General Education Assessment Handbook

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General Education Assessment Handbook

The purpose of this handbook is to provide a framework for faculty and department chairs on how to approach general education course assessment. Oakland University's approach to General education assessment is informed by best practices in assessment, the Higher Learning Commission's (HLC) Criteria for Accreditation, and the experiences of OU faculty and staff. This handbook begins with a brief 'Getting Started' introduction with basic information necessary to initiate your General Education assessment. Subsequent sections provide an overview of the General Education program at OU and an intro to assessment, followed by specific guidance for conducting assessment of general education courses.

1. Getting Started

How do I know if my course is a General Education Course?
The current list of approved General Education Courses is available through the online catalog. The courses are organized by the three General Education program knowledge areas (Foundations, Explorations, and Integration) and are listed alphabetical by subject code (e.g. 'ENG').

When are my General Education Course Assessments Due?
Beginning in 2017-18, assessment of General Education courses will follow a four-year cycle, with a subset of courses reviewed annually (see Report Schedule for details).

What information do I need to provide for my Assessment Report?
In general, each assessment review addresses the following questions (see Blank Assessment Template and Sample Assessment Report for details):

1) How do the course objectives relate to the General Education Student Learning Outcomes (GESLOs)?
2) How are the GESLOs measured?
3) What do the assessment results tell us about how students are demonstrating achievement of the GELSOs?
4) How are the assessment results being used to improve student learning?
5) Which aspects of the assessment process are working well or need to be refined?
6) What tools are being used for assessment (Plans, Course Syllabi, Assessment Instruments, Scoring Rubrics, etc.)?

Where do I submit my Assessment Reports?
Completed Assessment Reports are submitted electronically to Susanne Condron (dscondron@oakland.edu), Assessment Coordinator in the Office of Institutional Research and Assessment (OIRA).

2. General Education Requirements
OU's General Education program represents the core body of knowledge, skills, and opportunities expected of all students upon graduation. To acquire these experiences, all OU students must complete courses in the General Education program focused on three areas: Foundations, Explorations, and Integration. The three-part structure complements every major, giving students a well-balanced, refined education and defines expectations through general education student learning outcomes (GESLOs).

University Learning Outcomes

Critical thinking | Effective communication
Information literacy | Social awareness/responsibility

University Learning Outcomes

The four **University Learning Outcomes** (ULOs) represent the skills and values that OU faculty share and that we expect our students to cultivate with their studies here. These skills not only contribute to our students' personal success but also to the success of our democratic society and its institutions. All General Education classes must incorporate at least one of the University Learning Outcomes (ULOs).

Oakland University students will develop into CRITICAL THINKERS capable of comprehensively exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Critical thinkers

- Analyze and evaluate relevant information, alternative points of view, inferences, and/or assumptions;
- Synthesize information in order to arrive at substantiated conclusions.

OU students will become EFFECTIVE COMMUNICATORS who analyze rhetorical situations—including audience, purpose, and context—adapt their discourse to diverse genres and media, treat their sources and source material ethically, and meet the expectations of a variety of discourse communities in the academy and beyond. Effective communicators

- Convey ideas, arguments, or analyses clearly and cogently in oral, written, or visual form;
- Apply effective communication skills as appropriate to the context and intended audiences.

As INFORMATION LITERATE learners, OU students will develop an integrated set of abilities that allow them to reflectively discover information, understand how that information is produced and valued, and use information ethically to create new knowledge and participate as lifelong learners in society. Information literate citizens

- Find, evaluate, and responsibly use different kinds of information for different purposes;
- Effectively integrate relevant information sources to build new, or add to existing, public or professional understandings.

OU students recognize themselves as members of multiple communities, constituted by their participation in the classroom, civic institutions, societal conversations, physical environments, and within increasingly-global contexts. OU students who are SOCIALLY AWARE AND RESPONSIBLE may become generous citizens who demonstrate their intercultural competence and consider the ethical implications of their words, actions, and engagement with or indifference to these communities. Socially aware citizens

- Apply principles, methods, value systems, or ethics to social issues confronting local and global communities.

Knowledge Areas

Foundations	Explorations	Integration
Formal Reasoning Writing	Arts Foreign Language & Culture Global Perspective Literature Natural Science & Technology Social Science Western Civilization	Capstone Experience Knowledge Applications

The **University Learning Outcomes** are woven throughout the **knowledge areas** within our general education program. The Foundations, Explorations, and Integration areas include courses that provide OU students with foundational skills and capacities, broad subject knowledge, and an understanding of the connections between knowledge areas, which we hope will provide our students with the breadth of knowledge characteristic of a well-educated person and the opportunity to apply an interdisciplinary understanding to real world problems. Courses within these knowledge areas ensure that our students are equipped with the fundamental abilities necessary to succeed in a diverse society.

Foundation

The **FOUNDATION** areas that all students must master are Writing Foundations and Formal Reasoning. These courses develop skills and understanding that are essential for students' subsequent education. To fulfill the Foundations requirement, students must satisfactorily complete at least one approved course in both Writing Foundations and Formal Reasoning. The GESLOs defining the expectations for student learning for these two areas are listed below.

Formal Reasoning

- knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics or logic
- application of formal reasoning to read, understand, model and solve problems across a variety of applications

Writing

- knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
- effective rhetorical strategies appropriate to the topic, audience, context, and purpose

Exploration

The **EXPLORATION** areas that students must take include: Arts, Foreign Language and Culture, Literature, Global Perspectives, Natural Science and Technology, Social Science and Western Civilization. In addition to fundamental abilities, a well-educated person should also have a critical appreciation of the ways we gain knowledge and an understanding of the universe, of society, and of humankind that these courses develop. To fulfill the Explorations requirements students must satisfactorily complete at least one approved course in each of the 7 subject areas. Some courses in the Exploration area may also count as the diversity requirement and/or the writing intensive requirement. The GESLOs defining the expectations for student learning for these seven areas are listed below.

Art

- cultural or historic artistic traditions in visual, auditory, movement, theatrical or cinematic art
- the role of art as critical commentary on society and as an aesthetic expression of experience

Foreign Language and Culture

- knowledge of a foreign language and culture
- knowledge of linguistic and cultural diversity and the contributions of such diversity to the global society

Global Perspective

- Knowledge of two or more of the following: environments, political systems, economies, societies, and religions in any region outside of the United States.
- Knowledge of the role that different cultural heritages (past and present) play in forming values in another part of the world, enabling the student to function in a global context.

Literature

- knowledge of how literature is an expression of culture
- knowledge of literary form

Natural Science and Technology

- knowledge of major concepts from natural science or technology, including developing and testing of hypotheses; drawing conclusions; and reporting of findings through some laboratory experience or an effective substitute (Laboratory experiences are met by either a limited number of interactive experiences, collecting and interpreting raw data, or other effective experiences such as a virtual laboratory)
- how to evaluate sources of information in science or technology

Social Science

- knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies
- application of concepts and theories to problems involving individuals, institutions, or nations

Western Civilization

- knowledge of the historical events and/or philosophical ideas of European or American culture
- knowledge of how Western ideas or institutions have evolved over time

Integration

The **INTEGRATION** areas that students must master include: Knowledge Applications and the Capstone. The Integration Areas allow students to synthesize their knowledge, to see connections among the various disciplines and to apply their knowledge to real world problems. To fulfill the Integration requirement students must satisfactorily complete at least one approved course in both Knowledge Application and Capstone. The GESLOs defining the expectations for student learning for these two areas are listed below.

Capstone Experience

- appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise

- the ability to integrate the knowledge learned in general education and its relevance to the student's life and career

Knowledge Applications

- how knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications
- knowledge of the personal, professional, ethical, and societal implications of these application

Writing Intensive (Gen Ed, Major)	U.S. Diversity

U.S. Diversity

OU's commitment to diversity involves ensuring that students are knowledgeable of the history and impact of diversity across the United States. Through **U.S. DIVERSITY** courses students develop an understanding of the history, strengths, and the challenges of the diversity found across the United States. U.S. diversity courses may also satisfy other areas within the General Education structure. The two GESLOs related to U.S. Diversity expect students to -

- demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender, ethnicity
- identify major challenges and issues these raise in society

Writing Intensive

Through two **WRITING INTENSIVE** courses, students gain a depth in both general and discipline-specific writing abilities. Writing Intensive in General Education and Writing Intensive in the Major may be found in courses that also satisfy the Explorations and Integration areas. Writing Intensive courses meet specific criteria as follows:

- The Writing Foundations course is a prerequisite
- Effective Communication is at least one of the University Learning Outcomes
- Written work is a large percentage of the final grade
- Students submit work in more than one writing format or genre
- Written assignments must emphasize critical inquiry
- Work will be evaluated for both form and content
- Drafting, instructor feedback, and revision are required
- At least one longer written work is required
- Students should produce a substantial amount of written work

3. Roles and Responsibilities

At Oakland University excellence in general education is a valued tradition. Ongoing assessment is a critical process for understanding whether the general education program is meeting stated goals. We gain important information from assessment about the benefit of general education for students and how to make the program more effective. Assessment of the general education curriculum at OU is an ongoing process. Each year departments or programs submit assessment findings for a subset of courses scheduled for review.
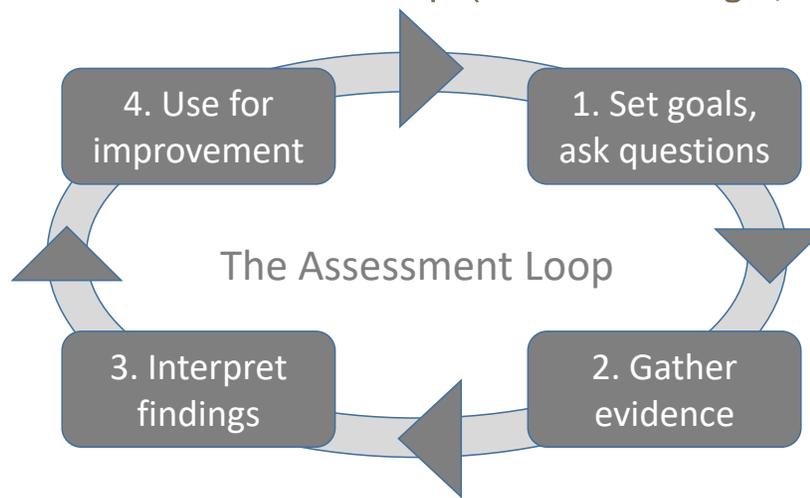
Assessment Stakeholders

- **Students** Engaging in assessment is an important way to honor the commitment to students that they will graduate from OU prepared for life and career.
- **Faculty** The assessment process is faculty-driven by design, because faculty and academic units have the primary responsibility of administering curricula and ensuring student learning. Faculty teaching general education courses are responsible for all aspects of the work - assessment planning, implementation, reporting, and use of results to inform instruction.
- **General Education Committee** The GEC oversees the assessment of OU's General Education program. The GEC reviews assessment information provided by department chairs and program directors regarding general education courses offered in their departments and offers feedback regarding assessment methods and use of findings.
- **University Assessment Committee** The UAC assists the GEC with planning and carrying out assessment of the University's general education programs.
- **Office of Institutional Research and Assessment (OIRA)** The Assessment Coordinator and the Director of OIRA provide strategic and logistical support to departments on implementing general education assessment.

4. An Introduction to Assessment

Assessment is the "systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning." (Walvoord, 2004 p.2) Assessment involves setting goals, compiling and interpreting information that support the established goals, and using the information to make decisions and take action. This process is often referred to as the 'Assessment Loop'.

Figure 1. The 'Assessment Loop' (Leskes and Wright, 2004)

The Assessment Loop

4. Use for improvement

1. Set goals, ask questions

3. Interpret findings

2. Gather evidence

Setting Goals

Oakland University's mission is to provide opportunities for student learning through research, scholarship, and creative activity. Guided by this mission, OU developed specific learning outcomes that operationalize what we expect students to be able to do when they complete a course, program, or degree at the university.

> **OU's General Education Student Learning Outcomes (GESLOs)**
> - The GESLOs are the articulation of goals established for the General Education program at OU.
> - The GESLOs are intentionally broad to allow students to demonstrate achievement through a variety of courses offered through the program.
> - Each general education course is designed to address two of the GESLOs to allow faculty to enhance them with course-specific goals and objectives.

Gathering Information

With goals established, assessment involves gathering information (or evidence) about how well the goals are being achieved. Information can be gathered through the use of direct methods (exams and classroom work) and indirect methods (surveys measuring student perception) and may involve quantitative or qualitative approaches. Regardless of the approach, the outcomes being assessed need to align with the expected student learning outcomes. At OU, instructors of general education courses work within their departments/programs to collect data on student achievement using agreed upon approaches and methodologies (see The Assessment Plan).

> **Choosing an Assessment Approach**
> - Embedded assessment is one of the most faculty-friendly types of assessment and is the primary method by which general education courses are evaluated.
> - When designing an approach, faculty should consider the resources available to gather the information, conventions within the specific discipline, and the assessment procedures that are already in place.

Interpreting Findings

During the interpretation phase of the assessment cycle, data that were collected using established methods and approaches are reviewed and analyzed. Conducting this review and discussion among colleagues involved in the instructional process is one way to ensure that a variety of perspectives are represented when exploring the meaning of the results. When identified, strengths or deficits in any given area may need to be discussed among instructors to contextualize the results and/or to identify any systematic issues.

Taking action

After faculty gather and analyze information to understand student performance relative to stated goals, the next step is using the information to take action. During this step, often referred to as 'closing the loop', faculty reflect on findings from the information gathering stage and use these findings to make changes to curricula, pedagogies, faculty development, assessment processes, or other mechanisms related to student learning. The 'taking action' step is critical and one that should be given appropriate consideration during assessment planning and throughout the assessment process thereafter.

> **Using Assessment Results**
> - Faculty may reconsider the instructional methods used to approach concepts where students are not demonstrating acceptable levels of achievement.
> - Faculty may determine that an alternative assessment approach is needed to produce actionable results.

Appendix A includes the American Association for Higher Education (AAHE) Principles of Good Practice for Assessment which identifies some key issues to consider when planning and implementing assessment.

5. General Education Course Planning

When departments submit courses for inclusion in the general education program, they must demonstrate how the course will address the General Education Student Learning Outcomes (GESLOs). The course plan (i.e. syllabus) is the mechanism through which faculty teaching the course align the course objectives with the GESLOs and ULOs. As a best practice, all syllabi should have course outcomes, goals, and objectives identified. An additional requirement for general education courses is linking these course objectives to the GESLOs throughout (identifying course sessions, exams, and assignments that relate to each). University Learning Outcomes are those skills taught in a class that cross disciplines, classes, and persist beyond the student's experience in a particular course. All General Education classes must incorporate at least one or more ULOs, and these details are to be included on the syllabus. There are specific syllabus requirements for General Education Courses, which are posted on the General education webpage and included in Appendix B.

6. The Assessment Plan

Assessment is an ongoing process designed to monitor student learning. When departments submit a course for approval as a general education course, they are required to include an assessment plan outlining how the course will address each of the General Education Student Learning Outcomes (GESLOs). The more detail that is included in the assessment plan, the easier it will be for faculty to compile the data and submit the assessment report when required. Assessment plan elements are listed and described below and a blank assessment plan template is included in Appendix C.

The assessment plan details the methods that will be used to evaluate student learning relative to each of the GESLOs. The assessment methods should address the following questions:

1) How will you assess student performance relative to the GESLOs?
2) What measures will you use for assessment?
3) How will you score the assessment?
4) Will sampling procedures be used, and if so how will they be implemented?
5) How will you ensure consistency in scoring?
6) Who will be responsible for each stage of the assessment process?
7) How will assessment findings be used to improve the course?

> **The OIRA Assessment Coordinator is available to help with all aspects of assessment including:**
> - Meeting one-on-one to discuss assessment plans and approaches
> - Conducting tailored workshops for faculty and instructors involved with assessment
> - Working with faculty to devise data collection and reporting strategies
> - Reviewing assessment plans
> - Developing rubrics for reviewing student assignments for assessment purposes
> - Compiling supporting materials for assessment reporting (e.g., course syllabi, exams)
> - Analyzing assessment results and interpreting findings

Methods

In the methods section of your assessment plan, faculty define how student performance will be evaluated by describing the assessment instrument to be used and how often it will be administered. When using embedded assessment, faculty need to link the specific items from the assessment instrument to the GESLOs that are intended to be measured. If different instructors will use different methods of evaluation, then all measures for each section will need to be included in the assessment plan and summarized in any subsequent reports. The text box at the end of this section includes tips for coordinating assessment for multi-section courses.

> **Methods for Assessing Student Performance**
> - Course embedded assignments (e.g., multiple choice exams, essay questions, research papers)
> - Pre/Post test
> - Clinical or Internship Experiences
> - Laboratory experiments
> - Performances
> - Media or visual art projects

Measures

Your assessment methods section needs to include a sample of the questions that will be used to evaluate student performance relative to each GESLO. These direct measures require that students demonstrate their knowledge or skill for each learning outcome. Examples of direct measures are specific items on an exam and the use of rubrics to evaluate student essays, research projects, presentations, or other assignments.

Scoring

In addition to the specific measures that will be used, your assessment methods section needs to delineate how the measures will be scored and how the scores will be tallied to determine the level of achievement of GESLOs. If faculty plan to use a rubric to evaluate student work, include the rubric along with the assessment plan. See Appendix D for an example of a rubric used for assessment.

For courses with large enrollments and/or courses utilizing qualitative assessment methods, it may be more appropriate to review a sample of student work rather than the work of all students. If faculty are implementing sampling procedures, the approach to sampling, the size of the sample, and any techniques used to ensure a representative sample need to be specified in the assessment methods section.

Faculty that are evaluating samples of essays, papers, performances, presentations, art projects, etc. for assessment purposes also need to describe how evaluation consistency will be established. Often this involves the use of multiple reviewers (the instructor and one other). For assessments using this approach, the assessment plan needs to state whether the evaluation will require multiple raters and how additional raters will be identified or selected.

Using the Information

The most important step in the entire assessment process is using assessment results to make improvements. The purpose of assessment is to determine whether students are learning the intended outcomes and if not to make changes to ensure that learning is occurring. When planning assessment, consider how the assessment findings will be used by faculty teaching the course to make improvements. Involving the academic department or program in the process of reviewing course findings and ensuring quality of instruction across all sections are also important considerations.

> **Tips for Coordinating Assessment across Multiple Sections**
>
> Courses with multiple instructors may have different assignments, student evaluation methods and instruments, textbooks, etc. that require coordination of assessment activities. Some suggestions for coordinating assessment across multiple sections:
>
> - Choose a set of questions or assignments and a standardized scoring mechanism that can be used to assess the same outcomes across all sections of a course.
> - Define roles and/or assign individuals to certain assessment tasks (collecting data, summarizing results, and compiling the report) to ensure consistency and encourage collaboration among faculty.
> - Use a centralized electronic storage space (Google drive, e-Space) that is accessible to all faculty teaching the course and share with any new faculty assigned to teach the course.

7. The Assessment Report

The assessment report covers the same general information provided in the assessment plan, but includes additional sections related to assessment data collection, synthesis of the findings, and reflection on the assessment process. A blank assessment report template is included in Appendix E, and an example of a completed report can be found in Appendix F. Each assessment review addresses six key questions, which are listed and described in the sections that follow.

1) How do the course objectives relate to the General Education Student Learning Outcomes (GESLOs)?

   In the first section of the assessment report, you will relate the course objectives to the two GESLOs established for each general education course. This linkage is typically established when planning the course and is expected to be expressly outlined on the course syllabus.

2) How are the GESLOs measured?

   In the learning outcome measurements section, you will continue to identify the specific ways in which student learning outcomes were assessed. This includes describing the number of students whose work was included in the assessment and any sampling procedures that were used if relevant. Also include information about how (e.g., exams, student essays) and when students were assessed (e.g., at mid-term and at the end of the course). This section should include a summary of the quantitative results detailing student performance on each of the GESLOs, such as the percentage of students responding to key questions on the assessment instrument and/or the percentage of students obtaining levels of achievement according to established scoring criteria.

3) What do the assessment results tell us about how students are demonstrating achievement of the GELSOs?

   This section offers the opportunity to describe in narrative format the results of assessment and to interpret how the results demonstrate strengths and areas of improvement related to student learning. You might also look at assessment reports from previous years to understand how any changes you have made since the last assessment have impacted your results. It is also important to connect the major results or findings to the specific goals and objectives stated in your plan and to clearly align the results and findings with the course outcomes they are intended to address.

4) How are the assessment results being used to improve student learning?

In this section, include detail about how the results provide opportunities to improve student learning through curricular changes. Using the results involves communicating the findings to other instructors of the course as well as other stakeholders within your department or program. This section should describe the process by which information was summarized and disseminated, and any collaborative processes that were used to interpret the findings and make decisions about how to move forward based on the information learned.

> **Guiding Questions for Use of Results Section**
> - What conclusions can be drawn from the data?
> - What changes, if any, have been or will be made based on assessment findings?
> - How will the findings be used to make decisions about curriculum and instruction?
> - Will your student performance targets for the coming assessment cycle change?
> - How was feedback about the assessment results and program improvement communicated within your department?

5) Which aspects of the assessment process are working well or need to be refined?

For the most part, your assessment process was described in your assessment plan. As a part of your assessment report, it is important to include details about who was involved in the assessment (names, contact information). If the process was modified since the assessment plan was developed, describe these adjustments and the rationale. This is also the section to reflect on any limitations or challenges that you experienced with implementing your assessment process and changes that may be advisable for the next cycle. This is a useful exercise and offers an important roadmap forward for the instructors and staff involved in future assessment cycles and can generate thoughts and discussion while the process is still a recent experience.

6) What tools are being used for assessment (Plans, Course Syllabi, Assessment Instruments, Scoring Rubrics, etc.)?

You will include your assessment plan, course syllabi (for all instructors and sections), quizzes/exams and/or scoring rubrics used for assessment as attachments to your assessment report.

8. Report Schedule

Beginning in 2017-18, assessment of General Education courses follow a four-year cycle, with a subset of courses reviewed annually (see Table 1). During the year prior to the review, course instructors for a general education area that will be up for review are asked to collect the results using the process defined in the assessment plan and to provide associated materials (scoring rubrics/keys, course syllabi). Collecting data on a few outcomes each year provides the opportunity for general education course instructors to analyze the assessment findings and plan and implement course enhancements prior to the next cycle of data collection for a particular outcome. Many faculty and instructors find value assessing a course each time it is offered to better understand student performance over time and to make continuous course improvements. Regular assessment is encouraged, but a General Education Assessment Report for each course is only required every four years.

Table 1. Schedule for General Education Assessment Reviews

Collect data	Report Due	Knowledge Area
2017-18	2018-19	Capstone
2018-19	2019-20	Arts, Western Civilization
2019-20	2020-21	Foreign Language & Culture, Global Perspective, Literature
2020-21	2021-22	Formal Reasoning, Natural Science & Technology, Social Science, Writing

9. Resources Available to Departments

Offices and Groups
- **Center for Excellence in Teaching and Learning** (CETL) runs many workshops on assessment, learning outcomes, rubrics, etc. Check their website for upcoming workshops.
- **University Assessment Committee** (UAC) offers assessment workshop primarily focused on program assessment, but these workshops also cover how to improve assessment plans and processes that are relevant for course assessment. You can also contact the committee chair for help.
- **Office of Institutional Research and Assessment** (OIRA) has staff who are experienced in working with departments on assessment planning and implementation. Contact the office to set up a one-on-one consultation or to request additional support. Many resources are available on the OIRA website and additional reference materials can be checked out (see References).

Useful Websites
- General Education at OU: https://www.oakland.edu/gened/
- Assessment Commons (sharing forum for higher education outcomes assessment): http://assessmentcommons.org/
- Association for the Assessment of Learning in Higher Education (AALHE): http://www.aalhe.org/

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available to check out from the Office of Institutional Research and Assessment

11. Glossary

Assessment: For the General Education program, evaluation of student performance relative to specific learning outcomes in each Knowledge Area. It involves the systematic gathering, analyzing and interpreting evidence to determine how well student learning matches expectations and using the resulting information to improve student learning.

Authentic methods: assessment methods that arise from student's actual assignments and learning experiences, which might be both curricular and co-curricular.

Course objectives: To show how the General Education program learning outcomes will be met, the course syllabus should have a set of course objectives, a portion of which relate directly to the learning outcomes for Knowledge Area, i.e. they show how the GEP learning will be incorporated into the content and assessment of this course.

Direct measures: When assessments are based students' actual performances or demonstrations of knowledge attained, it is said to be a direct measure of student learning. This might include performance on portfolios, written assignments, tests, demonstrations, etc.

Embedded assessment: Program assessment that is built into the coursework; exams, quizzes, essays, research papers, portfolios, clinical experiences, internships, demonstrations performances, etc., become the assessment instruments in embedded assessment.

Formative assessment: Formative assessments are assessments/measures gathered during a course or unit to understand where learners are at a particular point in time. The goal of formative assessments is to improve a program/course/approach as it is ongoing for the set of learners undergoing the assessment. It can also be useful for studying student learning over time.

General Education Student Learning Outcomes (GESLOs): A measurable statement of what all students should learn from a knowledge or diversity area regardless of the specific course(s) selected to fulfill the requirements of the area. Learning outcomes describe what students are expected to know or be able to do after receiving instruction or engaging in a learning activity

May also be referred to as a learning goal. Learning objectives are often used interchangeably with learning outcomes or goals, but may also refer to subsets of outcomes that are more detailed or to the tasks to be accomplished to achieve the outcome.

Indirect measure: An indirect measure is when assessments or research is based on students' reactions to and self-reported discussions of learning. Self-reports are quite useful for certain kinds of data collection but often should be combined with some direct measures (depending on the goal of your study).

Multiple raters: a sample of student assignments that address the GEP student learning outcomes and involve subjective evaluation (e.g. essays, papers, performances, etc.) are graded by the instructor but also evaluated by a second rater according to predetermined criteria.

Quantitative: Data that is numerical in nature is quantitative. This kind of data lends itself to larger-scale work, research designed to generalize beyond the immediate population.

Qualitative: Data that is interpretative or descriptive in nature is qualitative. Qualitative data lends itself to smaller-scale work where understanding a smaller group of students is more useful.

Reliability: Reliability refers to the degree to which a study, learning assessment tool, survey, test, etc. produces consistent results over time. For example, if one were using a rubric to study the improvement in student writing ability, confusing areas on the rubric that could not be consistently applied would be a threat to reliability.

Rubric (or scoring guide): A rubric is a tool used for scoring student work. It generally has categories based on course learning objectives and has descriptions of unacceptable and acceptable features of the student work. Rubrics allow for a quantifiable measure to summarize and evaluate qualitative assessment data.

Summative assessment: Summative assessments are assessments/measures gathered at the conclusion of a course or unit to understand what learners have learned. They are usually used to understand the effectiveness of the course so that it can be adapted for future students.

University Learning Outcomes (ULOs): The core skills of critical thinking, effective communication, information literacy, and social awareness shape all of the courses offered in our general education program. Because they are essential to our students' educational and future success, these core skills are recognized as University Learning Outcomes (ULOs).

Validity: External validity refers to the generalizability of the findings; in that they are valid beyond the sample/course/set of students studied. Internal validity refers to how accurate or meaningful the results are, and whether or not the results are actually measuring what the study set out to measure.

Appendix A –AAHE Nine Principles of Good Practice for Assessing Student Learning

PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Asessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations-these derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way-about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing, not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an

especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus, understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation-to ourselves, our students, and society-is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

The Authors
Alexander W. Astin, University of California at Los Angeles; Trudy W. Banta, Indiana University-Purdue University at Indianapolis; K. Patricia Cross, University of California, Berkeley; Elaine El-Khawas, American Council on Education; Peter T. Ewell, National Center for Higher Education Management Systems; Pat Hutchings, American Association for Higher Education; Theodore J. Marchese, American Association for Higher Education; Kay M. McClenney, Education Commission of the States; Marcia Mentkowski, Alverno College; Margaret A. Miller, State Council of Higher Education for Virginia; E. Thomas Moran, State University of New York, Plattsburgh; Barbara D. Wright, University of Connecticut.

Appendix B – Required Elements for a General Education Syllabus

SYLLABUS TEMPLATE

The General Education Committee requires the following syllabus format for all syllabi submitted to the committee as part of new course proposals or ongoing course assessment. Proposals that include incomplete syllabi or syllabi that do not conform to this template will not be reviewed. Items in red are required, but the organization of this information is left to the discretion of the department or program.

All wording contained below in brackets [ ] or ( ) is either explanatory, or suggested wording, and not necessarily for direct dissemination to students.

<div align="center">

University
School/College
Department/Program

Rubric, Course Number and Title, and Number of Credits
Semester/year of Syllabus

</div>

Instructor: E-mail:
Office: Office Phone:
Class Time: Office Hours:

Course (Catalog) Description:

This class satisfies the General Education requirements in the - insert the appropriate General Education category, or categories – from Foundations, Knowledge, Integration, Diversity, or Writing areas.

Course Prerequisites/corequisites (if any):

Quote all relevant General Education Student Learning Outcomes:

  1.
  2.

Add specific course objectives
[The objectives must clearly indicate how the approved General Education Student Learning Outcomes (GESLOs) are satisfied].

Course Objectives (other):
   1.
   2.
   3……

Course Procedures: (e.g. lectures, discussion groups, seminar presentations, labs, field trips etc.)

Expectations of Students: [Attendance, including a link to the University Excused Absence Policy; tardiness; Academic Conduct; Add/drop policy; preferred name and pronoun policy; DSS accommodations policy (below); other e.g. dress code for labs, implied informed consent, etc.].

And provide students with an accurate grading scale for your class

Academic Conduct Policy: [Suggested wording: Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. For more information, please see the catalog under Academic Policies and Procedures].

Add/Drops: [Suggested wording: The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course].

Reasonable Accommodations: [Suggested wording: Students with disabilities who may require reasonable accommodations to be successful in this class should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible].

Preferred Name/Pronoun Policy: [Suggested wording: Course rosters are typically provided to the instructor with the students' legal names. If you do not identify with the name that is listed with the Registrar's office, please notify me. I will gladly honor your request to address you by another name or pronoun. For more information on indicating a preferred first name on university records, please visit: https://www.oakland.edu/uts/common-good-core-resources/name-services/]

Time Schedule and Topical Outline: [Suggested wording: The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to adjust this schedule as necessary. You will be informed of those changes in advance whenever possible.].

A detailed class schedule must be provided.

Appendix C – Template for Assessment Plan

	OAKLAND UNIVERSITY GENERAL EDUCATION COMMITTEE
	ASSESSMENT PLAN FOR A GENERAL EDUCATION COURSE

Subject Code (e.g., LIN, HRD, AH, etc.) and Course number _____

Course Title_____

General Education Area(s) – check all that apply

* Courses that are Writing Intensive, but do not fulfill any other General Education area, do not have to submit an Assessment Plan.

Pick ONE of the following from Category A.

CATEGORY A:

☐	Exploration Category:	☐	Formal Reasoning
☐	Writing (Foundations)	☐	Natural Science and Technology
☐	Arts	☐	Social Science
☐	Foreign Language and Culture	☐	Western Civilization
☐	Global Perspective		
☐	Literature		
☐	Knowledge Application		
☐	Capstone		

You can also pick one or more of the following *with or without choosing* from Category A.

☐	U.S. Diversity
☐	Writing Intensive in the Major
☐	Writing Intensive for General Education

For each of the two General Education learning outcomes for this course (if a course fulfills more than one area, learning outcomes for all applicable areas must be addressed):

1. What methods will be used to evaluate student learning relative to this outcome?
    a. Examples: Multiple choice exam(s), essay question(s), research paper, clinical or internship experiences, simulations, performances, etc.
    b. Embedded assessment requires only that a subset of questions or assignments address the General Education Student Learning Outcomes (GESLOs)
    c. *It is strongly recommended that the dept choose a set of questions or assignments and criteria for evaluation to be used to assess the same outcome across all the sections of a course. If different instructors will use different methods of evaluation, then include all measures for each section.*

2. Provide a **sample** of the subset of questions from the assessment instruments and/or the subset of instructions for essays, research projects etc. that address this learning outcome.

3. Describe the scoring methodology and/or provide the scoring rubric/criteria.

4. Will you assess all examples of student work or a sample? If a sample, provide the proposed sample size and procedure to ensure a representative sample.

5. To ensure consistency of evaluation, at least two reviewers (the instructor and one other) will normally be required to independently evaluate samples of essays, papers, performances, presentations, arts projects, etc. Will the assessment require multiple raters and how will additional raters be identified?

6. Please identify who will be responsible - *or* how responsibility will be assigned - for each stage of the assessment process for this course.
   a. Coordination of data collection for all sections of this course
   b. Data compilation and submission to the GEC
   c. Analysis and reporting of results within the department

7. How will information regarding student achievement of the GEP student learning outcomes be used to improve the course?
   a. What steps will faculty teaching the course take to improve the course?

   b. Describe the on-going process that will be used at the department level (i.e. beyond the faculty teaching the course) to review this course and ensure quality in the future.

8. Are there areas of this process where you anticipate needing assistance?
   (For example, sampling, training faculty on assessment, working with available software to capture assessment data, analysis and compilation of data).

Appendix D – Sample Assessment Rubric

Course: AH 387 - Seminar in Critical Theory
General Education: Knowledge Applications

Linkage between GESLO, Course Objective, and Assignments

Student Learning Outcome (GESLO)	Course Objectives	Measures
Students demonstrate how knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications	How critical and social theory can be evaluated and applied to solve problems across a range of visual and cultural applications.	Essays 1-3

Assessment Rubric Used to Score Measures

Student Learning Outcome (GESLO) - or – University Learning Outcome (ULO)	Course Objectives	Advanced (3.6-4.0)	Intermediate (3.0-3.5)	Novice (2.0-2.9)	In Progress (1.0-1.9)
GESLO: Students demonstrate how knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications ULO: Critical thinking	Students demonstrate how critical and social theory can be evaluated and applied to solve problems across a range of visual and cultural applications.	Demonstrates knowledge of cultural or historical artistic traditions in visual art and culture with sufficient visual or textual evidence. Cites scholarly sources, avoiding unreliable ones. Uses technical terminology appropriately.	Visual or textual examples show some knowledge of cultural or historical traditions. Use some overly general sources but verify information elsewhere.	General topic indicates knowledge of cultural or historical traditions, but still too general. Use overly general or non-scholarly sources and appear unaware of those sources' weaknesses. May misuse terminology.	May not demonstrate understanding of cultural or artistic traditions. Poor selection of sources and incorrect use of terms.

Appendix E – Blank Assessment Report Template

OAKLAND UNIVERSITY GENERAL EDUCATION COMMITTEE
ASSESSMENT REPORT FOR A GENERAL EDUCATION COURSE

PART I: GENERAL INFORMATION

DATE SUBMITTED: _____
DEPT/PROGRAM: _____
DEPT/PROG CHAIR: _____
COURSE: _____
GEN ED AREA _____
INSTRUCTORS: _____
SEMESTER: _____
ASSESSMENT CONTACT: _____

PART II: ASSESSMENT ACTIVITIES

1. Establish a clear link between student learning outcomes and course objectives.

Please list the General Education Student Learning Outcomes (GESLOs) that are assessed in your general education course. Each course should assess both GESLOs associated with the general education knowledge area. Each GESLO should have at least one course objective associated with it, but will typically have multiple course objectives. For more details about the GESLOs, see the information posted here.

GESLO	COURSE OBJECTIVE(S)
GESLO 1:	1. … 2.
GESLO 2:	3.

2. Describe the assessment methods used to measure learning outcomes.

For **both of the GESLOs** listed above, please describe the methods used to assess student learning.

GESLO 1:

GESLO 1 METHODS	DESCRIPTION
a. **What instrument was used and when was it administered?** (final exam, mid-semester quiz, paper)	
b. **What was the sample size for this measure, and what was the response rate (if applicable)?**	
c. **How was the instrument scored?** (number of raters, methods of aggregating across sections)	
d. **What are the results of student achievement of each GESLO?** (% correct for each item used to measure the GESLO, % of students performing at each level on a rubric)	

GESLO 2:

GESLO 2 METHODS	DESCRIPTION
a. **What instrument was used and when was it administered?** (final exam, mid-semester quiz, paper)	
b. **What was the sample size for this measure, and what was the response rate (if applicable)?**	
c. **How was the instrument scored?** (number of raters, methods of aggregating across sections)	
d. **What are the results of student achievement of each GESLO?** (% correct for each item used to measure the GESLO, % of students performing at each level on a rubric)	

PART III: ANALYSIS OF RESULTS

3. Summarize the results of your assessment of the student learning outcomes described above.

Provide a narrative analysis interpreting the statistical results of the assessment activities regarding student achievement of both of the GESLOs for this course. (Where did the results show successful achievement, and where did they show problems?)

4. How are the results of your assessment being used to improve student learning?

Describe the process used by the faculty who teach the course (and/or by the department as a whole) to evaluate the data and determine what steps to take to improve the course. Describe the changes that will be made to the course because of this analysis.

5. How effective was the assessment at providing useful information?

Describe areas in which the assessment did not give appropriate or useful information for assessing student learning relative to the GESLOs. Include description of changes that will be made to the assessment process (such as changing actual questions or assignments, changing types of assessment instruments, readjusting sample size, rewriting the scoring rubric) to make it more useful.

6. How was the assessment implemented for this course?

Describe the process for collecting and submitting the assessment data for each course in the department (e.g. are individual faculty members responsible for their own courses? Is there a coordinator for each course and/or for all the general education courses?). Please include the name and email of faculty members who were responsible for this assessment process, including data compilation, data analysis, reporting of results within the department, and submission of this report to the GEC.

Note: The department chair retains ultimate responsibility for the submission of accurate assessment data to the GEC.

PART IV: SUPPORTING MATERIALS

Please include the following supporting materials with your completed form:

A. Assessment Plan for this course

> Note: the actual assessment activities should match what was proposed in the Assessment Plan submitted to the GEC. If it does not, please explain what changes you made, and why.

B. Syllabus from each instructor who taught this course during the data collection year

C. Instruments (exams, quizzes, or assignments) used in the course to measure outcomes with references to items/areas on the instruments that address the GESLOs

D. Scoring guide or rubric for evaluating papers, projects, essays, performances and other types of student work that involve subjective evaluation.

REPORT SUBMISSION

Please submit your completed for and supporting materials to the OIRA Assessment Coordinator, Susanne Condron (dscondron@oakland). The General Education Committee (GEC) will review your completed report and send a written response with feedback to the department chair.

Appendix F - Sample Assessment Report

OAKLAND UNIVERSITY GENERAL EDUCATION COMMITTEE
ASSESSMENT REPORT FOR A GENERAL EDUCATION COURSE

PART I: GENERAL INFORMATION

DATE SUBMITTED:	February 1, 2017
DEPT/PROGRAM:	Social Science
DEPT/PROG CHAIR:	Chairperson A
COURSE:	Social Science 1000
GEN ED AREA	Social Science
INSTRUCTORS:	Professor A, Professor B, Instructor C
SEMESTER:	Fall 2015, Winter 2016
ASSESSMENT CONTACT:	Professor A

PART II: ASSESSMENT ACTIVITIES

1. Establish a clear link between student learning outcomes and course objectives.

Please list the General Education Student Learning Outcomes (GESLOs) that are assessed in your general education course. Each course should assess both GESLOs associated with the general education knowledge area. Each GESLO should have at least one course objective associated with it, but will typically have multiple course objectives. For more details about the GESLOs, see the information posted here.

GESLO	COURSE OBJECTIVE(S)
GESLO 1: Knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies	1. Students will demonstrate an understanding of relevant social science concepts for understanding human behavior 2. Students will be able to describe the methods used for understanding human behavior 3. Students will be able to apply various theoretical perspectives to the understanding of human behavior
GESLO 2: Application of concepts and theories to problems involving individuals, institutions, or nations	4. Students will apply social science concepts to the understanding of current events 5. Students will describe how a particular social science issue can be explained from various theoretical perspectives 6. Students will reflect on a social problem and use social science concepts and theories to demonstrate mastery of the course material

2. Describe the assessment methods used to measure learning outcomes.

For **both of the GESLOs** listed above, please describe the methods used to assess student learning.

GESLO 1: Knowledge of concepts, methods and theories designed to enhance understanding of human behavior and/or societies

GESLO 1 METHODS	DESCRIPTION
a. **What instrument was used and when was it administered?** (final exam, mid-semester quiz, paper)	Multiple choice exam at end of semester

GESLO 1 METHODS	DESCRIPTION
b. What was the sample size for this measure, and what was the response rate (if applicable)?	10 of 12 sections evaluated from Fall 2015 through Winter 2016. Total number of students taught: 180 Total number of students assessed: 144 (80%)
c. How was the instrument scored? (number of raters, methods of aggregating across sections)	The results of relevant items were aggregated across all sections to determine an overall percentage correct.
d. What are the results of student achievement of each GESLO? (% correct for each item used to measure the GESLO, % of students performing at each level on a rubric)	Multiple Choice Results, by question: <u>Course Objective 1:</u> Q1. 81% correct Q2. 54% correct Q3. 59% correct <u>Course Objective 2:</u> Q4. 64% correct Q5. 70% correct Q6. 32% correct <u>Course Objective 3:</u> Q7. 66% correct Q8. 63% correct Q9. 20% correct Results of embedded questions (9 questions specific to GESLO 1): Average of 75.3% correct for these questions across students in all sections.

GESLO 2: Application of concepts and theories to problems involving individuals, institutions, or nations

GESLO 1 METHODS	DESCRIPTION
a. What instrument was used and when was it administered? (final exam, mid-semester quiz, paper)	Multiple choice exam at end of semester
b. What was the sample size for this measure, and what was the response rate (if applicable)?	10 of 12 sections evaluated from Fall 2015 through Winter 2016. Total number of students taught: 180 Total number of students assessed: 144 (80%)
c. How was the instrument scored? (number of raters, methods of aggregating across sections)	The results of relevant items were aggregated across all sections to determine an overall percentage correct.
d. What are the results of student achievement of each GESLO? (% correct for each item used to measure the	Multiple Choice Results, by question: <u>Course Objective 4:</u> Q1. 82% correct Q2. 81% correct

GESLO 1 METHODS	DESCRIPTION
GESLO, % of students performing at each level on a rubric)	Q3. 74% correct Course Objective 5: Q4. 59% correct Q5. 70% correct Course Objective 6: Q6. 74% correct Q7. 66% correct Q8. 63% correct Results of embedded questions (8 questions specific to GESLO 2): Average of 78.26% correct for these questions across students in all sections.

PART III: ANALYSIS OF RESULTS

3. Summarize the results of your assessment of the student learning outcomes described above.

Provide a narrative analysis interpreting the statistical results of the assessment activities regarding student achievement of both of the GESLOs for this course. (Where did the results show successful achievement, and where did they show problems?)

GESLO 1: Students exhibited a high degree of comprehension related to key concepts, methods, and theories central to the course (average of 75.3% correct across students in all sections). The highest scores were achieved on items measuring Q1 and Q5 (81% and 70%, respectively). Students demonstrated lower achievement on Q6 (32%) and Q9 (20%) under course objectives 2 and 3 involving methods and theory. Some of the lower rates are attributable to differentiation in topics of focus across instructors. We acknowledge that the multiple-choice format for assessment, while providing a degree of standardization for courses with large enrollment can also be limiting for faculty with a range of approaches and professional expertise.

GESLO 2: Students exhibited a high degree of comprehension related to key concepts, methods, and theories central to the course (average of 78.26% correct across students in all sections). The highest scores were achieved for items measuring course objective 4 (current events).

4. How are the results of your assessment being used to improve student learning?

Describe the process used by the faculty who teach the course (and/or by the department as a whole) to evaluate the data and determine what steps to take to improve the course. Describe the changes that will be made to the course because of this analysis.

At the end of each semester, the faculty who teach the course meet to discuss the results. We identify course objectives that were clearly met based on the assessment results and areas where there may need to be additional emphasis. As areas of improvement are identified, the faculty share ideas about course assignments or in-course activities that can be used to better demonstrate the concepts where students are having the most difficulty. We also discuss our various pedagogical approaches and consider the extent to which a standardized approach may result in better learning outcomes for students.

During our regular departmental faculty meeting, the course coordinator shares the findings from our most recent assessment and summarizes the recommendations from faculty who teach the course about the suggested adjustments to the course. This sharing activity provides an additional venue for getting feedback from the department as a whole and a way to inform others about the discussions faculty are having regarding student learning.

5. How effective was the assessment at providing useful information?

Describe areas in which the assessment did not give appropriate or useful information for assessing student learning relative to the GESLOs. Include description of changes that will be made to the assessment process (such as changing actual questions or assignments, changing types of assessment instruments, readjusting sample size, rewriting the scoring rubric) to make it more useful.

As a result of the assessment process, we determined that there were a number of questions included on the standard 10-item assessment that were not being taught in a systematic way across all sections of the course. These items, which represented some of the lowest scoring objectives, are being revised and reconsidered for the next assessment cycle. We are re-working the test bank to include additional items that will measure the general concepts identified to understand achievement of the GESLOs. Instructors will select items from the test bank that are consistent with the material they covered and that address both GESLOs for the course. This approach will allow for some degree of flexibility for the instructors while ensuring compliance with the needs for assessment.

6. How was the assessment implemented for this course?

Describe the process for collecting and submitting the assessment data for each course in the department (e.g. are individual faculty members responsible for their own courses? Is there a coordinator for each course and/or for all the general education courses?). Please include the name and email of faculty members who were responsible for this assessment process, including data compilation, data analysis, reporting of results within the department, and submission of this report to the GEC.

Note: The department chair retains ultimate responsibility for the submission of accurate assessment data to the GEC.

There is a course coordinator identified from the instructors who most regularly teach the course. The coordinator is responsible for ensuring that other instructors are aware of the assessment process and requirements. During the data collection phase, instructors administer their own 10-question test to students in their section and submit the results to the coordinator for compilation and reporting.

PART IV: SUPPORTING MATERIALS

Please include the following supporting materials with your completed form:

A. Assessment Plan for this course

> Note: the actual assessment activities should match what was proposed in the Assessment Plan submitted to the GEC. If it does not, please explain what changes you made, and why.

See Attachment A. Plan is the same as prior years. In future cycles, the specific questions included in the test bank will change.

B. Syllabus from each instructor who taught this course during the data collection year

See Attachments B (Professor A), C (Professor B), and D (Instructor C)

C. Instruments (exams, quizzes, or assignments) used in the course to measure outcomes with references to items/areas on the instruments that address the GESLOs

See Attachment E: Questions included in test bank and correct answers, course objectives and GESLOs addressed are identified

D. Scoring guide or rubric for evaluating papers, projects, essays, performances and other types of student work that involve subjective evaluation.

N/A – Multiple Choice question format

REPORT SUBMISSION

Please submit your completed for and supporting materials to the OIRA Assessment Coordinator, Susanne Condron (dscondron@oakland). The General Education Committee (GEC) will review your completed report and send a written response with feedback to the department chair.