evaluation as to what that evidence suggests. Include whether goal specific learning was achieved according to the criteria specified, and strengths and weaknesses in various aspects of that student learning.
18. Indicate how the information was shared or used.
19. Specify any changes that were made as a result of the assessment findings such as changes in content, instructional delivery methods, assessment strategies, etc., and how those changes will be evaluated.
20. Give recommendations and next steps for improving student learning.
21. SYLLABUS:
22. Attach a current syllabus.
23. The syllabus must include:
	* + Relevant GE goals and objectives
		+ A statement as to how the course helps students achieve those goals and objectives

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Fax: 1 614 292-6303

**Copy report to College Dean**

***Please submit a single document that includes the syllabus and any appendices or grading rubrics.***

***Please limit the report proper to four pages maximum, excluding the***

***abstract, syllabus and any grading rubric attachments.***

Appendix 3

GE Category Level Rubrics

Assessment of Education Abroad GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Capstone(4) | Milestone (3) | Milestone(2) | Benchmark (1) |
| **(ELO1)** **Knowledge of host country and US:** **Culture and worldview frameworks** | Articulates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US. | Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US. | Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US. | Recognizes similarities and differences in cultural rules and practices between host country and US. |
| **(ELO2)** **Skills for effective functioning:****(a)** **Verbal and nonverbal communication****(b) Problem solving** | Articulates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences.Navigates host country and overcomes obstacles with confidence and ingenuity. | Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared understanding based on those differences.Navigates host country and overcomes obstacles comfortably. | Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can occur.Navigates host country and overcomes obstacles at basic level. | Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US.Struggles to navigate host country at basic level and to overcome obstacles. |
| **(ELO3)** **Enrichment of academic experience:****(a) Knowledge****(b) Skills****(c) Attitudes/****perspectives** | Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.Initiates and develops engagement with people and ideas in host country.Interprets intercultural experience from the perspective of own and others’ worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.Actively engages with people and ideas in host country.Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one’s own. Asks deeper questions about other cultures and seeks out answers to these questions. | Connects knowledge gained in host country with pre-existing ideas.Makes effort to engage with people and ideas in host country.Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures. | Recognizes connections between knowledge gained in host country and pre-existing ideas.Makes minimum effort to engage with people and ideas in host country.Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures. |

Assessment of Service Learning GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

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|  | Capstone(4) | Milestone (3) | Milestone(2) | Benchmark (1) |
| **(ELO1)** **Students make connections between concepts and skills learned in an academic setting and community-based work**  | Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to Service Learning activity.  | Connects and analyzes knowledge (facts, theories, etc.) from course content to Service Learning activity.  | Begins to connect knowledge (facts, theories, etc.) from course content to Service Learning activity.  | Student expresses a limited, unclear connection of course content to Service Learning activity.  |
| **(ELO2)** **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**  | Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.   | Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.  | Identifies the issues, resources, assets, and cultures of the community in which they are working.   | Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.  |
| **(ELO3)** **Students evaluate the impacts of the service learning activity.**  | Student thoroughly evaluates the impacts of the Service Learning experience on themselves, the organization, and also considers the long term impact of the work on the community.  | Student evaluates the impacts of the Service Learning experience on themselves and the contributions that they made to the goals and aims of the organization.  | Student evaluates the impacts of the Service Learning experience on themselves.  | Student minimally evaluates the impacts of the Service Learning experience.  |