



**To think effectively,
To communicate thought,
To make relevant judgments,
To discriminate among values.**



OU GENERAL EDUCATION ASSESSMENT REFORM

Round One

GENERAL EDUCATION AT OU - 1904

- English Composition and Prose
- A Foreign Language
- A Basic Science
- History of the Federal Government
- A course in the use of the Library



OU GEN ED 1939 - 1987

- Chaos reigns



OU GEN ED FALL 1987 - PRESENT

- Fall 1987 – a centrally controlled General Education Reform Committee created
- Spring 1988 – OU's new gen ed model has been created
- Fall 1990 – New model implemented across campus



OU'S ASSESSMENT OF GEN ED

- 1988-89 OSRHE Priorities for Development of Institutional Budgets
 - #8 – demonstrate accountability with systematic assessment
- Fall 1988 - Provost created Task Force on the Assessment of Undergrad Education
- April 1989 – Final report from task force
 - Gen Ed too new and messy – let's come back later



OU GEN ED IN THE FALL OF 1990

- Policy Document
- PACGEO
- Central Structure for all Colleges
 - Symbolic and Oral Communications
 - Natural Sciences
 - Social Sciences
 - Humanities
 - Artistic Forms
 - Western Civilization and Culture
 - Non-Western Culture
 - Senior Capstone



OU GEN ED REFORM PLAN 2007-PRESENT

Assessment



Review history



Investigate standardized test &
Similar schools Gen Ed Assess



Engage Writing Center



AAC&U Conferences



Ugh!

Course Review



Investigate past reviews



Update policy documents



Create rubrics for each area



Establish review policy



Implement



ASSESSMENT REFORM – ROUND ONE

POLICY DOCUMENTS

○ May 2010

- Update requirements section

- Writing should be incorporated into all general education courses. The amount of writing will vary, depending on class size and the level of support for the class. However, each course should include one or more writing components such as essay exams, graded journals, laboratory reports or term papers.

1. **Writing Assignments**

Writing must be incorporated into all general education courses. The amount of writing will vary, depending on class size and the level of support for the class. However, each course must include writing components appropriate to the type and level of the class. See the course proposal form for each general education category for specific details. Improving writing skills is an important goal of general education. All general education courses are expected to include a writing component consistent with the parameters of the discipline.



ASSESSMENT REFORM – ROUND ONE

POLICY DOCUMENTS

- Reword course specific requirements

Natural Science

Courses in this area should give students an understanding of the importance of natural sciences for appreciating the world in which we live. Courses in botany, general biology, chemistry, geology, meteorology, microbiology, physics, and zoology could all be appropriate in this core area. The courses should give students an understanding of scientific methodology as well as expose them to a body of factual knowledge.

1. Understanding Artistic Forms.

Courses in this area should acquaint students with a major artistic form or forms. Courses in architecture, art history, classical culture, dance, drama, film, literary forms, or music could be appropriate. In addition:

- This treatment should involve to some degree introducing students to the provenance and historical development of the form(s).
- The constitutive conventions of the form(s) should be identified, defined, and analyzed.
- If appropriate, important related forms or sub-genres should be introduced and considered.
- The course should provide students with at least a rudimentary critical perspective on the aesthetic and intellectual dimensions necessary to appreciate the form(s).
- The course should explore the significance of the form(s) for our culture as well as contemplate related ways in which it has enriched our cultural life.
- The course should introduce students to representative masterworks in the form(s).
- The course should demand that students convey their understanding of the form(s) and its treatment in the course primarily through their own writing.

Note: In the case of courses that satisfy the requirement in Western Civilization and Culture and that appear by title to overlap with courses that satisfy the requirement in Appreciation of Artistic Forms, the following distinction will be made: courses meeting the Western Civilization and Culture requirement will extend the study of a given artistic form to an advanced level of understanding and appreciation of the form's cultural and historical context.

ASSESSMENT REFORM – ROUND ONE

POLICY DOCUMENTS

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Courses in this area should acquaint students with a major artistic form or forms. The origins, the historical development, and representative works of the form(s) should be introduced. The basic elements and principles of the form(s) should be identified, defined, and analyzed. A critical perspective on and the significance of the artistic form(s) for our cultural context should be explored.

Note: In the case of courses that satisfy the requirement in Western Civilization and Culture and that appear by title to overlap with courses that satisfy the requirement in Understanding Artistic Forms, the following distinction will be made: courses meeting the Western Civilization and Culture requirement will extend the study of a given artistic form to an advanced level of understanding and appreciation of the form's cultural and historical context.



ASSESSMENT REFORM – ROUND ONE

RUBRICS

Core Area II - Natural Science Policy & Rubric

II. NATURAL SCIENCE (2 courses, 7-8 hours) At least two courses of three or more credit hours each and totaling a minimum of seven credit hours are required. The courses must be from different disciplines, and at least one course must include a laboratory component, denoted by [L] in the list of general education courses. (Note: the College of Arts and Sciences requires its students to complete one course in the Biological Sciences and one course in the Physical Sciences.)

Courses in this area should give students an understanding of the importance of natural sciences for appreciating the world in which we live. They should also give students an understanding of scientific methodology as well as expose them to a body of foundational and factual knowledge.

Area	1	2	3	4
Science Methodology	No mention or demonstration through reading or activities of scientific methodology	Some mention of scientific methodology, but little interaction with it, few opportunities to practice or read about it	A clear and deliberate discussion of scientific methodology; examples provided and assignments related to applying methodology	Assignments are designed to build proficiency in integration, application, evaluation, and discussion related to scientific methodology
Body of Foundational & Factual Knowledge	Content is not rigorous or based on current scholarly work in natural science fields; content/subject is not representative of physical and life sciences	Readings and lectures provide basic knowledge of the field; activities that connect content with understanding of important aspects of physical and life sciences are few in number	Readings and lectures provide expected knowledge of the field; activities connect content with understanding of important aspects of physical and life sciences	Provides engagement with contemporary disciplinary-specific science topics; actively works with ideas from a variety of course materials to demonstrate an understanding of important aspects of physical and life sciences
Writing Activities	Little or no writing expected; writing does not match with course level expectations	Some writing is assigned; writing is not clearly tied to course goals; assignments seem perfunctory	Adequately challenging assignments which are tied to course goals; expectations for quality writing are provided; little or no feedback or drafting process involved	Significant writing appropriate for the context; expectations for quality writing are made clear; writing is expected to be done as a process with feedback, revisions, etc.

These rubrics will be used by PACGEO to evaluate how well a course meets the requirements for a general education course. Courses are expected to score a 3 or 4 in each category in order to be approved.





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