Making Assessment Work for You

Examples of Approaches, Practices, and Tools Used in General Education Assessment
Caroline Breitenberger

OSU’s General Education Program

• Distribution model: students take courses in a number of required categories
• Courses approved to fulfill one or more categories
• Each category associated with well-defined goals and expected learning outcomes

2005 GEC Assessment Plan

<table>
<thead>
<tr>
<th>Levels of Analyses</th>
<th>Types of Evidence</th>
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</thead>
<tbody>
<tr>
<td>Overall Program (General skills, e.g., communication)</td>
<td>CIA (direct; value added)</td>
</tr>
<tr>
<td>Categories (e.g., Writing) (Category specific learning goals)</td>
<td>NSSE (indirect)</td>
</tr>
<tr>
<td>Courses within categories (Category goals measured by course goals)</td>
<td>ASC Student Exit Survey</td>
</tr>
</tbody>
</table>

General Education: Q2S

• Revised GEC, now "GE"
• Curricular experience statement: “The general education program enables students to acquire and develop a breadth of knowledge, skills, and perspectives that cross disciplinary boundaries and extend to areas outside specialized study programs.”
• Increased flexibility
• Experiential open options added

GEC to GE

1. Skills
   • Writing
   • Quantitative and Logical Skills
   • Natural Science
   • Literature
   • Visual and Performing Arts
   • Social Science
2. Breadth
   • Historical Study
   • Cultures and Ideas or 2nd Historical Study
   • Language Proficiency
   • Open Options
3. Historical Study
   • Social Diversity in the US
4. Diversity
   • Global Studies
GE “Open Options”

- At least two courses:
  - Education Abroad
  - Cross-Disciplinary Seminars
  - Service Learning

Study abroad and service learning are high impact experiential practices associated with enhanced student engagement, retention, and success

- Or, additional courses from other GE categories

GE Assessment Plan: Q2S

- Goals for open options
- Rubric-based assessment
  - Based on AAC&U VALUE rubrics

Good Practices in GEC Assessment

- Student surveys
- Pre- and post-tests
- Embedded questions on exams
- Rubrics
- Multiple measures
- Engage faculty, TAs, instructional staff, etc.
- Address GE goals and learning objectives
- Next steps / use of assessment information

Biology GEC Courses: SALG Survey

- SALG assesses degree to which course enables learning gains (student perspective)
- Administered through Carmen
- Results for each Biology course discussed in meeting with instructors and other instructional staff
- Identify successful practices and areas for improvement
- Strategize for next course offering

Biology – SALG Results: GEC and Course Learning Outcomes

- Columbus and regional campus faculty, GTAs, course support staff, UCAT facilitator
- Aligned laboratory exercises with course LOs and GE expected learning outcomes
- Suggested areas for revision or development of new laboratory exercises
**Chemistry 101 - Lima**

Pre- and post-test in Carmen:
Students know more after the course than they did before.
(GE Natural Science ELO #1: Students understand the basic facts, principles, theories and methods of modern science.)

**Chemistry 101 – Pre- and Post-Test**

- Student knowledge improved in all areas
- Some concepts fall below the desired mark
- In this section, Calculations = most deficient set of concepts

<table>
<thead>
<tr>
<th>Amount of Change</th>
<th>Overall at Start</th>
<th>Overall at End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Increase</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Overall at Start</td>
<td>60%</td>
<td>62%</td>
</tr>
</tbody>
</table>

- Pre-
  - Elements: 70% good
  - Bonding: 80% good
  - Measure and SF: 90% good
- Post-
  - Elements: 80% good
  - Bonding: 90% good
  - Measure and SF: 90% good

**English 110**

Instructors used rubric to evaluate samples of student writing from all sections, all five campuses

**English 110 – Rubric Results**

- Overall 2.89 (3 = “basic”)
- 65% of papers rated 3, 4, or 5
- Additional instructor training incorporated in 2012: emphasis on working with secondary sources

**Psychology 100 – Multiple Measures, Rotating Schedule**

- Three Social Science ELOs
- Two Social Diversity in the US ELOs
- Many embedded questions throughout the term
- Follow-up: Faculty and TAs present workshops focused on teaching activities and resources for specific topics

**Psychology – Embedded Testing**

- Three Social Science ELOs
- Two Social Diversity in the US ELOs
- Many embedded questions throughout the term
- Follow-up: Faculty and TAs present workshops focused on teaching activities and resources for specific topics
Lessons Learned

Ongoing Assessment

“The only man who behaved sensibly was my tailor: he took my measure anew every time he saw me, whilst all the rest went on with their old measurements and expected them to fit me.”

George Bernard Shaw
Man and Superman (1903)