



FORM

## Open Pathway Quality Initiative Report

### Institutional Template

---

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

A handwritten signature in black ink, appearing to read "Rockwell F. Jones", written over a horizontal line.

*Signature of Institution's President or Chancellor*

7/31/18

*Date*

Rockwell F. Jones, President

*Printed/Typed Name and Title*

Ohio Wesleyan University

*Name of Institution*

Delaware, Ohio

*City and State*

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Quality Initiative Reports are to be submitted by August 31 of Year 9. HLC recommends that institutions with comprehensive evaluations in the first half of Year 10 submit their report at least six months prior to their Assurance System lock date. Submit the report as a PDF file to [pathways@hlcommission.org](mailto:pathways@hlcommission.org) with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

**Date: August 1, 2018**

**Contact Person for Report: Barbara Andereck**

**Contact Person's Email Address: [bsandere@owu.edu](mailto:bsandere@owu.edu)**

## Report Categories

### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

Ohio Wesleyan University's (OWU's) Quality Initiative (QI) was "Improving Student Learning through the Expanded Use of Rubrics across Campus." This initiative began with some OWU faculty being trained in the use of selected AAC&U VALUE rubrics and then using those rubrics to score papers of OWU students. The project then broadened to discussions open to all faculty about how and why they might use rubrics within their courses to make expectations for learning and performance more explicit to students. Opportunities to develop rubrics for use within departments were provided in year two through both Rubric Development Grants and Rubric Development Workshops. Stemming from these foundational opportunities, in year three, were broader, more far-reaching conversations related to university-wide learning outcomes and their assessment, and a long-anticipated discussion of the curriculum.

Tangible results of the QI were the development of 41 rubrics for use at the university-, departmental-, and course-level. Also, data from both OWU and national scoring of student papers using AAC&U VALUE rubrics, while extensive numerical results, caused us to change our expectations about the process of using rubrics away from *scores* and toward *scoring*. In addition, spurred by the initiative, thirteen OWU Graduate Capabilities were formulated, to (better) express our university-wide student learning outcomes. This latter result is indicative of the less tangible results of the initiative. Awareness of and expertise with rubrics led to an appreciation by faculty for their potential as a teaching, learning, unifying and assessment tool. Pedagogical conversations naturally moved from the tool (rubrics) to the outcome (student learning) and then to the mechanism (the curriculum). While more challenging to document, a range of faculty comments, included in item 7 of this report, tell much of this important part of the story.

The only changes made to the initiative were ones of emphasis, with a postponement of emphasis on signature assignments and more rapid progress on cross-campus coordination and discussion about common language and tools for improving student learning.

### Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

In the three years since the submission of our Quality Initiative (QI) Proposal, Ohio Wesleyan University (OWU) has made significant strides in fulfilling the purpose of the initiative, though unevenly with respect to the specific goals outlined in the proposal. The goals were theoretical,

based on what might reasonably be accomplished, but while attempting to predict where we might arrive by 2018, they were not a hard-and-fast roadmap of how we would function. We didn't "administer to the test." Part of the challenge of setting goals in a new area is the lack of experience with timelines and the inability to anticipate changes in emphasis due to other (related) projects at the institution.

If asked to predict where and how we would make the greatest (measurable) strides in this project when we began, the Assessment Committee and academic leadership would have chosen the first five of our specific goals, as these relate to "doing" by faculty and departments on campus. These goals relate to increasing existing participation in the use of rubrics, a fairly straightforward process. What we did not anticipate in 2015 were the larger-scale discussions and changes that would happen as this initiative progressed. These discussions have the potential for much deeper, systemic change, and as a consequence, take longer to implement. This report will outline progress on both the specific and general fronts and where we anticipate making strides in the near future.

The first fourteen months of the initiative focused on educating ourselves about rubrics and their use. In both the summer of 2015 and 2016 faculty at OWU were trained on using VALUE rubrics from AAC&U for scoring papers written by OWU students. The 2015 training was conducted by Wende Garrison from AAC&U. Three of the VALUE rubrics were used--Written Communication, Intercultural Knowledge and Competence, and Critical Thinking—with Written Communication scored in both summers. Twenty-eight different faculty scored, with ten to fourteen scorers at each of the four scoring sessions. Over 300 papers were scored. In addition, three OWU faculty were trained to score nationally (on Critical Thinking, Written Communication, and Quantitative Reasoning), with one of the faculty becoming an Expert Scorer in 2018. The experience with scoring led to three main realizations: 1) We need to provide better guidance to students if we want better papers. 2) Rubric language is important to make scoring meaningful. 3) The VALUE rubric structure and approach are workable and adaptable.

During the 2015-16 academic year a broader group of faculty discussed the use of rubrics in four different workshop discussions, including one session where students shared their perspective on rubric use. A total of 39 distinct individuals attended the workshops, representing 23 departments, programs and offices. This first year laid the foundation for the work that followed in year two.

In the fall of 2016 the Assessment Committee used some of the Sherman Fairchild grant money to offer Rubric Development Grants to departments to encourage their work in this area. Six academic programs applied for and were awarded grants and five of the six reported their work at a meeting in January, 2017. Some of the faculty involved with these small grant programs then acted as facilitators in two Rubric Workshops in the summer of 2017. Thirteen additional faculty then developed 21 rubrics at the workshops. Work in consultation with the Assistant Provost for Assessment and Accreditation led to four more rubrics: two for departmental assessment of learning outcomes, one for Travel Learning Courses, and one for Internships.

So within the first two years of the Quality Initiative we made significant progress on expanding the development and use of rubrics among faculty and departments. Our plan was to then move on to emphasizing the use of signature assignments in year three. To prime the pump the Assessment Committee asked departments in the spring of 2017 to describe any papers or projects that asked majors to combine the knowledge, skills, analysis and disciplinary ways of thinking that they have learned within the program. Early in the fall semester of 2017 the Assessment Committee held a workshop where three departments described signature assignments that they use. And then the direction of the work on student learning began to shift. In parallel with rubric discussions, and stemming from the debriefs from early VALUE scoring, were discussions about finding and using common language to describe learning goals for our students. These conversations were also encouraged by a six-college grant on Curricular Coherence from the Teagle Foundation. By mid-semester in the fall of 2017 a taskforce was established to draft new learning outcomes for the university. Widespread input was gathered and outcomes were generated and revised in less than two months. Thirteen OWU Graduate Capabilities, the result of the taskforces work, were shared with the faculty at the end of the semester. This big-picture thinking led to a productive summit about curricular directions just prior to the start of the spring semester 2018 and the subsequent formation of a Curricular Cohesion Task Force. In some respects the concrete work of rubric development and use had helped begin this broad conversation. The Assessment Committee shifted its focus from Signature Assignments to assessing the proposed OWU Graduate Capabilities. Having spent two years working with VALUE-like rubrics, we were ready to use our experience to draft tools to use across campus for assessing our newly-articulated learning outcomes. We had begun to meet the final two goals in our Quality Initiative Proposal (shown below) “through the back door.”

- 7) Improved ability for OWU to articulate the skills acquired by our graduates.
- 8) Use of common rubric dimensions and common artifacts to develop efficiencies and consistency in assessment from the course, to departmental, to university level.

During the spring semester 2018 the Assessment Committee drafted a one-line rubric for one of the more affective learning outcomes and shared it with the departments. Faculty were then asked (within departments) to indicate which of the thirteen OWU Graduate Capabilities they tried to develop within the specific courses they taught and whether these capabilities could be assessed using work students did within the course. Near the end of the semester two additional rubrics were developed, for two central skill-based outcomes. These two rubrics were evaluated by using them to score student work in June 2018. Discussions following the scoring led to editing of these rubrics.

The current plan is to develop a timetable for assessing the thirteen OWU Graduate Capabilities on a rolling basis, using university-wide rubrics. Ideally, faculty will be trained to use the rubrics and then will score their own students’ work related to the rubric during the year that capability is being assessed. (We envision four or five capabilities will be assessed during a given academic

year.) Scores can be aggregated to look for trends and improvement. Rubrics can be shared with students so they can see that the same learning goals apply across a wide range of courses. Faculty can see where students need additional support, and thus make their assignments and instruction more explicit, to enhance student learning.

While not directly part of the Quality Initiative, another outgrowth of the emphasis on enhancing student learning is attendance by a team of five OWU faculty at the 2018 AAC&U Institute on Integrative Learning and Signature Work in July, 2018. We would not have been ready to take advantage of this opportunity without the prior three-years' emphasis and discussions and it will extend the emphasis related to signature assignments in a more nuanced way.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The most significant impact to Ohio Wesleyan that has stemmed from the Quality Initiative is the current academic planning related to our OWU Connection, general education, and rethinking our graduation requirements that is underway by the Curricular Cohesion Task Force. While the connection to the rubric project may appear vague, the directions coming from multiple discussions stemming from early scoring workshops and subsequent discussions of common language around student learning moved us to the "tipping point" where the broader conversation was not only possible, but sought after by most faculty. Documenting those connections is challenging, though some of the "important points learned by those involved in the initiative" under item 7 below, show the growing awareness of the importance of bigger-picture discussions.

Conversations at departmental levels also set the stage for the university-wide conversation. The rubric development grants spurred six departments (about 25% of OWU departments) to initiate meaningful assessment conversations that led to rubrics that can be used across the department to assess student learning. These were departments and programs that did not have an up-to-date process for assessment, so the impact is substantial. In addition, two other grants supported a faculty member and a department that were very familiar with the use of rubrics and assessment.

At a finer level, the initiative allowed many faculty to engage in thinking about their own courses, or university-wide initiatives, and how student learning in those courses or programs might be improved by a meaningful rubric designed specifically for that context. Faculty enjoyed discussions with colleagues as they developed and refined these rubrics, because it allowed them to focus on pedagogy and innovation. Again, see comments in item 7 below.

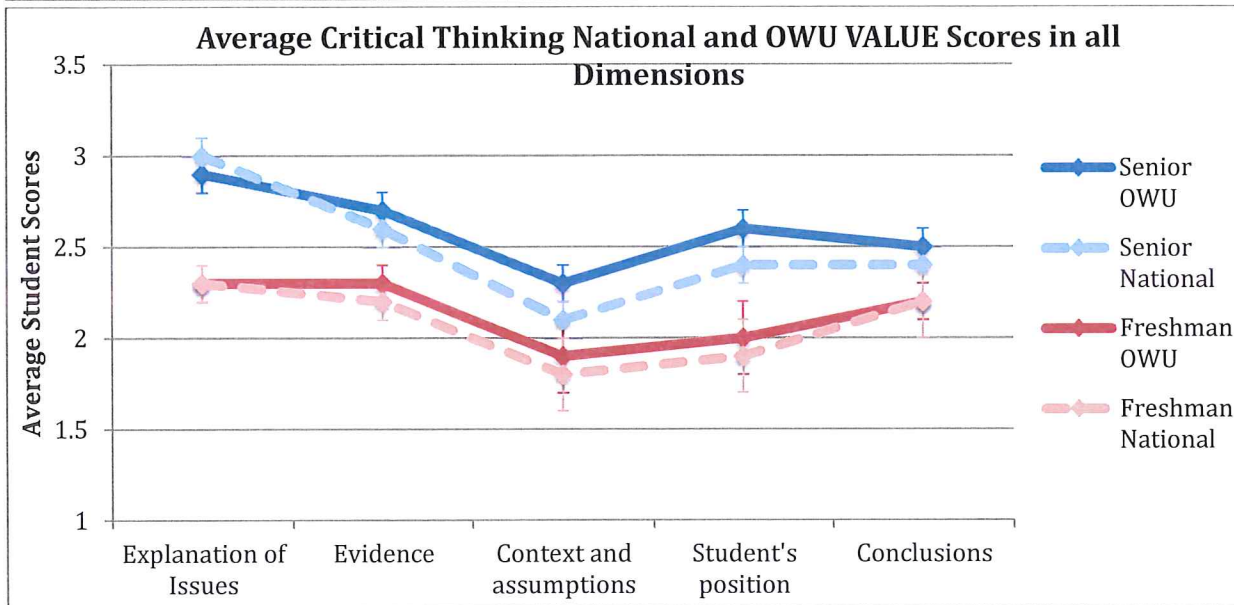
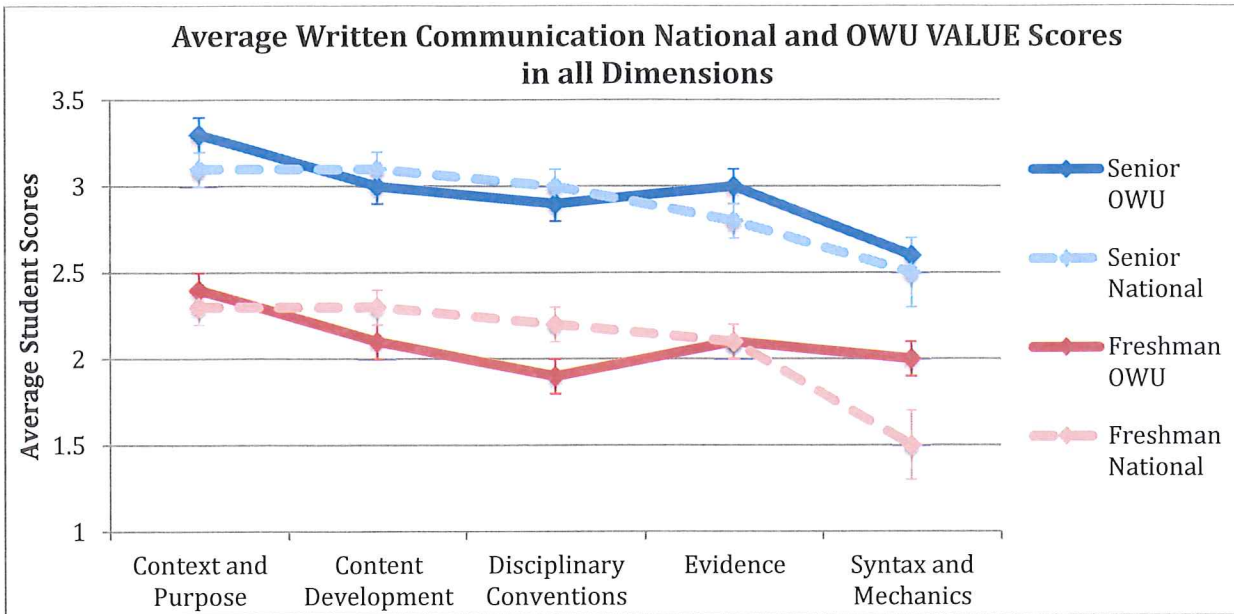
In all, 41 rubrics were developed at OWU during the last two years of the Quality Initiative. Five of those are for university-wide use, twenty-one are used in department-wide assessment and fifteen are course specific. We anticipate that ten additional university-wide rubrics will be developed

within the next year, related to our OWU Graduate Capabilities. Since we are still in the development and early implementation stage, the impact on student learning remains to be assessed.

4. Explain any tools, data or other information that resulted from the work of the initiative.

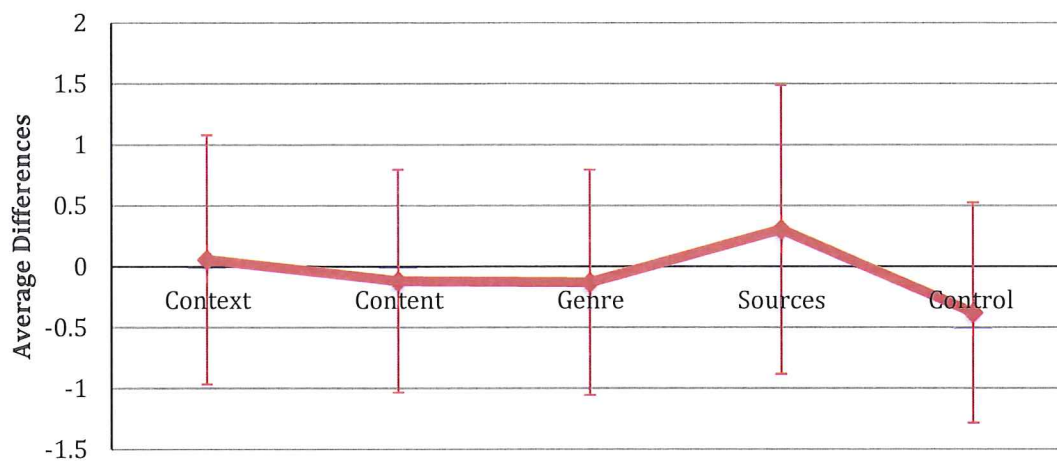
As stated in item 3, 41 rubrics were developed, for items ranging from course-specific assignments to university-wide learning outcomes. Five rubrics have been developed to date for university-wide outcomes: three for OWU Graduate Capabilities, one for travel learning courses and one for internships. Twenty-one rubrics were developed for department-wide assessment: four by Comparative Literature for assessing reading and writing in 100- and 200-level courses; one by Modern Foreign Language for assessing writing in Spanish; three by Education for assessing students' self-reflections related to teaching, for incorporating instructional strategies for English for Speakers of Other Languages (ESOL) by pre-service teachers, and a dispositional assessment for prospective majors; two for assessing lab work and senior research in Physics and Astronomy; one for assessing Business Administration majors; one for assessing writing in Sociology/Anthropology; one for assessing Health and Human Kinetics majors; one for assessing Religion majors; and seven for assessing Music majors. Fifteen course-specific rubrics were developed: two in Dance, three in Journalism, three in Politics & Government, two in Psychology, one in Zoology, two in Japanese, one in French and one in Women's and Gender Studies. These rubrics were developed through intentional (and hence "monitored") processes in the Quality Initiative. What has not been tracked are other modifications to rubrics or development of new rubrics that has been spurred by discussions and other experiences surrounding this initiative. While some of these data might have been uncovered by a follow-up survey at the end of the initiative, such a survey is a burden on participants, yields incomplete information, and (most importantly) suggests that this important work is part of an administrative/bureaucratic process rather than primarily of pedagogical importance. We decided it was worth sending the wrong message to gain a few additional examples.

In the first two years of the initiative OWU gather data using some of the VALUE rubrics and OWU student work. Some of the data were generated locally, by scoring over 300 student papers using three of the VALUE rubrics. Other scores were generated nationally as part of the AAC&U VALUE project, in which OWU participated. We received those scores and compared them (where applicable) with scores for the same papers that were evaluated by OWU faculty. A fundamental result found in both OWU and national scores is that OWU seniors scored about one point higher (out of four) than first-year students for all learning dimensions on both Written Communication and Critical Thinking, as shown in the charts below:

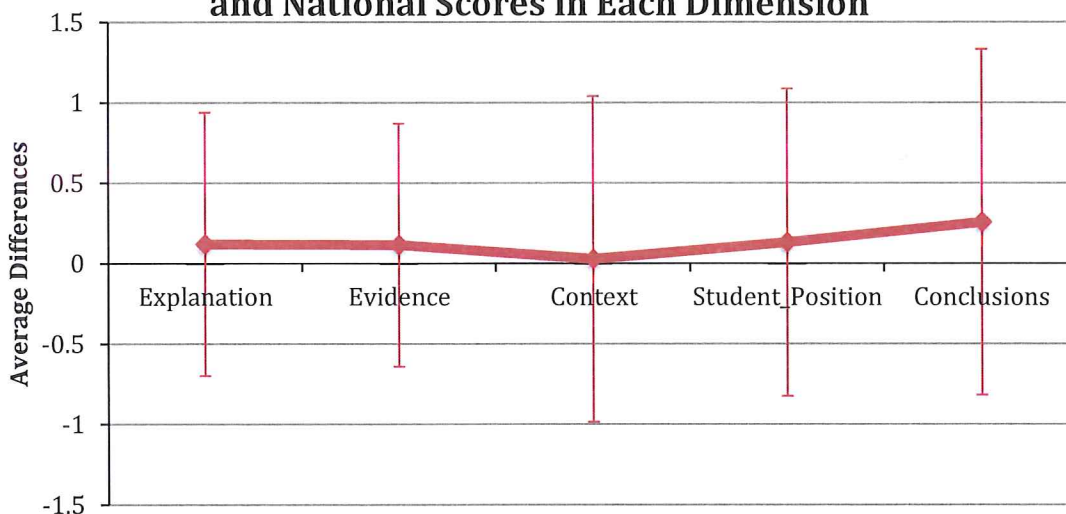


While the *average* scores for OWU and national scorers largely agree within one standard deviation of the mean, the *range* of scores on the same paper is highly variable, as seen in the charts below, where the standard deviation of the *differences* in scores between OWU and national (for the same paper) hovers around one out of four.

### Written Communication Average Differences between OWU and National Scores in Each Dimension



### Critical Thinking Average Differences between OWU and National Scores in Each Dimension



Longitudinal comparisons of work done by a student early and late in their college career might be more meaningful, but we did not have the time or resources to conduct such a study as part of the QI. As we move forward with internally generated rubrics that may be used across campus, such analysis would be possible (see item 9).

VALUE scores generated by OWU and national scorers were reported back to faculty who had submitted papers, with an invitation for questions or comments. Essentially no comments were received. The only notable feedback expressed concerns about the results of using a generic rubric (one of the VALUE rubrics) to score her students' work, as it did not reflect the quality of the work these students produced. She wondered if the problem was that the scorers might be from disparate disciplines (which turned out not to be the case, purely by luck of the draw). The faculty



member's detailed comments correlated with several key issues that scorers identified when using the VALUE rubrics and reflection on the overall process:

- 1) The meaning of the scores (1-4) on VALUE rubric dimensions is not the same as grades on papers, a fact that non-scorers would not know a priori.
- 2) A 4 on the VALUE scale is typically aspirational. As one scorer noted in the discussion time, s/he was "not sure faculty reached this level until they were in their thirties."
- 3) The variations in scores using VALUE rubrics are significant.
- 4) Some dimensions in existing VALUE rubrics are problematic, either due to ambiguous wording, multiple ideas within a given dimension, or uneven applicability across disciplines.
- 5) Having numbers for VALUE dimensions is not enlightening for a given student or a given course. In fact, while composite scores indicate that seniors are more capable than first-year students, we did not find the results particularly actionable at the institutional level. They are too general, after averaging. AAC&U found interesting results by pooling scores from all the participating institutions (<https://www.aacu.org/OnSolidGroundVALUE>).
- 6) The value in scoring using a rubric accrues to the *scorer* rather than the instructor or student, since the scorer sees explicitly where students are successful and what assignments draw out the best in students. VALUE scoring is a faculty development opportunity, as noted in comments in item 7.
- 7) Scoring by rubric would probably be more effective if performed by the faculty member who gave the assignment. Such scoring would be more efficient (as it could be done at the same time the paper is graded, not requiring extra readings), would produce more reliable and consistent scores, and would allow the instructor to see the paper through the rubric lens, and hence think about ways to enhance student learning and performance in the future.

These general observations about the use of VALUE rubrics encourages us as an institution to generate our own rubrics, often following the VALUE philosophy, but with an eye to minimizing the problems outlined above.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

One challenge that we encountered as we moved through our Quality Initiative was the lack of helpfulness of VALUE rubric scores, as described in item 4. The scoring process itself was helpful, as a learning experience for faculty members individually and collectively and as a way to engage with a tool that we have adapted to our own purposes here at OWU (also described in item 4). AAC&U found the data gathered from the scores of thousands of student papers from over 90 institutions and found interesting trends and results, published in "On Solid Ground" (<https://www.aacu.org/OnSolidGroundVALUE>). On a smaller scale, however, the scores are not illuminating in a way that would allow faculty (or perhaps students) to modify their work. The thinking behind the scores, *i.e.* the scoring itself, is key for meaningful change.

Another challenge is timing. When proposing the initiative we could not readily anticipate how long some aspects of the proposal might take and what changes in the campus conversations might redirect and enhance our efforts. For instance, we have not yet had extensive conversations about signature assignments and their assessment, though the idea of signature work is a key element in our OWU Connection, which is part of the Curricular Cohesion Task Force's focus. So the time is coming, but not during the three-year time frame of the QI. Two of the rubrics that we developed last year, for Travel Learning Courses and Internships, have not yet been used, again due to where we are in the process. They are just a bit ahead of their time, but are waiting in the wings until they are called upon.

Our biggest opportunity is related to the challenge around the Curricular Cohesion discussions. Here the timing worked well, primarily because the rubric work started the conversation around learning language and outcomes and its relation to our general education requirements. The initiative developed avenues for discussion and involved large numbers of faculty, so change arose naturally. The direction and timing could not be predicted at the outset, but are gratifying to see. The thoughts expressed after VALUE scoring (shared in item 7) started the conversation. The success of the Rubric Development Grants led the Assessment Committee, at the end of year two, to discuss how OWU might develop more commonality in our assessment processes within and across departments, which is not how we have historically functioned. Ideas related to common language around learning led to the development of OWU Graduate Capabilities, described in item 2, and then, naturally, to how they might best be assessed. The existing knowledge of VALUE rubrics and development of new ones led naturally to pilot projects for Summer 2018. The opportunity for using our newly gained expertise to provide the desired commonality and enhanced student learning is before us and should proceed during the next academic year.

### **Commitment to and Engagement in the Quality Initiative**

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

Throughout the QI proposal and implementation process the Assessment Committee has been a sounding board, decision-making body, and leader. The Assistant Provost for Assessment and Accreditation has handled detail work to allow plans to unfold. The Associate Dean of Academic Affairs for Faculty Development has been increasingly involved in the work over the last two years. Participation in various aspects of the initiative has been widespread (out of about 130 full-time faculty): Sixty-eight faculty and five staff, representing all academic departments, have participated in one or more parts of the project. Fifty-one different faculty and staff attended informational workshops during the first two years of the program, many multiple times. Twenty-eight different faculty were involved in on-campus scoring using VALUE rubrics. Three faculty scored nationally using VALUE rubrics. Eight departments or programs received Rubric Development Grants. Thirty-seven faculty worked on developing rubrics for use at OWU. Eight faculty worked to develop the OWU Graduate Capabilities.

In June 2018, faculty who had participated in one of the aspects of the QI were asked to take a short survey. The response rate was over 50%. 92% of the respondents said that the activities in which they participated were helpful or definitely helpful and only 8% said they were somewhat helpful and no one said they were not at all helpful. Specific benefits listed in the survey are described in item 7.

7. Describe the most important points learned by those involved in the initiative.

Faculty reported their reactions and learning from participating in parts of the Quality Initiative primarily in two ways: discussions after scoring using VALUE rubrics and the survey of participants in June 2018.

The comments from discussions in the summer of 2015 and 2016, after scoring sessions, informed the later portions of the QI in positive ways. A sample of particularly valuable and insightful comments is included below, from most general to most specific:

- Would be helpful to our students if we had some common language/terminology across courses so that they recognize that what we are teaching is transferable and significant (not just the idea/concern of one faculty member)
- Would be helpful to have a campus discussion where we could identify commonalities related to critical thinking
- Might instructors across campus use a template in conjunction with their writing assignments that clarify to students the aspects that they need to address in their papers, to be concrete in the assignment and to show students the commonality (as well as differences) in writing in different courses? (Might be required for courses that generate writing credit? Could be reinforced in Writing Center.)
- 4s on the rubric seem quite aspirational. Not sure that faculty reached these levels until they were in their 30s.
- We could ask students, rather than faculty, to provide papers for scoring representing specific skills, if they had a portfolio.
- Unfavorably surprised—the papers were less polished, less strong in analysis, less strong in accomplishing complex tasks than expected. They lacked meaningful use of sources.
- Many thoughts about how students' writing might be improved [indicating the faculty development role of this process]
- Faculty need to ask more in-depth questions because the students often just give surface reactions. Some students reflected, but many just “got through the assignment.”
- Struck by the lack of self-awareness of students. Even the best students struggle here. Develop more targeted assignments; guide the students.
- Some of the dimensions from the Critical Thinking rubric might be added to the Written Communication rubric to provide a rubric for scoring papers within a course

- Some critical thinking is going on in papers that isn't captured in the rubric, such as setting up an experiment and interpreting results
- For the Written Communication rubric you can read *down* through the dimensions at the same level of performance and expect that if the total is high, the paper is of high quality. Not so with the Critical Thinking rubric. A student might get all 4s, yet not have as good a document. Students should be encouraged to analyze and evaluate their thinking in order to *improve* their thinking.
- At OWU we could develop subcategories under the dimensions for different divisions
- A rubric should not have significant overlap between dimensions—the rubric should delineate categories, so that a particular attribute is scored only once. The Critical Thinking rubric doesn't do this well.
- Should the Academic Policy Committee reconsider the description of diversity by looking at this rubric? Would be very useful to develop learning outcomes that are required for areas such as diversity and request learning tasks within courses that meet the learning outcomes, rather than just consider the topics covered in the course.
- Value in getting more faculty to participate in this scoring exercise?
  - Absolutely. Helps you get a sense across campus about concerns and strategies. Connects you to other faculty members. Helps us be more effective in the classroom because thinking about the dimensions raises the question, “Do I do this in the classroom?”
  - Imperative as a university requirement (diversity)—we need this sort of rubric. Same with the writing requirements.
  - Invite faculty who teach diversity courses to score the Intercultural papers—learn from the ideas/perspectives of the other scorers. Also gain ideas to modify assignments.
- How might the rubric be modified?
  - Keep the focus on the positive in the cells of the rubric; show the student that s/he has *reached* a particular level, but that there are higher levels to strive for
  - Make the descriptors in the boxes more specific and more readily distinguished
  - Don't use a generic rubric for general grading, as it would lead to “teaching to the rubric.” Some assignments can have a very specific focus, which may be buried in a general rubric
  - A more general rubric is helpful to guide students without having them focus overly on the details (and lose the big picture)
  - A writing rubric could have some things in common, but also course-specific variations—would be helpful for students to see the similarities and differences from one course to the next
  - Could have a rubric with common dimensions (left-most column), but different descriptors in the content cells; could have *key words* in cells
  - Develop good, meaningful language for the cells (not “flow,” “vague,” “poorly organized”)

- Need a dimension that indicates whether the paper responds appropriately to the assignment (content, length, etc.)
- Could we have a cell for “Does the paper respond to the assignment?” and ask professors to score that cell for the papers they submit for assessment?
- Rubrics have multiple purposes: grading, clarifying expectations for students, assessment. The second is the place we should start/the most important.

Comments from the June 2018 survey were in response to a question about key take-aways from their participation in one more QI activities. Many of those responses are listed below in related groups:

- Practical results
  - Ability to create rubric
  - Ability to effectively revise existing rubric
  - How to enhance inter-rater reliability
  - Curriculum map to see where learning objectives were being covered
  - Time and place/opportunity to actual make (quality) revisions
  - Rubric best practices; how to delineate quality differences
  - Rubrics for new assessment procedures in department
  - VALUE rubric model works well and is adaptable. Wording in the cells is important to aid grading. Only one learning outcome should be included in any given row.
- Ideological results
  - Thinking about the assignments, not just the rubrics
  - Better understanding (by faculty member) or writing and critical thinking expectations
  - Recognition that other (faculty) have different ways of thinking about a topic/learning outcome
  - Learned about and was able to help faculty in other disciplines “which was validating and has prompted me to ‘lean in’ more....Working with colleagues in other disciplines, again, proves to be eye-opening and plain fun.”
- Results affecting faculty/departments
  - Ongoing intra-departmental conversations about how to improve curriculum: “It has offered me, and my department (MFL) an assessment of our program. Furthermore, it has offered us ways to begin an ongoing conversation that has as an objective make improvements to our curriculum.”
  - Departmental learning goal discussions and communicating those to students
  - A venue for starting difficult conversations about department-wide challenges through a task-oriented, non-personal process
  - Department provided with (developed) “a clear definable way to evaluate students based upon the departmental learning objectives”
- Results affecting students
  - Clearer grading and feedback procedures

## Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

The Assessment Committee, consisting of four faculty representing the four academic divisions at OWU (Fine Arts, Humanities, Natural and Social Sciences), three administrators, and one or two students, guided the development and implementation of the initiative. While not the only business of this committee, the focus on rubrics (particularly their development and implementation) informed much of the work over the last three years. The Assistant Provost for Assessment and Accreditation spent significant time organizing activities, gathering and submitting papers for national VALUE scoring, leading scoring and rubric workshops, analyzing data, and providing general guidance for the QI. Student workers (Assessment Assistants) in all three years also helped with organization and analysis of data. As stated in item 6, 68 different faculty and five staff participated in at least one aspect of the initiative, with many participating multiple times.

Financial support for the initiative came primarily from two external grants. Sherman Fairchild provided support to Great Lakes Colleges Association (GLCA) schools that participated in the national AAC&U VALUE project. Ohio Wesleyan received \$70,000 as part of this program, which funded many of the activities described in this report. Almost all of the Sherman Fairchild funds had a direct impact on this initiative. Ohio Wesleyan has also been part of a six-college program on Curricular Coherence funded by the Teagle Foundation. Some of OWU's funds for 2017-18 (about \$1600) have been used in support of this project. In addition to the time of the Assistant Provost and Associate Dean, OWU covered their travel (as well as the former chair of the Assessment Committee) to the Higher Learning Commission Annual Conference in April 2018 to present a session on this Quality Initiative.

## Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

As we head into the 2018-19 academic year we will be ready to use what we have learned from the pilots of two rubrics for OWU Graduate Capabilities to move forward. Next steps will include

- sharing information with the faculty about the process and seeking their input
- finding faculty to help develop rubrics for the remaining ten capabilities
- sharing rubrics with faculty and encourage their use
- sharing rubrics with students to aid their understanding of the learning outcomes
- devising a rotating schedule for assessing the thirteen capabilities
- determining what artifacts can be gathered from students to use for assessment
- determining who will apply the rubrics to the student work selected
- training scorers in using the rubrics

- gathering initial data and performing analyses to see what can be learned across campus and across years in college
- regularizing and streamlining data collection and analysis
- performing longitudinal studies to show student growth
- determining the venues in which results will be discussed and actions taken

In parallel with the rubric work will be discussions about the OWU Connection and our general education requirements. These discussions may lead to additional opportunities to use our rubric expertise to efficiently and effectively gather data on student learning, particularly if students are required to generate portfolios of their OWU experiences.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

While we have developed many rubrics during our Quality Initiative, they are largely particular to Ohio Wesleyan and our learning outcomes. They will be accessible by the public when they are completed, through our website. Three OWU faculty/administrators presented a session at the Pathways Workshop in April 2018 at the HLC Annual Conference related to the development of our QI proposal and its implementation. That presentation was available electronically through the Conference website.