

GEAR Handbook for Instructors of GE Courses

Committee Activities, OARs, and OAR Review

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Introduction

The General Education Assessment and Review (GEAR) Committee collects and organizes information relevant for the evaluation of the general education curriculum at Catawba College. This includes approving and removing general education attributes and assessing the outcomes of general education classes by attribute. GEAR's primary tool for collecting information is the Outcome Assessment Report (OAR) form, completed by faculty who teach general education courses. Beyond the collection of information used by GEAR to assess course performance and college-wide performance in meeting existing learning outcomes, the form serves as a useful starting point for instructors' self-reflection on course performance and course improvement.

GEAR created this handbook for faculty teaching general education courses to provide guidelines on the completion of these forms and to offer advice on how to use the OAR effectively when evaluating and improving courses. GEAR aims for course—and curriculum—evaluation and improvement, not the evaluation of individual faculty members teaching courses in the General Education curriculum at Catawba College. OAR contents are not intended for, and therefore should not be used for, evaluation of individual faculty members' performance as classroom instructors.

Operating Procedures

As stated in the Faculty Handbook.

- Task: recommend learning outcomes assessment procedures in regards to General Education Offerings.
 - Rationale: GEAR has the most data on trends and performance in General Education courses. It can make recommendations, but changes are made by the full faculty.
 - Related constituents: GEAR works with invested members of the faculty, administration, and other committees to determine recommendations about assessment procedures.
 - Process: Invested parties can contact the GEAR chair to ask that such considerations be put on the GEAR agenda. Recommendations from those deliberations will be presented at faculty meetings for further review.

- Task: considers the revision or deletion of General Education requirements as well as learning outcomes for General Education courses and makes recommendations to the faculty on these matters
 - Rationale: GEAR has the most data on trends and performance in General Education courses. It can make recommendations, but changes are made by the full faculty as they affect all faculty and the student body.
 - Related constituents: GEAR works with invested members of the faculty, administration, and other committees to determine recommendations about General Education requirements. We also review the efficacy of learning outcome assessments.
 - Process: Invested parties can contact the GEAR chair to ask that such considerations be put on the GEAR agenda. Recommendations from those deliberations will be presented at faculty meetings for further review.

- Task: approve and remove General Education tags for courses
 - rationale: GEAR members can focus on whether learning outcomes and their assessment can be easily and practically incorporated into an existing course. It can also assess if the removal of a tag will limit student opportunities to meet the General Education requirements.
 - Related constituents: GEAR collaborates with faculty, department chairs, program chairs (First-Year Seminar and Honors College), and the Registrar's Office.
 - Process: Formal proposals forms for approving General Education tags can be found on the T: Drive. Deadlines for such requests can be found on the GEAR website (catawba.edu/GEAR). Contact the GEAR chair to request the removal of a tag.

- Task: reviews Outcome Assessment Reports (OARs) and provides suggestions to faculty for improving their assessment of student learning with respect to General Education
 - Rationale: GEAR provides feedback on whole programs based on individual OARs submitted by faculty. The goal is to provide a report on patterns found in OAR data, not to assess individual faculty.
 - Related constituents: The OAR process includes all faculty teaching General Education courses.

- Process: Faculty have until 48 hours after they receive their Course Evaluations to submit OARs at www.catawba.edu/OAR. GEAR provides feedback via a report on a three-year cycle available for review in the GEAR Handbook.

Resources

All forms and information related to GEAR Committee business can be found on the Catawba network T-drive in the COMMITTEES/GEAR folder.

GEAR Assessment Review Cycle

SACS standard 3.5.1 deals with general education. It states

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

In discussion with various individuals, here is how GEAR interprets this standard. For the first component, “identifies college-level general education competencies” we take this to mean the learning outcomes associated with each general education category. Competencies or learning outcomes for each category are clearly stated in the Catalog. For the second component “the extent to which graduates have attained them” we broke this down into two pieces. The evidence for each general education attribute is gathered through the OARs that faculty complete at the end of every fall and spring semester for each course that satisfies a general education category or attribute. The OARs must be kept on file so that any outside reviewers can have access to them if they ask. The second piece to this standard component is that we need to evaluate the “extent” of meeting these competencies. To this end, GEAR is implementing a 3-year cycle for assessment review of the general education curriculum based on general education attributes.

GEAR will be moving towards a more comprehensive review concentrating on the categories of general education as opposed to individual courses. During a review year, GEAR will aggregate results of percentages of students meeting the learning outcomes in each of the categories up for review. In addition, GEAR will identify trends and other pertinent information derived from OARs. This information will be compiled into a report that will be available to all faculty.

Responsibilities:

- 1) Individual faculty
 - a) Each faculty member who teaches a general education course must complete an OAR form at the end of the semester in which the course is taught. Specific deadlines for OAR completions will be posted on the GEAR website.

- b) OARs will be submitted to GEAR through the form found at www.catawba.edu/OAR.
Department chairs may also request these outcomes. .

- 2) Department Chairs
 - a) Review GEAR reports with the department for related attributes.
 - b) Approve proposals for general education attributes before they are submitted to GEAR.

- 3) GEAR
 - a. Approve general education attributes for implementation, revision, or deletion from individual courses. We sent them on to full faculty when necessary.
 - b. Make recommendations to faculty on matters of general education.
 - c. Review OARs in a 3 year cycle by attribute. The committee can select to review all OARs or, if this is unsustainable, a random sample.
 - d. Write an aggregate report during a review year identifying trends in the general education attribute and in particular the extent that the learning outcomes were met over the cycle and what steps faculty will take to improve student learning.
 - e. Educate faculty on how to successfully submit OARs.

- 4) GEAR Chair
 - a) Leads meetings.
 - b) Make GEAR committee assignments, like assigning classes within a tag domain for that individual to review
 - c) Reminds faculty of when OARs are due
 - d) Communicates decisions voted on by full faculty regarding learning outcomes (LOs) and general education to the registrar's office and IT so they are reflected in the course catalog and OAR forms.
 - e) Uploads OAR form results to T: Drive.

- 5) Administration
 - a) Administration will provide necessary support to make sure all OARs are turned in on time.
 - b) Administration will provide professional development opportunities to develop strategies to improve student learning in the general education curriculum.
 - c) Administration will provide professional development opportunities to develop and improve assessment strategies for faculty in the classroom.

- d) Administration will review cumulative reports for data that can include OAR completion rates and make decisions about the imposition of penalties, which can but need not include: docking pay, prohibiting overloads, and terminating contracts.

Timeline for Review Cycle:

Each year, GEAR will collect data from submitted OAR forms and create an aggregate report that will be available on the T-Drive under Committees/GEAR

Committee Year	Attributes Reviewed	Semesters Reviewed
2021-2022	Creative, Foreign Language, Scientific and FYS	FA 2018 - SP 2021
2022-2023	Interpretative, Quantitative Literacy and FYW	FA 2019 - SP 2022
2023-2024	Historical/Social, Nonwestern, SYW, Wellness	FA 2020 - SP 2023
2024-2025	Creative, Foreign Language, Scientific and FYS	FA 2021 - SP 2024
2025-2026	Interpretative, Quantitative Literacy and FYW	FA 2022 - SP 2025
2026-2027	Historical/Social, Nonwestern, SYW, Wellness	FA 2023 - SP 2026
2027-2028	Creative, Foreign Language, Scientific and FYS	FA 2024 - SP 2027
2028-2029	Interpretative, Quantitative Literacy and FYW	FA 2025 - SP 2028
2029-2030	Historical/Social, Nonwestern, SYW, Wellness	FA 2026 - SP 2029
2030-2031	Creative, Foreign Language, Scientific and FYS	FA 2027 - SP 2030

Procedure for Approving a General Education Attribute to an Existing Course Offered

If a department wishes to add an attribute to an existing course, they must fill out a Form for Certification of Course under General Education Program. These forms are tag specific and can be found on the T: Drive.

Procedure for Declassifying a Course Offered Under the General Education Tag

If GEAR no longer feels a particular course is appropriate for satisfying a general education requirement, then it can declassify the course. However, this should only be done after consultation with the department, department chair, and Provost. Rarely should it be done without the approval of the department chair and/or Provost.

If a department wishes to have a general education attribute removed from a course, the chair of the department should submit a letter to the committee at GEAR@catawba.edu that should include:

- The tag that is being proposed for removal
- The rationale behind removing the tag
- How many classes and seats were available to students in other classes with that attribute in the last semester it was taught.

The committee will use this information to make a decision about the tag. It is GEAR's responsibility to communicate with the registrar any changes to class attributes.

Completing OARs

General Information on Completing OARs

By teaching a general education course, you committed to completing OARs and submitting these documents to GEAR (on schedule) as part of your teaching responsibilities. OARs should be completed 48 hours after receiving your course opinion surveys. Here are basic guidelines for completing OARs:

- You must complete each column of the OAR, though a quality improvement action is not required for each outcome.
- You must complete a separate OAR for each foundation/skill or perspective attribute attached to a course. For most courses, there is only one OAR required. Courses with the non-Western perspective designation are the most frequent exception.
- If your department offers *multiple sections of the same course* in a semester, the department/relevant instructors may submit one OAR covering all sections of the same course. However, if this “combined” OAR option is selected:
 - All instructors *must use the same assessment tool(s)/ learning outcome combination* for each course.
 - Instructors should report results on each assessment tool/learning outcome combination *for each course*, though you can also include a combined-course result for each.
 - GEAR strongly *prefers* “combined” OARs to be *instructor-specific*. If you teach multiple sections of the same class in a semester, you can combine them. Be clear on the form which sections are being covered.
 - Some departments require separate OARs for each section; *check with your department chair*.
 - FYS instructors must submit separate OARs (cannot combine sections). Check with the FYS Director for any policy changes.

To submit the OAR online

- Go to the link www.catawba.edu/OAR or in Catlink under the Faculty tab, in the Faculty Quick Links box, click **Submit OAR**.
- Log in using your Catawba user name and password.
- Fill in the required information or use the drop down boxes.
- The learning outcomes for the general education attribute that you chose should automatically appear.
- Fill in the information or cut and paste the required information. The boxes repeat in order for each learning outcome.
- At this time, you will not receive a copy of your OARs. Please save your responses.

- Once all the information is entered and stated as you want, then hit the submit button. Once you have submitted the OAR, you should get an email stating that it was received. GEAR should automatically get a copy of your submitted form.

Comments:

- You cannot save your information on the online form and return to it later. The page should not time-out though.
- You can find the information you submitted for previous OARs on the T-drive at T:\COMMITTEES\GEAR\

General Information in regards to drop down boxes and/or required information.

- Give your name and email and select the department the course was offered in.
- For the course, please list the department and course number – i.e. DAN 1101. If you are teaching one section of multiple offerings within your department or are teaching multiple sections of the same course yourself, please list the section number(s) next to the department and course number – i.e. DAN 1101 - 01 & 02.
- Specify the term in which this course was taught – i.e. Fall 2016.
- Designate the course’s General Education Category – i.e. Foundation and Skills or Perspective.
- Select the general education attribute: i.e. wellness, creative, historical/social

For each learning outcome that appears

Box 1: Previous Quality Improvement Action (QIA)

The first box will be blank the first semester in which the course is taught as a general education course or the first time the course is led by a specific instructor. Beginning with the second term an instructor leads the same general education course (with the same attribute), this box will contain the quality improvement action from the previous time the course was offered.

- This should match the QIA you listed in the OAR for your last offering of the course. Simply cut and paste. If you change the QIA before you implement it, this should be done prior to (not in the midst of) the semester you offer the course. Further, you should offer a rationale for “switching” QIAs as part of the listed QIA in column #1.
- As a reminder, you do not need a QIA for each learning outcome. One QIA for a course offering is sufficient.

Box 2: Assessment Tool

Please clearly and concisely outline the assignment you employed to assess this learning outcome. If this is a repeated iteration of this course, the assessment tool should match the QIA plan on your previous OAR.

- The assessment tool should be a specific assignment or portion of an assignment you employ to target the specific learning outcome.
 - For many learning outcomes, the overall score on essays, tests, or other assignments is too blunt an instrument to properly assess student learning on a specific learning outcome.
- At times, a single assignment has the potential to address multiple learning outcomes. If this is the case, you should clearly identify a specific component (and keep scores on that component for reporting purposes) that address each learning outcome.
 - For example, in a writing course, one critical response essay might assess both comprehension of content and technical writing mechanics. The instructor should give a separate score for each area (in his or her gradebook) to properly assess each learning on each outcome.
- Depending on your discipline and style of teaching, you may feel inclined to employ multiple assessment tools for one learning outcome. While this is not a requirement, the use of multiple assessment tools may be beneficial to address various learning styles within the classroom and how students articulate or demonstrate achievement of a particular learning outcome.
 - Unique challenges arise when aggregating student performance scores on multiple assessment tools into a single result of the course/class-wide performance on a learning outcome required for reporting in the OAR. This is addressed in the “Results” section of this handbook and in Appendix A.
- When completing your OAR, please keep in mind that the members of the GEAR committee are not experts in your discipline. However, the learning outcomes and perspectives and skills in the General Education curriculum support the assessment of a well-rounded liberal arts education, not a discipline-specific one. Therefore, your discussion of the assessment tool should balance giving pertinent information with concise delivery so that a reviewer can clearly perceive the relevance of your assessment tool to the listed learning outcome. However, as these are general education learning outcomes, clearly and concisely linking a tool to a learning outcome should not require reviewers to be experts in your discipline.

Box 3: Standard for Meeting Outcome

The information in this box should match as the equivalent column in the form submitted to the Curriculum committee to gain approval of the course for the general education attribute (the “Form for Certification...”).

- While there currently is no college-wide standard, many departments have a common standard. Check with your department chair.

- FYS has a uniform standard for all FYS instructors. The FYS Director will provide this standard. Currently, 75% of students should earn a 75% or greater on the assessment tool.
- If multiple tools are used, or multiple assignments listed as one tool (i.e. two critical summaries), the standard listed in your OAR should indicate whether each student earns a specific minimum score on each assignment or whether the student must have an minimum average score over all assignments/tools when calculating whether the standard is met or not met by students attempting the assessment tool. See Appendix A for more information.
- *Be clear* on what the standard is. 75% meet 75% is not a clear statement of the standard, nor is 75% will attain 75% proficiency (in addition, 75% proficiency implies not attaining proficiency in the learning outcome). A well-crafted standard would read: 75% of students attempting each tool will earn 75% of points available for each tool assessing this learning outcome.
- You must *use a numeric standard*. As there is no college-wide standard for letter grades, results on a standard of 75% will earn at least a “C” cannot be effectively combined with results from other courses assessing the same learning outcome, foundation/skill, or perspective for college-wide general education results reporting by GEAR.

Box 4: Results

- This box is where the data for each outcome is recorded. It should be reported as number of students achieving the standard over the number of students attempting the assessment tools for the learning outcome, followed by a single number reported as a percentage.
 - For example... $21/26 = 80.8\%$. The standard is met (assuming the course standard is that at least 75% of students meet the student-level standard).
- Include the number of students not attempting the assessment tool separately. If a student does not submit or complete the component of the assignment employed as the assessment tool, this student should not be counted in the number of students who attempted the assignment (the denominator) as the form clearly asks for “# attempting”.
 - For example. In a class of 30... $21/26 = 80.8\%$. The standard is met. 4 students did not complete the assessment tool.
- Please comment on outcome results as you feel appropriate. While additional information is not required, it is beneficial to briefly elaborate on specific results, particularly when multiple assessment tools are used for a learning outcome.

- When using multiple assessment tools, *clearly identify the one overall result* for each learning outcome. You should also include the results in a similar #meeting/#attempting=% format for each assessment tool used, but this is not required.
 - If you do employ multiple tools, please clearly and concisely explain how you aggregate results from multiple tools and into the single results reported to GEAR for assessment of overall curriculum performance on learning outcome purposes.
 - Please refer to Appendix A for more information on reporting results when multiple assessment tools are used for a single learning outcome.

Box 5: Quality Improvement Action (QIA)

In this box, write down what you are planning to do the next time you teach the course to improve student learning to better achieve the standard of this particular corresponding learning outcome.

- This statement should address the following questions:
 - What are you going to change to improve student learning and why are you implementing this change?
 - How do you feel it will lead to better student learning?
- Examples of useful QIAs:
 - Change in the assessment tool.
 - Change in the material used (different reading/lecture/media) to address a learning outcome.
 - Change in the method of delivery (paper/presentation/reading/group project/etc.) to relay information useful to advancing learning outcome.
- You *cannot* change learning outcomes as QIAs. These were set by the faculty as part of the approval of a new General Education curriculum at Catawba College.
- A standard can only be changed after consulting the department and agreeing upon the revised definition of the standard. Every General Education course must have a minimum standard of 70% achieving 70%.
- You do not need to include a QIA for each learning outcome if you deem that no improvement action is necessary for a particular outcome.
- While it is not required to offer a QIA for each learning outcome, it is beneficial to acknowledge that you have addressed each learning outcome by completing the cell in the table with “no QIA necessary at this time” or “N/A”.
- Should you think of a different QIA after submitting your OAR form but before offering the course again, please include your new QIA in the first column, “Previous Quality Improvement

Action,” of the OAR for the next offering of this course in addition to the previous QIA and why you decided to alter your QIA.

Penalty for Not Completing an OAR

The administration provides support to make sure all OARs are turned in on time. The administration is responsible for imposing penalties which could include but are not limited to:

- Not allowed to do overloads
- It would show up on departmental chair reviews..
- It is part of the tenure process. The FTTPC expects faculty to discuss OARs in this process.
-

Frequently Asked Questions

Q: If I teach multiple sections of a particular course in one semester, do I need to fill out one OAR for each section or can I combine the results onto one form?

A: You can do either, but please indicate if you combine results from multiple sections somewhere on your form and how you combined the results.

Q: If multiple instructors within a department are each teaching one or multiple sections of the same course, does each instructor complete his/her own form or do the instructors collect their results on completing one singular form?

A: Either way is possible. First, the department chair must determine how he/she would like the instructors to report their results. If the decision is made to collect multiple instructors' results onto one form, the instructors then must implement the same method of assessment tools and standards to determine achievement in each of their sections to create consistency across the sections. Otherwise, instructors should report their results separately.

Q: If the course has been taught before, but it is my first time teaching the course, should I fill out the first column based on the previous instructor's/s' analysis or should I leave the first column blank?

A: Leave the first column blank.

Q: There is no column for comments on my previous QIA. Where should I talk about the performance of this semester's implemented QIA?

A: Brief comments on the usefulness of the QIA should be included as part of a discussion of results (in the results column).

Q: How long should my OAR be?

- A: While length of an OAR will vary from category to category based on the number of learning outcomes, a brief guideline for maximum length is: no more than two rows/learning outcomes on the first page (accounting for header and column headings space), and no more than three rows/learning outcomes on any subsequent pages of an OAR form. While a lengthy narrative may be useful for your own purposes when drafting your reflections on a course before a long break, or if you are not teaching the course for a year or more, this level of detail is not needed for the OAR. The OAR is intended to be a starting point for your own reflection on the course (and source of data for GEAR).
- Q: I decided to change my quality improvement action (QIA) for the semester after I completed my OAR. How should I fill out column #1?
- A: You should include the previous QIA, the new QIA, and *brief* justification of why you dropped the initial QIA.
- Q: I have forgotten or lost the QIA I included as part of an OAR in a previous offering. What should I do?
- A: All OARs are accessible on the T: drive. Access your previous OAR.
- Q: Several students did not complete the assignment I used to assess a learning outcome. Should I include these students in my reported results?
- A: The denominator in the reported results is “number attempting”. As these students did not attempt the assessment tool, they cannot be included in the single reported result for the learning outcome. You should report the number not attempting as a separate number under your results.
- Q: I used multiple assessment tools for a single learning outcome. How should I combine results on multiple tools into a single result for a learning outcome?
- A: GEAR currently does not require a single way of combining results. However, your OAR results should clearly state how these multiple results were reduced to a single number. GEAR prefers results to be combined across individual student performance as this is the typical language used for standard for meeting an outcome. We strongly discourage averaging the results across learning tools for each learning outcome. See Appendix A for a complete explanation.
- Q: Who can access my OAR?

A: OARs are publicly available on the T: drive for all courses. All faculty and some staff have access to these documents.

Q: Who has access to GEAR's review of my OARs?

A: GEAR sends OAR reviews to the instructor completing the OAR for a course/section(s). In addition, some department chairs request OAR reviews. Other faculty members may have limited access to OAR reviews through their service in working with the college's accrediting agency.

Q: What does GEAR do with my reported results? Will I be punished for not meeting standards?

A: The primary purpose of assessment is to measure student learning, not to see if the standard was met or not met. Our concerns center on the following: are you offering useable records of student performance by completing OARs properly, are the tools you use to assess student learning outcome-appropriate, and do you demonstrate willingness and effort to improve the performance of your course offerings to improve the opportunities for students to meet general education learning outcomes. There is no pass/fail on the results collected for the OARs as instructors are encouraged to use the assessment results to improve student learning.

Q: Can I change the learning outcome as part of my QIA?

A: No, learning outcomes are voted on by the entire faculty. Here is the policy to change learning outcomes.

- Faculty/department chair proposes any changes to GEAR chair
- GEAR chair solicits opinions from a group of faculty who regularly teach that requirement.
- GEAR committee decides whether or not to bring proposed changes to full faculty
- Full faculty votes on any learning outcome changes.

Standard OAR Comments from GEAR Reviewers

- "Missing LO": self-explanatory. We still get a handful of OARs which are incomplete because instructors did not assess or forgot to include results of assessment for one or more learning outcomes.
- "Unclear how this addressed LO" (in OAR review form section for assessment tool): You failed to clearly explain how a tool assesses a learning outcome (in the GEAR Reviewer's eyes). At times the problem is too much information, at other times it is too little information included in this column. While the reviewer is often not an expert in your discipline, we should not need to be to draw a line between an assignment or assignment component and a *general* education learning outcome.

- “Multiple outcomes, single tool”: You used the same assignment or component of an assignment for multiple learning outcomes. If the assessment tool can measure performance on multiple learning outcomes, it is too imprecise to measure performance on these outcomes well.
- “Multiple tools, one result”: You used multiple assessment tools but did not record how students performed on each.
- “Magic number”: You used multiple assessment tools for learning outcome and reported results on each and overall results, but did not explain how you calculated the overall result for performance on this learning outcome.
- “Previous QIA?” (in results section of OAR review form): You listed your previous QIA, may even have a new QIA, but did not include comments regarding the effectiveness of the previous QIA in improving results on the learning outcome. Commenting on the improvement action is part of “completing the cycle” of assessment.
- “Unclear how this addresses LO” (in OAR review form section for QIA): You have a clear QIA discussed somewhere in the last column. However, the content/discussion of the QIA is not clearly linked to the corresponding learning outcome in that row of the OAR.

Appendix A: Comparison of Methods of Aggregating Results Across Multiple Tools

In this example, we consider **two possible methods** that can be used to assess learning outcomes in the event that multiple tools are employed. Regardless of the method chosen, a single outcome should be reported that contains each of the following:

- The number of students achieving the standard
- The number of students attempting the tool; leave any student who did not submit an assignment (Method 1) or a student who did not complete enough to reach the minimum (Method 2) out of the equation completely
- The percentage of students of students who met the standard
- The number of students who did not attempt or complete the tool, according to the method the standard requires; the students who you left out of b

For example, in a class of 30 enrolled students, where 21 students met the standard and 26 students attempted the tool, the result would be written as shown below.

Result: Standard was met. 21/26 students met the standard (80.8%), 4 students did not attempt or complete the tool.

Method 1: Aggregating results by student’s average performance across assessment tools

Recommended language for standard: 70% of students will earn at least an average of 75% of available points across all tools.

Example: The table below shows the scores for four tools used to assess this learning outcome. “NA” indicates that the student did not attempt or complete the tool.

		Essa y	Items #4- 6	Debate	Poem	Students' Averages
	Abby	70%	80%	52%	60%	65.5
	Ben	95%	60%	73%	75%	75.8
	Carol	68%	88%	73%	45%	68.5
	David	92%	85%	93%	95%	91.3
	Edith	95%	85%	93%	100%	93.3
	Frank	90%	NA	82%	NA	NA

Result: Standard is not met. 3 out of 5 students met the standard (60%), 1 student did not complete the requisite number of tools.

Method 2: Aggregating results by student performance on each assessment tool

Recommended language for standard: 70% of students will earn at least 75% of available points on three out of four assessment tools.

Example: The table below shows the scores for four tools used to assess this learning outcome. “NA” indicates that the student did not attempt or complete the tool.

		Essay	Items #4-6	Debate	Poem	Standard Met?
	Abby	70%	80%	52%	60%	No
	Ben	95%	60%	73%	75%	No
	Carol	68%	88%	73%	45%	No
	David	92%	85%	93%	95%	Yes
	Edith	95%	NA	93%	100%	Yes
	Frank	90%	NA	82%	NA	NA

Result: Standard is not met. 2 out of 5 students (40%) met the standard, 1 student did not complete the sufficient number of tools.

Note of the Results:

Edith is figured in the attempts because she can still reach the minimum of 3, despite a NA.

Frank is left out of the equation altogether because he does not have enough to reach the minimum of 3 required assessments. Frank is included in the “not attempted” number.

Note: GEAR does not require reporting of student performance for the individual tool used to assess the learning outcome. This is where you can condense the amount of information you include in your OAR.

Appendix B: Sample Good and Bad Example OARs.

These forms can be found on the T-drive to help with compilation of data. However all OARs must be submitted online.

Good Example of OAR Form for First Time Teaching a Course

Course: DAN 3543

Semester/Year: Fall 2014

General Education Category: Creative

Professor: Fox

Improvement Action determined for this semester	Learning Outcomes	Briefly describe how outcome is addressed by an assignment or specific exam questions	Define standard for meeting this outcome	Outcome Results	Quality Improvement Action
N/A	Students will demonstrate substantial knowledge of at least one creative process.	Analysis paper questions asking students to describe the creative process employed to create the original dance they presented in class.	70% of students attain at least 70% efficiency.	85.71% of students attained 70% efficiency. 6 out of 7 students = 70% + 7 out of 7 students = 60% +	<ul style="list-style-type: none"> Implement a daily choreography journal with scheduled journal checks and opportunities to share entries with class as opposed to better facilitate the creative process and class discussions.
N/A	Students will demonstrate imaginative and generative thinking through the production of original creative artifacts.	Presentation of original dance pieces following the parameters offered by the instructor.	70% of students attain at least 70% efficiency.	100% of students attained 70% efficiency. 7 out of 7 students = 70% +	<ul style="list-style-type: none"> Give more specific parameters for smaller Choreographic Studies assignments. Allow students to use dancers outside of the class for Projects 2 and 3 to avoid schedule conflicts of student and space availability.

N/A	Students will reflect on the process of creation and the aesthetic success or failure of the original artifacts they have created.	Analysis paper questions asking students to comment on the success or failure of the final presentation of an original dance they presented in class.	70% of students attain at least 70% efficiency.	85.71% of students attained 70% efficiency. 6 out of 7 students = 70% + 1 student attained below 60% due to absence from Project 1 Presentations.	• N/A
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Poor Example of OAR Form for First Time Teaching a Course:

Course: DAN 3543
 Semester/Year: Fall 2014
 General Education Category: Creative
 Professor: Fox

Improvement Action determined for this semester	Learning Outcomes	Briefly describe how outcome is addressed by an assignment or specific exam questions	Define standard for meeting this outcome	Outcome Results	Quality Improvement Action
Click here to describe how outcome will be addressed the next time this course is offered.	LO1	Average of 3 written process reports.	70% of students attain at least C level efficiency.	85.71% of students attained C efficiency.	<ul style="list-style-type: none"> Choreography journal.
Click here to describe how outcome will be addressed the next time this course is offered.	LO2	Average of 8 projects.	70% of students attain at least C level efficiency.	100% of students attained C efficiency.	<ul style="list-style-type: none"> Give more specific parameters for CS assignments.
Click here to describe how outcome will be addressed the next time this course is offered.	LO3	Oral discussions and written critiques.	70% of students attain at least C level efficiency.	85.71% of students attained C efficiency.	Click here to describe how outcome will be addressed the next time this course is offered.

Good Example of OAR Form for Repeated Time Teaching a Course:

Course: DAN 1101

Semester/Year: Fall 2014

General Education Category: Wellness & Literacy

Professor: Fox

Improvement Action determined for this semester	Learning Outcomes	Briefly describe how outcome is addressed by an assignment or specific exam questions	Define standard for meeting this outcome	Outcome Results	Quality Improvement Action
<ul style="list-style-type: none"> • Teach Alexander/Feldenkrais unit 1st, Laban 2nd, and Viewpoints 3rd. • Assign 3 major projects instead of 4 with hopes of dedicating more quality time on developing the 3. • Create more small assignments during Alexander/Feldenkrais unit replacing the larger creative project to better address evaluation of self and others, habitual movement patterns, and use of body. 	<p>Students will participate in physical activities that promote health-related components of physical fitness and well-being and provide for long-term participation potential.</p>	<p>Students will engage in a variety of movement forms over the course of the semester. Students will demonstrate mastery of these forms through practical examinations.</p>	<p>70% of students attain at least 70% efficiency.</p>	<p>100% of students attained 70% efficiency.</p>	<ul style="list-style-type: none"> • Create more specific target areas of assessment on performance projects.
<ul style="list-style-type: none"> • Have students attend at least 1 athletic event in addition to a TA production and write a comparison/contrast paper analyzing their observations of performers'/athletes' movement patterns. 	<p>Students will be able to explain the need for a lifetime commitment to physical well-being.</p>	<p>Self-reflection paper questions will allow students to articulate the need for a lifetime commitment to physical activity and well-being.</p>	<p>70% of students attain at least 70% efficiency.</p>	<p>92.86% of students attained 70% efficiency.</p>	<ul style="list-style-type: none"> • Create more frequent journal assignments during semester addressing more specific aspects of LO2 that prepare students to answer questions in the final self-reflection paper.

Poor Example of OAR Form for Repeated Time Teaching a Course:

Course: DAN 1101

Semester/Year: Fall 2014

General Education Category: Wellness & Literacy

Professor: Fox

Improvement Action determined for this semester	Learning Outcomes	Briefly describe how outcome is addressed by an assignment or specific exam questions	Define standard for meeting this outcome	Outcome Results	Quality Improvement Action
Click here to describe how outcome will be addressed the next time this course is offered.	LO1	Average of 3 movement performance projects.	70% of students attain at least 70% efficiency.	100% of students attained C level efficiency.	<ul style="list-style-type: none"> ● Raise assessment standard of each performance project.
Click here to describe how outcome will be addressed the next time this course is offered.	LO2	Final Self-Analysis Report.	70% of students attain at least 70% efficiency.	92.86% of students attained C level efficiency.	Click here to describe how outcome will be addressed the next time this course is offered.

Forms for GE Tag Review

These forms can also be found on the T: Drive under departments

