

2/26/10

To: Rebecca Harvey, Chair, ASC CCI

From: Mark Shanda, Chair, Assessment Initiatives Subcommittee



RE: General Education Curriculum Category Assessment Report

I write today to share the General Education Curriculum Category Assessment report as endorsed by our subcommittee at our February 12, 2010 meeting.

The report contains a great deal of analytical information about our current GEC and affirms that we are indeed delivering much of what we say we are to the quality education of our students.

A few items to call to your attention include:

- According to the ASC Student Exit Survey respondents answered 4-5 (5 = “to a great extent”) that their Ohio State GEC helped prepare them for: Additional formal education (40%); Future work/career (30%); Everyday life (35%); and Contributing to society (42%). The committee feels that this combined with other data indicates that the goals of General Education are being met to some extent, but we must continue to strive for improvement.
- In the category of Foreign Language, the data raises some concern as to whether expect learning outcome #2 (“Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying”) is being met. The committee would like to encourage units to create courses that fulfill Expected Learning Outcome (ELO) 2 rather than just 1 as the semester conversion process unfolds. These broader foreign studies courses that potentially would not require a level of language proficiency could serve a larger populations of students and many outside of Arts and Sciences i.e. Business and Engineering.
- Through our engagement with focus groups we have identified a shortcoming in the delivery of the expected learning outcomes of oral communication in 367 Second Level Writing courses. In addition, there remains ongoing concern by the faculty of the overall quality of student writing. Here too, we encourage a serious examination of course content as semester successor courses are developed for the 367’s to pay particular attention to oral expression and the technical quality of writing. A common grading rubric, which has already been discussed, may also help address this concern.
- We have found value in convening faculty focus groups around current categories of delivery to help raise awareness of expected learning outcomes and to provide another feedback loop for assessment practices.

Overall we feel that you will find much to celebrate about our current GEC and will find much valuable information to inform the semester conversion process.

General Education Curriculum Category Assessment Report

Section I: Summary

Purpose: The following report summarizes how the General Education Curriculum (GEC) categories are functioning with respect to student learning of the GEC learning goals and Expected Learning Outcomes (ELOs)¹. The report identifies common themes such as areas where current goals are being addressed/not addressed, being met/not met, how student learning is being assessed (direct and/or indirect measures), and where findings have been used to feed back into course improvement.

Methodology/Format: The report describes findings broken down by GEC Category from the past five years of assessment of the GEC as planned by the Arts and Sciences Committee on Curriculum and Instruction's Assessment Initiatives Subcommittee (See 2005 Plan and 2009 Addendum in *ASC Curriculum and Operations Manual*, Appendices 6 & 7). This report uses data gathered from individual GEC course reports representing the top 50 high-enrollment courses^{2 3}, findings from category-level faculty focus groups, and data from the Arts and Sciences Student Exit Survey (Spring survey to graduating ASC seniors SP 2007 through SP 2009)⁴.

Overall findings: Most courses reviewed use a mix of direct and indirect measures to gauge course effectiveness for student learning gains, although many still rely heavily on indirect measures. Embedded test questions and pre-and post-testing are among the most widely used direct measures. Student surveys [some aligned with the GEC Expected Learning Outcomes (ELOs)] and syllabus review are the most common indirect measures. Almost all courses reviewed as well as faculty focus groups provided evidence that most GEC courses are addressing or plan to address most GEC Goals and Expected Learning Outcomes for students and that minimal standards are being met.

- In the Writing category, instructors are aware of the GEC ELOs and the component of the American Experience in the Second Level Writing Course is being addressed; the oral expression component is not addressed to a great extent in some courses.
- The Natural Sciences and Quantitative and Logical Skills categories provide a high degree of evidence of using findings to make improvements to courses. In the Natural Science category, meeting the ELO of students learning of the key events in the history of science has proven challenging and there was a lack of communication among instructors teaching cross-departmental sequenced courses. Higher-order Expected Learning Outcomes such as analysis and critical thinking are covered to varying degrees in the Quantitative and Logical Skills courses and some are attempting to measure them.
- In the Foreign Language category evidence indicates a high level of instructor and departmental communication of assessment efforts with regular and consistent changes made to instruction based on findings. There is general articulation of assignment grading with GEC ELOs and instructors have identified student success criteria percentages to measure results against. Evidence indicates that high proficiencies are achieved. There was less data provided about whether or not ELO 2 was being achieved (“Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.”)
- In the Social Science category, there was a wide variation of the use of direct and indirect measures and the establishment of success criteria among the courses reviewed. Data collection and the use of data to feed back into course improvement also varied greatly. Those courses with

¹ See Appendix 1 for the GEC Goals and Expected Learning Outcomes

² See Appendix 2 for enrollment listings for the top 50 largest enrolled-in GEC courses.

³ See Appendix 3 for a chronological listing of all individual GEC course reports requested and submitted.

⁴ See Appendix 4 for survey data on relevant questions

plans, measures, criteria, and data tended to use the data to make changes designed to improve student learning, with some showing gains in student learning.

- The Arts and Humanities categories provide a high degree of evidence of using findings to make improvements to courses. Most courses reviewed employed a mixture of direct and indirect measures, collected data, and presented findings.
- In the Historical Study, Diversity, and Capstone categories, more information needs to be gathered to determine whether or not courses are specifically addressing and measuring the GEC ELOs. Where evidence was presented, findings indicated that students were meeting criteria for success via direct and indirect measures and improvements were made to courses based on findings. Reports indicated a need for sharing findings among faculty.
- According to the ASC Student Exit Survey (see Appendix 4) respondents answered 4-5 (5 = “to a great extent”) that their Ohio State GEC helped prepare them for: Additional formal education (40%); Future work/career (30%); Everyday life (35%); and Contributing to society (42%).
 - 52% felt that the Ohio State GEC helped them prepare for “Life-long learning.”
 - 45% of respondents agreed or strongly agreed with the following: “The general education program providing a broad education and help develop general skills across several domains. Overall, to what extent do you agree you achieved these overarching goals through your GEC?”

Section II. Breakdown Summaries by Category

A) Writing (First, Second, and Third Writing Courses)

1. **Course Reports** requested: First Writing: English 110; Second Writing: English 367, Comparative Studies 367, Psychology 367 (not yet received)
 - Direct measures: One course used evaluation of early and late writing samples. All courses used overall student grades, but they were not necessarily aligned with the GEC Expected Learning Outcomes.
 - Indirect measures: Syllabus review, GTA training, measures of instructor performance
 - There was no mention of assessment of the required oral component of 367 courses and it was reported that the writing revision process was challenging for students. No minimal student success criteria for meeting GEC ELOs was specified in reports.
2. **Faculty Focus Group**
On May 19, 2008, a faculty focus group was held to assess the effectiveness of student learning in the Second Writing (367) category.

Response Themes

- Many felt that students were not prepared in basic writing skills prior to the Second Level Writing course. It was unclear to participants why students were lacking such skills. While the First Level Writing course (English 110) was mentioned, it was also acknowledged that gaps could result from lack of preparation before coming to college.
- There was an awareness among participants that 367 courses would and did have variation in course content and approaches to addressing communication (both oral and written). Participants were supportive of these differences.
- All participants endorsed the General Education Curriculum, expressed that they were covering all aspects of the GEC Learning Goals and Objectives in their courses, and generally concurred that the GEC Learning Goals and Objectives did not need revision, even though

not all were assessing them. The group agreed that their attention to these Learning Goals and Objectives was increased because of their participation in the focus group.

- For many courses, oral communication comprised significantly less of the course than written communication.

Based on these data, it appears that while all GEC Expected Learning Outcomes are being addressed, they are being met to varying degrees. Namely, the oral component of the second Expected Learning Outcome: “Students further develop basic skills in expository writing and oral expression,” is not being addressed to a great extent.

Outcome: Based on participant interest, an additional workgroup was held to develop a common Second Level Writing 367 course rubric (See Appendix 5 for rubric).

3. **Student Exit Survey Data:** % of respondents that agreed “to a great extent” or “agreed” that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 73 % **Written communication**
 - 70 % **Oral expression**

B) Quantitative and Logical Skills

1. **Course Reports** requested: Math 104, 148, 150, 151, 152; Statistics 135; Statistics 145 (not yet received)
 - Direct measures: Placement testing; longitudinal tracking of student grades (some alignment with ELOs) in prior and subsequent courses; pre- and post-testing
 - Indirect measures: One course used pre- and post-testing of student attitudes toward topic; some qualitative analysis of specific items on placement exams
 - Courses in this category have used data gathered to adjust content in courses to improve student learning. No specific student success criteria for meeting GEC ELOs were specified in reports although reports established baseline criteria from which to build.
 - Reports indicate that the tests in these courses are aligned with ELO, “Basic Computational Skills,” therefore, reports argued that student grades provide solid assessment of student learning.
2. No faculty focus group has been conducted for this category yet.
3. **Student Exit Survey Data:** % of respondents that agreed “to a great extent” or “agreed” that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 38 % **Mathematical and Quantitative skills** (3% [n=154] answered “Not applicable”)
 - 69 % **Logical and Analytical Reasoning**

C) Foreign Language

1. **Course Reports** requested: Spanish 101-104; French 101-104; American Sign Language 101-104 (not yet received)
 - Direct measures: Written and oral exams and assignments evaluated with grading rubrics; placement testing. All aligned with GEC ELOs.

- Indirect measures: Instructor training; student surveys on GEC learning
 - High level of instructor and departmental communication of assessment efforts with regular and consistent changes made to instruction based on findings. General articulation of assignment grading with GEC ELOs. Identified student success criteria percentages to measure results against. High proficiencies achieved. Some syllabi did not have GEC ELO information on them. Less data on the ELO, “Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.”
2. No faculty focus group has been conducted for this category yet.
 3. **Student Exit Survey Data:** % of respondents that agreed “to a great extent” or “agreed” that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 50 % **Foreign Language**
 - 5% (n= 251/5135) answered “not applicable”

D) Natural Science (Biological and Physical Sciences and Biological and Physical Science Sequences)

1. **Reports Requested:** Biology 101; Chemistry 121-122; Anthropology 200; Astronomy 161; Biology 113-114; Human Nutrition 210; Physics 111-112; Earth Sciences 100; Microbiology 509
 - Direct Measures: Courses incorporate (or plan to incorporate) Embedded Test Questions mapped to ELOs in tests, assignments, and lab assignments; pre- and post-testing; analysis of student assignments mapped to ELOs and graded with rubrics
 - Indirect Measures: student opinion surveys tied directly to ELOs for courses; syllabus review; student learning gains survey; student grades; GTA training
 - Criteria for success set; ELOs regularly contextualized in courses
 - High level of communication among instructors, findings shared, changes implemented based on assessment results
 - contextualization of ELOs within courses; ELOs embedded in course and syllabi
 - Reports expressed difficulty achieving various ELOs to varying degrees and are addressing findings (especially higher order ELOs, “Students provide examples of the inter-dependence of scientific and technological developments,” and, “Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.”)

Based on evidence reported the Natural Science category is highly engaged in assessment, demonstrating measurable success and gains in student learning and making continuous improvements.

2. Faculty Focus Group

On November 14, 200, a faculty focus group was held to assess the effectiveness of student learning in the Natural Science Sequences category.

Response Themes

- Faculty were engaged, supportive of the focus group process, and appreciative for the opportunity to exchange information and ideas.

- All participants endorsed the General Education Curriculum, expressed that they were covering all aspects of the GEC Learning Goals and Objectives in their courses, and concurred that the GEC Learning Goals and Objectives were appropriate and did not need to be revised.
- Although many faculty acknowledged that they had not been collecting evidence to demonstrate students are achieving set learning outcomes specifically, they were interested in learning about how to measure these outcomes. They were also supportive of moving forward with formative outcomes assessment.
- Participants repeatedly expressed frustration about the lack of motivation many non-science student majors had when required to take science courses.
- There was a perceived need for greater communication among instructors who are teaching the same courses, especially across campuses. In some instances a lack of instructor communication or coordination in sequenced courses was revealed, particularly for sequences offered across departments and disciplines.
- There was not time to discuss at length the roles of laboratories and recitations in the courses represented.

Based on these data, all GEC Expected Learning Outcomes are being addressed. Instructors were interested in more communication among sequenced courses and how to collect evidence of student learning.

Outcome: Based on participant interest, an additional forum for instructors to discuss the articulation between GEC Natural Science sequences offered across departments.

3. **Student Exit Survey Data:** % of respondents that agreed “to a great extent” or “agreed” that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 47% **Natural science (both biological and physical)** (2% [n=130] answered “Not applicable”)
 - 57% **Use of scientific methods and concepts** (2% [n=99] answered “Not applicable”)

E) Social Science

1. **Course Reports** requested: Sociology 101; Geography 200; Psychology 100; Political Science 100, 101, 145; Economics 200, 201; Communications 101, 200; Rural Sociology 105; International Studies 201 (not yet received)
 - Direct measures: Embedded test questions; student papers and reflection assignments graded on rubric aligned with ELOs; pre- and post-testing
 - Indirect measures: student surveys on GEC learning, Student Evaluation of Instruction (SEI), student learning gains survey
 - There was a wide variation of the use of direct and indirect measures and the establishment of success criteria among the courses reviewed. Data collection and the use of data to feed back into course improvement also varied widely. Those courses with solid plans, measures, criteria, and data tended to use the data to make changes designed to improve student learning, with some showing gains in student learning.
2. No faculty focus group has been conducted for this category yet.

3. **Student Exit Survey Data:** % of respondents that agreed “to a great extent” or “agreed” that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 76% **Social Science (including individuals, groups, and organizations)**

F) Arts and Humanities

1. **Course Reports** requested: Theatre 100; Art Education 160; Classics 101, 222; Music 251; Dance 161; East Asian Languages and Literatures 131; Comparative Studies 100; Art 300; Women’s Studies 101; Philosophy 101 (not yet received)
 - Direct measures: Embedded test questions; evaluation of student reflection papers, field reports, and discussion; evaluation of student portfolios; pre- and post-testing linked to GEC ELOs; instructor surveys; grading of student essays and exams aligned with GEC ELOs; instructor review of selected assignments
 - Indirect measures: student surveys (some linked to GEC ELOs), syllabi and lecture content review aligned with GEC ELOs; student overall grades; instructor communication; Student Evaluation of Instruction (SEI), Instructor observations; student learning gains survey
 - Most courses reviewed employed a mixture of direct and indirect measures, collected data, and presented findings. Many used data to feed back into course improvement and some showed gains in student learning.
2. No faculty focus group has been conducted for this category yet.
3. **Student Exit Survey Data:** % of respondents that agreed “to a great extent” or “agreed” that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 73% **The Humanities (literature, cultures, and ideas)**
 - 45% **The Arts** (4% [n=191] answered “Not applicable”)

G) Historical Study

1. **Course Reports** requested: History 111-112 (not yet received); History 151, 152; History 181 (not yet received); African and African American Studies 121-122
 - Direct measures: Embedded quizzes in History courses linked to GEC ELOs
 - Indirect measures: student surveys; syllabi reviews; student focus groups
 - It is difficult to discern findings due to lack of data in reports. History 151-152 had findings based on data that were discussed among faculty.
2. No faculty focus group has been conducted for this category yet.
3. **Student Exit Survey Data:** % of respondents that agreed “to a great extent” or “agreed” that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 59% **Historical perspectives** (2% [n=89] answered “Not applicable”)

H) Diversity (Social Diversity in the U.S.; International Diversity- Western, non-U.S.; International Diversity Global, non-Western)

1. **Course Reports** requested: Psychology 100; Sociology 101; Geography 200; Women's Studies 101; Comparative Studies 100; East Asian Languages and Literatures 131; Political Science 145; Classics 222; Music 251; Theatre 100
 - Out of the reports received, all fulfilled a category of the GEC in addition to a Diversity Category; Four of the reports addressed the Diversity category directly; in three of the reports it was unclear whether or not Diversity ELOs were addressed; three reports did not address the category
 - Direct measures: Embedded test questions aligned with GEC ELOs; Evaluation of student reflection papers aligned with ELOs; evaluation of student essays
 - Indirect measures: student surveys aligned with GEC ELOs
 - Findings indicated students were meeting criteria for success via direct and indirect measures
 - Improvements to course made based on findings
 - Need for sharing findings among faculty
2. One faculty focus group has been conducted for this category (International Global, non-Western) and preliminary findings indicate that while international topics are covered and assignments promoting cross-cultural understanding are the norm, the courses discussed were not being taught with the GEC ELOs in mind nor were they being assessed according to the GEC ELOs. Focus groups in these areas are ongoing and more data is needed.
3. **Student Exit Survey Data** % of respondents that agreed "to a great extent" or "agreed" that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 61% **Social diversity in the United States** (2% [n=90] answered "Not applicable")
 - 59% **Diversity in world affairs** (2% [n=108] answered "Not applicable")
 - 53% **Non-Western culture and thought** (2% [n=111] answered "Not applicable")

I) Capstone (597)

1. **Course Reports** requested: Political Science 597.01, 597.02; (Other 597 requests were canceled due to a syllabi review process that occurred concurrently with course review requests. The Assessment Subcommittee did not want to burden departments at this time)
 - Direct measures: faculty opinion surveys of student learning gains
 - Indirect measures: student surveys aligned directly with ELOs; syllabi review
 - It is difficult to discern findings due to lack reports.
2. No faculty focus group has been conducted for this category yet.
3. **Student Exit Survey Data** % of respondents that agreed "to a great extent" or "agreed" that their knowledge, skills, abilities, and personal development improved in the areas below since they began their education at Ohio State
 - 74% **Integrating knowledge from different fields**

Appendix 1

GEC Expected Learning Outcomes

In the Program of General Education, students will take coursework in several areas of study to achieve basic skills, competencies, and breadth of knowledge expected of a Colleges of the Arts and Sciences college-educated graduate. The learning outcomes that students should achieve through coursework in various categories of the General Education Curriculum (GEC) are listed below.

All GEC course syllabi must include the GEC category (or categories) the course has been approved to fulfill and the associated Expected Learning Outcomes numbered below, as well as a brief statement as to how the course attempts to satisfy the Expected Learning Outcomes. Outcome statements can be contextualized by specific course content but must be identified as those meeting general education outcomes. The statements below are derived from the *GEC Submission Guidelines* in section V.B.

1. Skills: A. Writing and Related Skills

Goal:

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression

Expected Learning Outcomes:

1. Students apply basic skills in expository writing.
2. Students demonstrate critical thinking through written and oral expression.
3. Students retrieve and use written information analytically and effectively.

First Writing Course

Expected Learning Outcomes:

1. Students learn the conventions and challenges of academic discourse.
2. Students can read critically and analytically.

Second Writing Course

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.
2. Students further develop basic skills in expository writing and oral expression.
3. Students develop skills in effective communication and in accessing and using information analytically.

Third Writing Course

Expected Learning Outcomes:

1. Students apply writing skills to the major.
2. Students develop skills in the oral articulation of ideas as well as their critical and analytical abilities in reading demanding texts and synthesizing ideas.

1. Skills: B. Quantitative and Logical Skills

Goals:

Students develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, use mathematical models, and draw conclusions and critically evaluate results based on data.

Expected Learning Outcomes:

1. Basic Computational Skills: Students demonstrate computational skills and familiarity with algebra and geometry, and apply these skills to practical problems.
2. Mathematical and 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.
3. Data Analysis: 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.

1. Skills: C. Foreign Language

Goals:

Students cultivate skills in communication across ethnic, cultural, ideological, and national boundaries, and acquire an understanding of other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

2. Breadth: A. Natural Science

Goals:

Students gain understanding of 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.

Expected Learning Outcomes:

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students learn key events in the history of science.
3. Students provide examples of the inter-dependence of scientific and technological developments.
4. Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

2. Breadth: B. Social Science

Goals:

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

Expected learning outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

(1) Individuals and Groups Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied 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 develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

(2) Organizations and Politics Expected Learning Outcomes:

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

(3) Human, Natural, and Economic Resources Expected Learning Outcomes:

1. Students understand the theories and methods of scientific inquiry as they are applied 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 develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

2. Breadth: C. Arts and Humanities

Goals:

Students evaluate significant writing and works of art. Such studies 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 develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

(1) Literature Expected Learning Outcomes:

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

(2) Visual and Performing Arts Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret significant works of art.
2. Students develop abilities to be an informed observer or active participant in a discipline within the visual, spatial, and performing arts.

(3) Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

3. Historical Study

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

4. Diversity

(1) Social Diversity in the United States

Goals:

Students' understanding of the pluralistic nature of institutions, society, and culture in the United States is enhanced.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, 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.

(2) International Issues (contains two subcategories: “Non-Western or Global,” and “Western (Non-United States)”) ”

Goals:

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

5. Capstone: Issues of the Contemporary World

Goals:

Students attain an understanding of the increasingly global nature of the contemporary world by drawing upon multiple disciplines in an enriching capstone experience.

Expected Learning Outcomes:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.

Appendix 2Course Set Reports Requested since 2005

Reports are due 4-5 quarters after request was made.

* 597's were eliminated from Course Set Review Reporting Request because of a previous syllabus review solicited by ASC in 2006

^ ASL review was delayed due to course restructuring

+ extension granted

Course	Date Requested	Rec'd?
<i>Course Set 1</i>		
Biology 101	10/26/05	Yes
English 110	10/26/05	Yes
History 151-152	10/26/05	Yes
Psychology 100	10/26/05	Yes
Spanish 102-104	10/26/05	Yes
Statistics 135	10/26/05	Yes
Theatre 100	10/26/05	Yes
<i>Course Set 2</i>		
Art Education 160	1/6/06	Yes
Chemistry 121-122	1/6/06	Yes
Comparative Studies 367	1/6/06	Yes
Economics 200	1/6/06	Yes
Geography 200	1/6/06	Yes
Math 148, 150	1/6/06	Yes
Political Science 597	1/6/06	Yes
Sociology 101	1/6/06	Yes
<i>Course Set 3</i>		
AAAS 121-122	2/15/06	Yes
AEDE 597	2/15/06	No*
ASL 101-102	2/15/06	No^
Anthropology 200	2/15/06	Yes
Astronomy 161	2/15/06	Yes
Biology 113-114	2/15/06	Yes
Classics 222	2/15/06	Yes
Dance 161	2/15/06	Yes
Economics 201	2/15/06	Yes
English 367	2/15/06	Yes
Geography 597	2/15/06	No*
History 111-112	2/15/06	No
Human Nutrition 210	2/15/06	Yes
International Studies 597	2/15/06	No*
Landscape Architecture 597	2/15/06	No*
Math 104, 151-152	2/15/06	Yes
Music 251	2/15/06	Yes
Philosophy 101	2/15/06	Yes
Physics 111-112	2/15/06	Yes
Political Science 101	3/16/07	Yes

Course Set 4

Art 300	1/18/08	Yes
Classics 101	1/18/08	Yes
Communications 101, 200	1/18/08	Yes
Comparative Studies 100	1/18/08	Yes
Earth Sciences 100	1/18/08	Yes
EALL 131	1/18/08	Yes
French 102-104	1/18/08	Yes
History 181	1/18/08	No+
History of Art 260	1/18/08	No
International Studies 201	1/18/08	No
Microbiology 509	1/18/08	Yes
Political Science 100, 145	1/18/08	Yes
Psychology 367	1/18/08	No+
Rural Sociology 105	1/18/08	Yes
Statistics 145	1/18/08	No+
Women's Studies 101	1/18/08	Yes

Course Set 5 (Focus on Regional Campuses, reports due in 2010)

ASL 101-102 (Cbus)	12/17/08
Biology 101 (Mn, Mr, N)	12/17/08
Chemistry 101 (L)	12/17/08
English 110 (L, Mn, Mr, N)	12/17/08
History 151 (L, Mn, N)	12/17/08
Math 104 (L, Mn, Mr, N)	12/17/08
Psychology 100 (L, Mn, Mr, N)	12/17/08

Biology 113-114 (ATI)	4/17/09
Chemistry 101 (ATI)	4/17/09
English 110 (ATI)	4/17/09
Math 104 (ATI)	4/17/09
Psychology 100 (ATI)	4/17/09

Appendix 3
GEC Highest Enrolled-In Courses 2004-2008

College	Course	2004-2005		2005-2006		2006-2007		2007-2008	
		Enrollment	Section	Enrollment	Section	Enrollment	Section	Enrollment	Section
HUM	English 110	8135	391	7887	367	8165	387	8343	389
SBS	Psychology 100	7312	164	7079	156	7344	165	7884	165
BIO	Biology 101	5600	241	5726	245	5748	249	6073	267
SBS	Economics 200	6395	132	6084	132	5913	137	5930	137
SBS	Sociology 101	5407	148	5048	141	5295	137	5691	134
HUM	History 151	6013	140	5801	151	5509	145	5434	141
HUM	History 152	4923	139	4850	131	4827	125	4510	131
MPS	Chemistry 121	3655	154	3674	154	3934	164	4139	172
MPS	Mathematics 151	3461	132	3265	130	3588	130	3858	138
SBS	Economics 201	3431	78	3377	78	3519	80	3568	83
MPS	Mathematics 152	3250	132	3004	114	3231	128	3510	132
MPS	Statistics 135	3178	121	3152	119	3235	121	3235	121
SBS	Anthropology 200	2616	58	2877	62	3082	68	2999	71
MPS	Chemistry 122	2196	95	2291	103	2609	114	2818	122
MPS	Mathematics 104	2848	119	2837	109	2772	103	2808	104
ART	Theatre 100	2880	93	2732	88	2679	90	2669	84
EHE	Human Nutrition 210	2745	15	3006	17	2823	16	2638	15
HUM	English 367	2577	123	2392	121	2445	118	2555	123
HUM	Spanish 103	2299	108	2447	114	2464	109	2534	114
HUM	Spanish 104	2059	100	2216	103	2180	102	2274	106
ART	Art Education 160	1719	69	1719	66	2020	75	2271	78
HUM	Classics 222	1930	15	2002	50	1802	63	2150	59
MPS	Earth Science 100	2232	127	2103	107	2427	119	2127	104
SBS	Geography 200	2251	47	2228	44	2187	45	2096	44
HUM	History 111	2208	62	1858	63	2032	53	2079	61
MPS	Physics 111	2124	66	2084	65	2072	71	2050	87
MPS	Astronomy 161	2232	16	2176	17	1898	16	1957	17
MPS	Chemistry 101	1870	80	1856	79	1936	81	1915	81
BIO	Biology 113	1963	79	1942	80	1947	80	1900	81
HUM	Spanish 102	1844	88	1805	89	1806	88	1806	86
HUM	History 112	1699	54	1809	49	1675	56	1750	56
SBS	Communication 200	1509	13	1519	12	1616	12	1744	13
BIO	Biology 102	1734	74	1602	71	1596	67	1738	76
MPS	Physics 131	1414	54	1353	51	1423	54	1669	69

College	Course	2004-2005		2005-2006		2006-2007		2007-2008	
		Enrollment	Section	Enrollment	Section	Enrollment	Section	Enrollment	Section
MPS	Chemistry 123	1199	55	1355	60	1465	68	1624	72
SBS	Communication 101	1343	10	1474	10	1568	10	1615	12
MPS	Mathematics 075	1214	46	1300	53	1430	57	1458	59
MPS	Physics 132	1234	49	1224	47	1286	49	1445	61
MPS	Physics 112	1378	45	1441	47	1417	47	1430	57
SBS	Communication 367	1440	63	1279	57	1305	55	1424	57
HUM	Philosophy 101	1717	48	1590	50	1673	48	1420	39
MPS	Statistics 145	1365	58	1347	58	1352	55	1358	54
BIO	Microbiology 509	1081	23	1197	26	1336	34	1355	34
BIO	Evolution, Ecology, and Organismal Biology 232	1076	9	1118	8	1235	9	1353	10
BIO	Biology 114	1224	53	1270	54	1324	58	1323	58
SBS	Political Science 101	2347	70	1794	55	1349	42	1319	42
SBS	Geography 120	1263	35	1265	35	1363	39	1290	38
SBS	Anthropology 202	1052	31	1132	30	1176	32	1236	33
MPS	Physics 133	953	38	1030	38	996	38	1172	44
ART	Music 252	886	13	1027	19	1078	42	1160	44
SBS	Psychology 367	1160	49	1144	48	1087	47	1152	47
SBS	Political Science 597	1303	32	1272	34	1284	40	1126	40
AGR	Food Science and Technology 201	556	12	459	12	545	6	1040	7
ART	History of Art 260	268	1	529	2	727	5	999	7
SBS	Sociology 597	1043	26	1093	27	1071	30	987	27
ART	Art 300	1045	50	992	50	988	51	984	46
EHE	Human Development and Family Science 364	623	13	596	11	611	7	979	9
ART	Art Education 367	890	42	922	41	879	41	937	42
HUM	History 181	1106	32	791	26	1103	30	937	28
HUM	Philosophy 130	1037	29	951	29	956	27	937	28
HUM	Comparative Studies 100	775	29	927	47	929	38	915	39
ART	Art 205	845	48	860	48	862	46	892	47
MPS	Chemistry 102	806	39	871	42	902	42	883	41
SBS	Political Science 100	995	38	959	33	837	34	869	33
SBS	Anthropology 201	594	16	604	15	691	19	867	23
MPS	Astronomy 162	972	9	935	7	925	9	864	10
ENG	Computer Science and Engineering 101	814	31	865	30	939	32	841	29

Appendix 4
ASC Student Exit Survey Data Questions 11-13 SP 2007 through SP 2009

11. To what extent have your knowledge, skills, abilities, and personal development improved in the following areas since you began your education at Ohio State?								
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	A great extent	4	3	2	Not at all	Not applicable	Totals	% of 4 & 5
Written communication	1620 30%	2320 43%	1038 19%	281 5%	117 2%	11 0%	5387	73%
Oral expression	1491 28%	2255 42%	1168 22%	330 6%	131 2%	14 0%	5389	70%
Foreign language	1276 24%	1421 26%	1327 25%	703 13%	408 8%	251 5%	5386	50%
Mathematical and quantitative skills	626 12%	1400 26%	1702 32%	941 18%	535 10%	154 3%	5358	38%
Logical and analytical reasoning	1500 28%	2228 42%	1127 21%	331 6%	147 3%	34 1%	5367	69%
Natural science (both biological and physical)	950 18%	1591 30%	1663 31%	722 13%	308 6%	130 2%	5364	47%
Social science (including individuals, groups, and organizations)	2027 38%	2036 38%	909 17%	236 4%	100 2%	49 1%	5357	76%
The humanities (literature, culture, and ideas)	1963 37%	1984 37%	1041 19%	252 5%	80 1%	53 1%	5373	73%
Historical perspectives	1345 25%	1850 34%	1427 27%	498 9%	167 3%	89 2%	5376	59%
The arts	965 18%	1438 27%	1592 30%	777 15%	389 7%	191 4%	5352	45%
Social diversity in the United States	1415 26%	1838 34%	1236 23%	538 10%	255 5%	90 2%	5372	61%
Diversity in world affairs	1378 26%	1768 33%	1317 25%	560 10%	227 4%	108 2%	5358	59%
Non-Western culture and thought	1188 22%	1677 31%	1438 27%	683 13%	273 5%	111 2%	5370	53%
Critical thinking	2090 39%	2112 39%	882 16%	180 3%	71 1%	21 0%	5356	78%
Use of scientific methods and concepts	1319 25%	1737 32%	1413 26%	551 10%	245 5%	99 2%	5364	57%
Integrating knowledge from different fields	1747 32%	2218 41%	1067 20%	224 4%	100 2%	22 0%	5378	74%

12. To what extent do you think your Ohio State GEC helped prepare you for:								
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	A great extent	4	3	2	Not at all	Not applicable	Totals	% of 4 & 5
Additional formal education	659 12%	1499 28%	1656 31%	918 17%	569 11%	85 2%	5386	40%
Your future work/career	476 9%	1140 21%	1516 28%	1270 24%	917 17%	67 1%	5386	30%
Everyday life	634 12%	1268 24%	1567 29%	1124 21%	737 14%	56 1%	5386	35%
Contributing to society	751 14%	1521 28%	1523 28%	957 18%	576 11%	58 1%	5386	42%
Life-long learning	1131 21%	1669 31%	1373 26%	693 13%	463 9%	53 1%	5382	52%

13. The general education program strives to provide a broad education and help develop general skills across several domains. Overall, to what extent do you agree you achieved these overarching goals through your GEC:								
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly agree	4	3	2	Strongly disagree	Not applicable	Totals	% of 4 & 5
	628 12%	1767 33%	1736 32%	810 15%	384 7%	54 1%	5379	45%

Total Responses: 5,400
Total Invited: 11,794
Percentage: 46%

Appendix 5
367 Writing Rubric

	4	3	2	1
Rhetorical Awareness	Student persuasively articulates a clear purpose and recognizes the expectations that an audience or readership might have for the product or performance within a particular context.	Articulates a clear purpose, and shows some recognition of the audience and context for the product or performance.	Articulates purpose somewhat clearly, but is unpersuasive and does not adequately take into account potential audiences or contexts for the product or performance.	Purpose is unclear and the student shows little recognition of audience or context.
Personal and Productive Engagement with Subject	Student not only follows the basic requirements for an assignment, but demonstrates a serious, thoughtful and studied engagement with the project or performance.	Follows basic requirements for the assignment. While some components of the project may be lacking, the work demonstrates progress in central learning objectives during the period of the course	Only nominally follows basic requirements for the assignment, and shows a passing engagement with the project.	Does not follow basic requirements for the assignment, and shows little or no engagement with the project.
Creativity and Originality	Student articulates original ideas, positioning them within a range of differing perspectives. Moves beyond mere description and summary to analysis and critique.	States ideas that are original, and may reference a few differing perspectives. Does more than describe and summarize, but analysis and critique may not be sufficient.	States ideas that are obvious or cliché, offering few differing perspectives, if any. Does little more than describe and summarize the ideas of others.	Restates obvious ideas from one or two sources, and fails to reference differing positions. Merely describes and summarizes the ideas of others.
Central Claim supported by Appropriate Evidence	Student marshals appropriate evidence to support claims in sophisticated ways. Critically evaluates evidence and counter evidence, clearly documenting sources according to expected conventions and acknowledging intellectual debts.	Marshals appropriate evidence competently. Evaluates some evidence and counter evidence, and documents sources according to expected conventions.	Supports some claims with evidence, but fails to sufficiently evaluate that evidence or present counter evidence. May only use the bare number of sources required by the assignment. Sources may be documented incompletely or unclearly.	Fails to support claims with appropriate evidence or evidence is unclear or not relevant. Student takes evidence at face value and does not properly document sources.
Organization and Logic	Student arranges material in a clear, persuasive way that an audience or readership can follow. Does not resort to logical fallacies and the connections between points are evident and strengthen the overall claims of the work.	Arranges material clearly so that an audience or readership can follow reasonably well. The connections between most points are clear, though there are occasional gaps in thinking.	Fails to arrange material in a way that audiences or readers will follow easily. Several connections between points are unclear and there are several gaps in thinking.	Material is poorly organized, and audiences or readers may have a very hard time following the student’s ideas and arguments. Connections between ideas are unclear and there are numerous gaps in thinking.
Effective Understanding and Application of Conventions	Student has carefully and thoughtfully proofread his or her work according to appropriate stylistic conventions. There should be few or no mistakes in spelling, grammar, word choice, and punctuation.	Work generally proofread, but some conventions have not been followed. There are more than a few mistakes in spelling, grammar, word choice, or punctuation, but these mistakes don’t obscure the student’s ideas.	Work has not been well proofread, and several important stylistic conventions are not followed. There are several distracting mistakes in spelling, grammar, word choice, or punctuation that may obscure the student’s ideas.	Work has been poorly proofread, and stylistic conventions are not followed in any way. There are many distracting mistakes in spelling, grammar, word choice, and punctuation that obscure the student’s ideas.