

GE Category Assessment Summary Reports

*Education Abroad, Service Learning, Cultures and Ideas, Visual and Performing Arts, and
current report requests to be reviewed and summarized during Autumn 2015.*

GE Education Abroad Assessment Summary

(Autumn 2012 – May Term 2014)

- The first GE Education Abroad course was offered during the Autumn 2012 semester once the Education Abroad GE category became part of the Open Options section of the General Education Program. These findings include GE Education Abroad courses from Autumn 2012 through May Term 2014.
- 12 courses with GE Education Abroad status have been offered with 24 total sections offered between Autumn 2012 and May 2014. Of the 24 sections, 9 sections did not provide a GE assessment report. Of the 15 reports submitted, 2 did not provide the breakdown of achievement for each expected learning outcome. Therefore, 13 offerings, a total of 335 students, are represented in the rubric summary below.
- Before each offering of a new GE Education Abroad course the Chair of the ASCC Assessment Panel meets with the instructor to discuss the rubric and guidelines for GE Assessment.
- The findings show that students at The Ohio State University are achieving the expected learning outcomes of the Education Abroad GE category.
- Most of the instructors used the example prompt that they were provided with for an end-of-course reflection paper.
- Instructors are using the assessment results to improve student learning in several ways:
 - Providing a better orientation for students and for host institutions.
 - Strengthening the language requirement and implementing language classes throughout the entire duration of the program.
 - Developing several orientation PowerPoints that will be available for future instructors.
 - Providing more opportunities for students to interact with university students in the host country.
- The ASCC Assessment Panel is satisfied with the data and does not recommend any changes to the GE Education Abroad category at this point because the majority of the students appear to be achieving at least Milestone 2. However, the Panel is making a recommendation to ASCC to withdraw the GE Education Abroad status from courses for which there are repeatedly no assessment reports submitted. The Panel will also more clearly articulate what is expected in the reports when meeting with the instructors before the course is offered as well as reminding instructors to view GE assessment as an ongoing process.

A total of 335 students were assessed as part of the GE Education Abroad category from Autumn 2012-May Term 2014).
 At a minimum, students were expected to meet Milestone 2 on the GE Education Abroad rubric.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.	73 (22%)	106 (32%)	139 (41%)	17 (5%)
(ELO2) Students function effectively within their host country/countries.	67 (20%)	147 (44%)	116 (35%)	5 (1%)
(ELO3) Students articulate how their time abroad has enriched their academic experience.	73 (22%)	115 (34%)	136 (41%)	11 (3%)

The following GE Education Abroad courses were offered, assessed, and included in the findings above:

- ASC 2798.03
- Chinese 2797.01 (submitted twice)
- History 3798.02 (submitted twice)
- London Honors (submitted twice)
- Portuguese 2798.10
- Slavic 2797.02
- Social Work 5798.02
- Spanish 2798.12
- Spanish 2798.11 (submitted twice)

The rubric used for GE Education Abroad assessment:

	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	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	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	Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can	Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US.

<p>(b) Problem solving</p>	<p>based on those differences.</p> <p>Navigates host country and overcomes obstacles with confidence and ingenuity.</p>	<p>differences.</p> <p>Navigates host country and overcomes obstacles comfortably.</p>	<p>occur.</p> <p>Navigates host country and overcomes obstacles at basic level.</p>	<p>Struggles to navigate host country at basic level and to overcome obstacles.</p>
<p>(ELO3) Enrichment of academic experience:</p> <p>(a) Knowledge</p> <p>(b) Skills</p> <p>(c) Attitudes/perspectives</p>	<p>Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.</p> <p>Initiates and develops engagement with people and ideas in host country.</p> <p>Interprets intercultural experience from the perspective of own and others' worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of</p>	<p>Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.</p> <p>Actively engages with people and ideas in host country.</p> <p>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</p>	<p>Connects knowledge gained in host country with pre-existing ideas.</p> <p>Makes effort to engage with people and ideas in host country.</p> <p>Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures.</p>	<p>Recognizes connections between knowledge gained in host country and pre-existing ideas.</p> <p>Makes minimum effort to engage with people and ideas in host country.</p> <p>Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures.</p>

	another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	seeks out answers to these questions.		
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GE Service Learning Assessment Summary

(Autumn 2013-Summer 2014)

- The first GE Service Learning course was offered during the Autumn 2013 semester once the Service Learning GE category became part of the Open Options section of the General Education Program. These findings include GE Service Learning courses offered from Autumn 2013 to Summer 2014.
- Four GE Service Learning courses were offered and submitted GE assessment reports to the ASCC Assessment Panel for review. One course was offered two times. A total of 119 students were enrolled in the 5 offerings.
- Before each offering of a new GE Service Learning course, the Chair of the ASCC Assessment Panel meets with the instructor to discuss the rubric and guidelines for GE Assessment.
- The findings show that students at The Ohio State University are achieving the expected learning outcomes of the Service Learning GE category.
- Most of the instructors used the example prompt of an end-of-course reflection paper.
- Instructors provided reflection on the assessment process and suggested ways to improve student learning. The overarching theme was that student integration and immersion with the community partners could be improved. One course was offered twice and the instructors found that in the second offering students were able to integrate more with the community partner which resulted in more thoughtful student projects.
- The ASCC Assessment Panel is satisfied with the data and does not recommend any changes to the GE Service Learning category at this point because the majority of the students appear to be achieving at least Milestone 2. However, the Panel is recommending that courses with multiple instructors do a norming activity with the assignments and rubric used for GE assessment. The Panel will also more clearly articulate what is expected in the reports when meeting with the instructors before the course is offered as well as reminding instructors to view GE assessment as an ongoing process.

A total of 119 students were assessed as part of the GE Service Learning category from Autumn 2013-Summer 2014. At a minimum, students were expected to meet Milestone 2 on the GE Service Learning Rubric.

	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	45 (38%)	43 (36%)	26 (22%)	5 (4%)
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	46 (38%)	35 (29%)	30 (25%)	8 (7%)
(ELO3) Students evaluate the impacts of the service learning activity.	40 (33%)	46 (38%)	24 (20%)	10 (8%)

For ELO3 the numbers do not equal the total number of students (119) because one report included an extra number.

The following GE Service Learning courses were offered, assessed, and included in the findings above:

Economics 3900.01S
 Geography 5200S
 Sociology 2211S
 Sociology 4000H (submitted twice)

The rubric used for GE Service Learning assessment:

	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.

GE Cultures & Ideas Assessment Summary

- The GE Cultures & Ideas category was one of the first categories to be assessed following the 2013 GE Assessment plan. In order to explain the purpose, make a request, and to offer an opportunity to ask questions, a meeting was conducted with all of the course representatives and the ASCC faculty Assessment Panel Chairs.
- TEN total courses were selected and assessed based on high enrollment numbers
 - Comparative Studies 2367.08 with approximate annual enrollment of 373 students.
 - Comparative Studies 2370 with approximate annual enrollment of 152 students.
 - Comparative Studies 2341 with approximate annual enrollment of 176 students.
 - EALL 1231 with approximate annual enrollment of 435 students.
 - Landscape Architecture 2367 with approximate annual enrollment of 163 students.
 - Linguistics 2000/H: with approximate annual enrollment of 345 students (Honors course: 61 students)
 - Philosophy 1100 with approximate annual enrollment of 531 students.
 - Philosophy 1300 with approximate annual enrollment of 333 students.
 - Philosophy 1332 with approximate annual enrollment of 1114 students.
 - WGSST 1110 with approximate annual enrollment of 547 students.
- The data submitted suggests that students are meeting or exceeding the level of achievement expected, determined by individual course instructors (typically 75% of students responding to the question or prompt correctly).
- Examples of assessment methods used include embedded questions, pre and post questionnaires, writing assignments, and student surveys.
- Many of the instructors and departments implemented new assessment plans and therefore are continuing to modify the assessment methods for future use. In addition, they are seeing assessment as an ongoing process and creating a GE assessment timeline to implement.
- In general, the ASCC Assessment Panel was satisfied with the assessment reports. For those reports that did not specifically assess the GE expected learning outcomes and/or did not provide data, the faculty Chairs of the Assessment Panel met with representatives from the departments. During those meetings the purpose of GE assessment was reiterated, examples of how to do GE assessment were provided, and a request for revised proposals was made. This type of interaction with departments will continue with the goal being to create a positive culture of assessment.
- The Assessment Panel and the Arts and Sciences Curriculum Committee do not expect changes to be made to the GE category but for future report requests more of an emphasis will be made when meeting with instructors to clearly articulate how the data will be used to improve student learning.

GE Visual & Performing Arts Assessment Summary

- The GE Visual and Performing Arts category was one of the first categories to be assessed following the 2013 GE Assessment plan. In order to explain the purpose, make a request, and to offer an opportunity to ask questions, a meeting was conducted with all of the course representatives and the ASCC faculty Assessment Panel Chairs.
- Twelve total courses were selected and assessed based on high enrollment numbers
 - Art 2100 with approximate annual enrollment of 543 students.
 - Art 2555/2555H with approximate annual enrollment of 499/41 students.
 - Art Education 1600 with approximate annual enrollment of 1184 students.
 - Art Education 2367.01 with approximate annual enrollment of 410 students.
 - History of Art 2001 with approximate annual enrollment of 773 students.
 - History of Art 2002 with approximate annual enrollment of 761 students.
 - History of Art 2901 with approximate annual enrollment of 572 students.
 - History of Art 3901 with approximate annual enrollment of 323 students.
 - Music 2252 681 with approximate annual enrollment of 681 students.
 - Theatre 2100 with approximate annual enrollment of 2113 students.
 - Theatre 2811 with approximate annual enrollment of 339 students.
 - WGSST 2230 with approximate annual enrollment of 337 students.
- The data submitted suggests that students are meeting or exceeding the level of achievement expected, determined by individual course instructors.
- Examples of assessment methods used include embedded assignments, embedded questions, writing assignments, and quizzes.
- In order to improve student learning of the GE expected learning outcomes several courses are making changes. For example, changing instruction to include a greater emphasis on application, developing custom textbooks to establish uniformity in content, working with regional campuses, and creating a simple assessment tool to make GE assessment an ongoing process.
- In general, the ASCC Assessment Panel was satisfied with the assessment reports. For those reports that did not specifically assess the GE expected learning outcomes and/or did not provide data, the faculty Chairs of the Assessment Panel met with representatives from the departments. During those meetings the purpose of GE assessment was reiterated, examples of how to do GE assessment were provided, and a request for revised proposals was made. This type of interaction with departments will continue with the goal being to create a positive culture of assessment.
- The Assessment Panel and the Arts and Sciences Curriculum Committee do not expect changes to be made to the GE category but for future report requests more of an emphasis will be made when meeting with instructors to clearly articulate how the GE expected learning outcomes are met instead of course grades as well as how the data will be used to improve student learning.

GE Assessment

Course Set S2 Reports

The following courses have been requested to submit GE Assessment reports during Summer 2015 to be reviewed during Autumn 2015. The courses were selected based on high enrollment numbers per category.

Historical Study

AFAMST 1121: approximate annual enrollment of 355 students
AFAMST 1122: approximate annual enrollment of 248 students
CSFRST 2374: approximate annual enrollment of 416 students
Economics 4130: approximate annual enrollment of 575 students
Economics 4140: approximate annual enrollment of 265 students
Engineering 2361: approximate annual enrollment of 108 students
EDUPAES 2210: approximate annual enrollment of 230 students
EDUPAES 2211: approximate annual enrollment of 273 students
International Studies 3350: approximate annual enrollment of 191 students

Writing and Communication Level 2

Animal Science 2367: approximate annual enrollment of 195 students
Art Education 2367.01: approximate annual enrollment of 410 students
Art Education 2367.03: approximate annual enrollment of 465 students
Communication 2367: approximate annual enrollment of 1668 students
Comparative Studies 2367.08: approximate annual enrollment of 373 students
Economics 2367.02: approximate annual enrollment of 417 students
Engineering 2367: approximate annual enrollment of 1095 students
English 2367.01: approximate annual enrollment of 519 students
English 2367.02: approximate annual enrollment of 456 students
HDFS 2367: approximate annual enrollment of 351 students
Landscape Architecture 2367: approximate annual enrollment of 163 students
Philosophy 2367: approximate annual enrollment of 261 students
Sociology 2367.02: approximate annual enrollment of 304 students

Literature:

AFAMAST 2281: approximate annual enrollment of 161 students
CLAS 2220: approximate annual enrollment of 1410 students
CLAS 1101: approximate annual enrollment of 489 students
Comparative Studies 1100: approximate annual enrollment of 706 students
EDUTL 3356: approximate annual enrollment of 285 students
EDUTL 2368: approximate annual enrollment of 815 students
English 2367.02: approximate annual enrollment of 456 students
English 2290: approximate annual enrollment of 185 students
English 2261: approximate annual enrollment of 431 students
English 2201: approximate annual enrollment of 228 students

GE Assessment for 2015-2016

The following courses will be requested to submit GE Assessment reports by Summer 2016. The courses selected are based on high enrollment numbers per category.

Social Science: Individuals and Groups

Anthro 2201/2201 H: 523/49

Anthro 2202/2202H: 745/84

Comm 1100: 1433

Comm 1101: 972

HDFS 2200: 839

HDFS 2400: 528

Psych 1100/1100H: 3588/464

Social Science: Organizations and Politics

Econ 2002.01: 2674

Econ 2002.02: 16

Econ 2002.03H: 293

Rural Soc 1500: 998

Soc 1101/1101H: 2274/318

Poli Sci 1100: 762

Social Science: Human, Natural, and Economic Resources:

BUSMHR 2500: 446

Econ 2001.01: 3396

Econ 2001.02: 62

Econ 2001.03H: 309

Geog 2750: 757

Natural Science: Biological Science

Anthro 2200/2200H: 1241/229

EEOB 2520: 1702

ENR 2100: 1230

FDSCTE 2200: 2088

HMNNTR 2210: 2095

MICRBIO 4000: 1430

Natural Science: Physical Science

Astronomy 1161: 985

Chem 1210: 3550

Chem 1110: 793

Earth Science 1100: 1160

Earth Science 1121: 545

Physics 1250: 2188

Physics 1200: 1726