

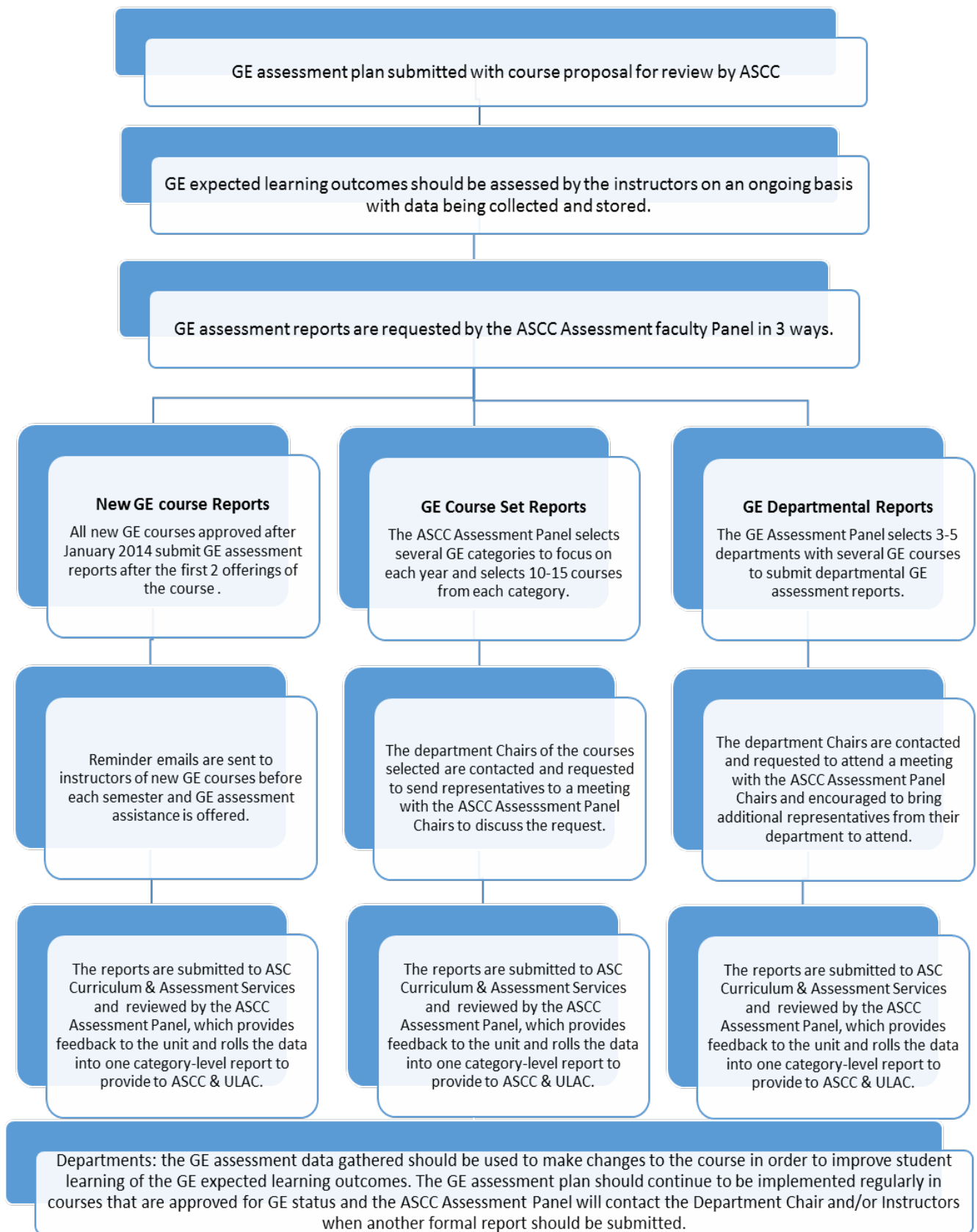
IX. B. General Education Assessment

IX.B.1. Overview

The ASC Curriculum and Assessment Services coordinate the assessment of individual GE courses and GE categories on a regular basis. The GE Assessment Report Requirements can be consulted in Appendix 11. Departments which offer GE courses have the responsibility for ensuring ongoing assessment based on the General Education expected learning outcomes. The ASCC Assessment Panel is implementing the six-year General Education assessment plan (2013-19) with a focus on category-level assessment (see IX. B.3).

IX.B.2. General Education Assessment Process

The ASCC Assessment Panel requests three types of GE reports: new course reports, course set reports, and departmental reports.



IX.B.3. Assessment Plan for General Education (updated excerpts from the 2013 plan)

Background and Recent Activities

2004-2010

Every student participates in a General Education (GE) program as part of his/her undergraduate education. The Ohio State University (OSU) adopted a General Education Curriculum (GEC) distribution model in the early 1990s in which students were required to take course work in select categories. The model was initially articulated by the College of Arts and Sciences (ASC), which has oversight for courses approved for GE status, and adapted for use in each of the university's other colleges with some college-specific modifications. Specific expected learning outcomes (ELOs) were associated with each category. A GEC assessment plan, based primarily on course-level assessments in large enrollment courses in each category, was adopted in 2005 and scheduled to be reviewed in 2010. The plan was carried-out for five years during which more than 50 large-enrolled-in courses, with Columbus and regional campus contributions, provided outcomes based assessment reports. An ASC Assessment Panel reviewed reports and provided feedback for any needed actions. Findings from these reports, along with other assessments, were shared with the Arts and Sciences Curriculum Committee (ASCC) and University-level Advisory Committee on General Education (ULAC-GE).

2009-2012

The GE program was revised during the institution's transition from a quarter- to semester-based academic calendar in 2009-2011, informed by prior assessments and data from the National Survey of Student Engagement (NSSE), and first delivered in summer 2012. The semester-based GE maintains the prior category distribution approach but provides new topical areas and options as well as greater flexibility in how students can complete their requirements. The current categories and topics are: Writing and Communication: Level One and Level Two; Foreign Language; Literature; Visual and Performing Arts; Cultures and Ideas; Historical Study; Quantitative Reasoning; Basic Computation and Mathematical or Logical Analysis; Data Analysis; Natural Science: Biological Science and Physical Science; Social Science: Individual and Groups, Organizations and Politics, and Human, Natural and Economic Resources; Diversity: Social Diversity in the US and Global Studies, and new options for Cross-Disciplinary Seminar, Service-Learning, and Education Abroad course work.

In anticipation of delivery of the new model, the Office of Academic Affairs (OAA), in collaboration with the College of Arts and Sciences (ASC) and endorsed by both the ASCC and ULAC-GE, submitted a proposal to the Association of American Colleges and Universities (AAC&U) to attend their national 2011 Institute on General Education and Assessment (IGEA). A six-member campus team, including faculty representatives from the ASCC Assessment Panel, ULAC-GE, and the Council on Academic Affairs (CAA), attended the Institute with several aims in mind. Among them were to: (1) consider alignment of curricular goals with category-level ELOs of the new delivery model, (2) determine options for an overarching assessment plan for the revised GE program, and (3) consider particular methods and evaluation designs for new experiential learning options in Education Abroad and Service-Learning.

Much conversation at the IGEA focused on AAC&U's recent undertaking to create scoring guides or rubrics to assist faculty in assessing the kinds of learning expected of college graduates, such as communication, critical thinking, and analytical reasoning. Faculty panels nation-wide had created a set of agreed upon scoring guides, referred to as Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics (aacu.org), that utilized a 0-4 point scale and seemed especially useful in evaluating GE-type learning goals. The team discovered increasing numbers of institutions were implementing rubric-based assessment methods and adapting the VALUE scoring guides for their own uses. The team also determined that the application of a common rubric for OSU's category-level ELOs could be especially useful in assessing them across different courses.

Based on IGEA work, the team shared the following recommendations:

- Continue the 2005 Assessment Plan for GE overall with some modifications. Assessment efforts should continue to be focused, although not exclusively, on the courses most students take to complete their GE requirements (i.e., large-enrollment courses).
- Focus assessment on category-level ELOs which should be aligned with broader curricular goals and thus used to assess them in turn.
- Use common rubric-based means to assess ELOs for all courses in the new Education Abroad and Service-Learning options. Courses approved for GE status in these new options should include appropriate assignments which could be used to assess GE ELOs, and a common faculty-developed rubric for each option should be applied to all such assignments.
- Based on the experiences of using a common assessment measure in the new options categories, roll out a similar approach to other categories so evaluation of category-level ELOs is simplified and consistent.
- Modify the long-term staging of annual assessments such that 2-3 categories can be reviewed each year in depth rather than having every category represented every year with a limited number of courses.

During the 2011-2012 academic year, the ASCC faculty Assessment Panel revised category/topic-specific ELOs to align with curricular goals of the new semester-based delivery system, adopted the OSU Institute's team recommendations for the new Education Abroad and Service-Learning topical areas, and shared work and planning with the ASCC.

2012-2013

During the 2012-2013 academic year, the ASCC faculty Assessment Panel created scoring rubrics for Education Abroad and Service-Learning GE ELOs in consultation with the Office of International Affairs and the Office of Service-Learning respectively, and worked with the Education Abroad GE instructors to pilot the new scoring tool.

The panel also reviewed the 2004-2005 Assessment Plan and considered additional recommendations from the AAC&U IGEA team. The result was an updated 2013 *Assessment Plan for GE* to be implemented in 2014. The revised plan:

- Maintains the principles and assumptions of the previous plan, including an emphasis on outcomes-based course reports as the primary method to collect evidence.
- Incorporates potential departmental-level reporting to achieve greater reporting efficiencies for departments which offer large numbers of GE courses in specific areas, and also on regional campuses.
- Incorporates a common scoring rubric to assess category-level ELOs and to help determine modifications for the category as a whole.

Operating Principles

Goals and expected learning outcomes 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 informed by faculty as 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 ASCC has the responsibility for determining the GE assessment plan, implementing the assessment plan, and providing summary information to appropriate faculty committees including ULAC-

GE. Further, the ASCC, with advisement from ULAC-GE, has the responsibility of articulating and refining GE goals and expected learning outcomes for assessment and determining evaluation criteria. The ASCC Assessment Panel, a subcommittee of the ASCC, operates on behalf of the full ASCC for these purposes and provides its recommendations and findings to the ASCC as a whole.

The previous operating principles and long term recommendations for the updated plan include the following:

- The plan should be viewed as dynamic.
- Assessment should continue to be implemented in a manner that is manageable 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.
- Instructors should be kept informed of expectations for assessing student learning with respect to GE goals and expected learning outcomes as faculty and graduate instructors change over time. Faculty development opportunities, such as rubric development and use, should be offered.
- Students should be regularly informed through a variety of avenues, including advising, of the purpose of general education and the goals and expected learning outcomes they are expected to achieve.

Key Approaches and Rationale

- Course-level GE reporting implemented with the 2004-2005 Assessment Plan should continue. The course approach was initially emphasized 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. Also, departments and course instructors in the quarter-based curricula were using an appropriate mix of direct and indirect measures, including some limited usage of rubrics.
- Departmental GE assessment reports should be implemented in departments which offer a large number of GE courses in a category and/or also on regional campuses. Incorporating departmental GE reporting provides an additional opportunity to assess a GE category across several courses at a time, potentially increasing efficiencies in the data collection and reporting process. Furthermore, if a department offers courses at beginning, intermediate, and advanced levels, the department can help assess achievement of learning across levels.
- Use of category-level rubrics, all having a 0-4 scale, should be advanced. As described earlier, a common category rubric provides a means to evaluate ELOs more readily across courses, while a common scale potentially allows comparisons across categories of certain skills such as critical thinking and written communication.
- Since January 2014, new GE courses are expected to submit a GE assessment report after the second offering of the course. This approach is meant to ensure that all GE courses implement assessment plans and view assessment as an ongoing process.
- Additional sources of information which are available and relevant, and promising assessment approaches that emerge, should be incorporated into the committee's ongoing assessment of student learning. Previously committees have reviewed information relevant to the GE program from various

college and institutional sources, including an ASC student exit survey, faculty focus groups, NSSE, and the Collegiate Learning Assessment (CLA), to help evaluate student learning and inform the curriculum. Information on student learning from these and other sources should continue to be considered part of the overarching plan to assess GE.

Overall, the outlined strategy of collecting data using multiple approaches at the course and category level should allow for a better understanding of the effectiveness of the GE categories and their expected learning outcomes. In addition, these approaches should 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. The combined course-and departmental-level approach, while still permitting course-level modifications to improve student learning, should also facilitate ongoing evaluation of the general education structure as a whole.

Procedures, Means, and Methods

The following procedures are used to implement the GE Assessment Plan. Use of rubrics is encouraged as the primary means of assessment, although additional methods may be used.

- GE Assessment reporting should be consistent across all OSU campus locations and include all modes of delivery. Reporting should be representative of all students.
- The schedule for reporting began spring semester 2014. The intention is to review all GE categories over a six-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 expected learning outcomes of its GE category to maintain GE status.
- The ASCC 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.
- Since January 2014, new GE courses are expected to submit a GE assessment report after the second offering of the course. This approach is meant to ensure that all GE courses implement assessment plans and view assessment as an ongoing process.
- Departments are notified of the request for a course or departmental report at least two semesters, including summer, before reports are due. The request provides: 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 that is representative of all students across all OSU campus locations and modes of delivery; and is accompanied by examples when possible. The request letter is copied to the Dean of the College or Division in which the course(s) is/are offered.
- Department Chairs may assign a faculty representative or course coordinator to generate the requested report. Departments submit the report for their GE 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) meet(s) GE expected learning outcomes, with direct and indirect evidence of learning outcomes, and
 - how the assessment information is shared and used for improvement.
- Departments are also 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 course objectives for ongoing assessment, re-evaluation of course placement methods based on entering abilities of students, or how the course is delivered.
- Departments determine the appropriate assessment methods for their discipline but are encouraged to incorporate a GE scoring rubric.
- Departments are advised to maintain outcome data or assessment samples in accordance with any current University or Departmental standards.

Time Line

At least through 2019-2020, GE assessment activities are expected to include the following three components:

- a) course and/or departmental reviews by GE category;
- b) development of an assessment rubric for each GE category, though this has been postponed due to the development of the new GE;
- c) overall review of the GE program.

Below you will find a more detailed implementation schedule by year.

Schedule for GE Evaluation (subject to change)

2012-2013

- Review course set 6 reports
- Initiate rubric-based assessment for Education Abroad & Service-Learning categories
- Establish timeline for reporting for the next six years

2013-2014

Autumn 2013

- Request first course set reports under semesters (S1) – due July 1, 2014
- Review Education Abroad assessment reports
- Review use of rubrics for Education Abroad and Service-Learning courses
- Work with the department of History to develop guidelines and expectations for departmental reports

Spring 2014

- Request second departmental reports
 - Department of Spanish and Portuguese (Foreign Language)
 - Center of Life Sciences Education (Natural Science)
 - Department of Psychology (Social Science)

2014-2015

Autumn 2014

- Request course set S2 reports – due July 1, 2015
- Review History departmental report
- Review GE Education Abroad and Service-Learning reports

Spring 2015

- Review course set S1 reports - provide feedback and make recommendations

2015-2016

Autumn 2015

- Review course set S2 reports
- Review new GE course assessment reports
- Request course set S3 reports – due July 1, 2016
- Request third set of departmental reports
 - Department of Mathematics (Quantitative Reasoning)
 - Department of Statistics (Data Analysis)

Spring 2016

- Review second set of departmental reports - provide feedback and make recommendations
- Review Education Abroad and Service Learning reports
- Review new GE course assessment reports

2016-2017

Autumn 2016

- Review course set S3 reports
- Review third set of departmental reports (Mathematics and Statistics)
- Review new GE course assessment reports
- Request course set S4 assessment plans – due July 1, 2017
- Request fourth set of departmental assessment plans
 - English (Writing and Communication Level 1)

Spring 2017

- Review new GE course assessment reports

2017-2018

Autumn 2017

- Review course set S4 assessment plans - provide feedback and make recommendations - assessment reports due July 1, 2018
- Review fourth set of departmental assessment plans - provide feedback and make recommendations - assessment report due July 1, 2018
- Review new GE course assessment reports
- Request course set S5 assessment plans - first draft due January 1, 2018

Spring 2018

- Review new GE course assessment reports
- Review first draft of course set S5 assessment plans – final draft due July 1, 2018
- Request past-due CS S3 and new GE assessment reports – CS S3 assessment plans due May 31, 2018, CS S3 assessment reports due May 31, 2019, new GE assessment reports due May 31, 2019

2018-2019

Autumn 2018

- Review course set S4 assessment reports – provide feedback and make recommendations
- Review fourth set of departmental reports – provide feedback and make recommendations
- Review course set S5 assessment plans – provide feedback and make recommendations – assessment report due July 1, 2019
- Review new GE course assessment reports
- Review CS S3 assessment plans

Spring 2019

- Review course set S4 assessment reports – provide feedback and make recommendations
- Review revised CS S3 assessment plans – provide feedback and make recommendations
- Review new GE course assessment reports
- Draft supporting documents on best practices for GE assessment

2019-2020

Autumn 2019

- Review course set S5 assessment reports – provide feedback and recommendations
- Review new GE course assessment reports
- Review CS S3 assessment reports

Spring 2020

- Review new GE course assessment reports

Courses for Course Set Reports

- **Course set S1** - Visual and Performing Arts and Cultures and Ideas.
 - Art 2100
 - Art 2555
 - ArtEdu 1600
 - ArtEdu 2367.01
 - Compstd 2341
 - Compstd 2367.08
 - Compstd 2370
 - EALL1231
 - English 2263
 - English 3378
 - HistArt 2001
 - HistArt 2002
 - HistArt 2901
 - HistArt 3901
 - LARCH 2367

- Ling 2000
- Music 2252
- Philos 1100
- Philos 1300
- Philos 1332
- Theatre 2100
- Theatre 2811
- WGSST 1110
- WGSST 2230
- **Course set S2 - Historical Study, Writing & Communication Level 2, and Literature**
 - AFAMAST 1121
 - AFAMAST 1122
 - AFAMAST 2281
 - Animal Science 2367
 - Classics 1101
 - Classics 2220
 - Comm 2367
 - Compstd 1100
 - CSFRST 2374
 - Econ 2367.02
 - Econ 4130
 - Econ 4140
 - EduPAES 2210
 - EduPAES 2211
 - EduTL 2368
 - EduTL 3356
 - English 2201
 - English 2261
 - English 2290
 - English 2367.01
 - English 2367.02
 - Engineering 2361
 - Engineering 2367
 - HDFS 2367
 - IntStds 3350
 - Soc 2367.02
- **Course set S3 - Natural Science and Social Science**
 - Anthro 2200/2200H
 - Anthro 2201/2201H
 - Anthro 2202/2202H
 - Astronomy 1161
 - BUSMHR 2500
 - Chem 1110
 - Chem 1210
 - Comm 1100
 - Comm 1101
 - Earth Science 1100
 - Earth Science 1121
 - Econ 2001.01

- Econ 2001.02
 - Econ 2001.03H
 - Econ 2002.01
 - Econ 2002.02
 - Econ 2002.03H
 - EEOB 2520
 - ENR 2100
 - FDSCTE 2200
 - Geography 2750
 - HDFS 2200
 - HDFS 2400
 - HMNNTR 2210
 - Microbiology 4000
 - Physics 1200
 - Physics 1250
 - Poli Sci 1100
 - Rural Soc 1500
 - Soc 1101/1101H
- **Course set S4 - Foreign Language and Cross-Disciplinary Seminar**
 - AED Econ 4597.01
 - Animal Science 4597
 - Anthro 4597.01
 - Anthro 4597.02
 - Arabic 1103.01
 - ASL 1103
 - Chinese 1103.01
 - Chinese 1103.51
 - Comm 3597.02
 - CRPLAN 4597
 - Econ 4597.01
 - French 1103.01
 - French 1103.51
 - Geography 3597.01
 - German 1103.01
 - German 1103.51
 - Japanese 1103.01
 - Japanese 1103.51
 - Latin 1103
 - Poli Sci 4597.01
 - Poli Sci 4597.02
 - Russian 1103.01
 - Russian 1103.51
 - Soc 3597.01
 - SocWork 3597
 - Theatre 3597
 - **Course set S5 - Data Analysis, Diversity: Global Studies, Social Diversity in the US**
 - Ag Comm 2367
 - Animal Science 2260
 - Classics 1101/1101H

- Classics 2220/2220H
- City and Regional Planning 3500
- Dance 3401
- English 2220/2220H
- Geography 2200.01
- German 3252
- History 2202
- History 2550
- IntStds 2800/2800H
- Linguistics 2051/2051H
- Medieval and Renaissance Studies 2666
- Music 2250
- Philosophy 1520
- Philosophy 2367
- Poli Sci 2250/2250H
- Russian 2250/2250H
- SocWork 1140
- Soc 3549/3549H
- Statistics 2480

Feedback Process and Information Usage

On behalf of ASCC, the Assessment Panel reviews submitted reports and recommends actions on a case by case basis. The Panel provides feedback to Department Chairs, copied to the Deans, and makes recommendations for continuing GE status as appropriate. Courses not adequately addressing GE expected learning outcomes are provided time for corrective action. The ASC Dean and OAA are consulted regarding Departments that do not participate.

Department Chairs are expected to share feedback with Departmental faculty, instructors, and/or curricular committees as appropriate.

The Assessment Panel provides updates to ASCC regularly.

The overall plan is reviewed every 6 years. The review may lead to recommendations for changes such as modifications in goals and expected learning outcomes, the curriculum, placement practices, or instructional delivery practices based on the outcome information.

IX. C. Graduation Survey

The university Graduation Survey (<http://cssl.osu.edu/research-projects/graduation-survey/>) is administered each semester to graduating seniors. Many programs use the university Graduation Survey as an indirect measure of student learning. The university Graduation Survey has had an average response rate of over 40%. It includes college questions (e.g., questions pertaining to the major and GE courses) and, in some cases, departmental questions. It is a useful tool to track student learning. The reports are available with login permission at <https://ascreports.osu.edu/reports>