

Synthesis - Yr 1 Follow up - Category Course Review Form - 2014-2015

Baccalaureate Core Category Review Form - Synthesis Follow Up - 2014-15 This form is intended for the followup review of Baccalaureate Core (Bacc Core) Synthesis courses If you teach a Bacc Core course that is not in this category, please contact Stefani Dawn at 541-737-0919 or stefani.dawn@oregonstate.edu to obtain the correct form. -----

----- Per recommendations adopted by the Faculty Senate in June of 2010, OSU now has defined learning outcomes for each Baccalaureate Core Category. Many schools and departments are already engaged in assessing student learning in their courses as part of their program level assessment. This form is intended for units to update and describe how the Baccalaureate Core Category Learning Outcomes are being measured in their individual Baccalaureate Core Courses and based on these measures how well students are attaining the outcomes. The Baccalaureate Core Committee will use information submitted on this form as part of its category review process. Please respond to the best of your ability. -----

----- If you need information about the course for which this form is being submitted please go to <http://catalog.oregonstate.edu/bcc.aspx>

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*****IMPORTANT***** Before you continue, please note that this form is only for the course: `#{e://Field/Course} #{e://Field/Title}`. If you are attempting to submitting information for a course other than `#{e://Field/Course}`, please either access the correct link you received in your email or contact Stefani Dawn (stefani.dawn@oregonstate.edu) for a link to the correct course.

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Do you want this course to continue to be a part of this Baccalaureate Core Category? If you select no, you will be taken to the end of the form and the Baccalaureate Core Committee will initiate the removal of this course from this particular category. If you select for the course to no longer be part of the Baccalaureate Core, the BCC will initiate the process of removing its Bacc Core designation.

- Yes
- No

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*****IMPORTANT***** Below is a list of the common reasons courses were not re-certified in the last Synthesis review. Please make sure that your submission fully demonstrates these points in your answers below. Provide clear links between Baccalaureate Core Category Learning Outcomes and specific course activities. Include a detailed description of assessment plans for all category outcomes. Present a complete description of assessment data collection/reporting and how the data is used to make decisions about course changes. Provide clear evidence for Outcome #3 which addresses the Synthesis category criteria that the course include evidence-based writing. Additional: For courses with multiple sections and instructors each term, provision of intentional opportunities for all involved with the course to discuss student achievement (or lack thereof) of the Baccalaureate Core Category Learning Outcomes associate with the course.

In your responses to the following questions, please explain how this course's content, activities, and assignments pertain to and help demonstrate student attainment of the following learning outcome: Learning Outcome 1: $\{e://Field/SLO1\}$

SLO 1: Describe how this course's content, topic, and approach align with or meet this learning outcome. (If you are reporting on multiple sections with differing focus/approaches, please make sure to answer this question for each section).

SLO 1: Describe the assignments and grading method/measures used to assess this outcome. Please do not just list "exam" or "paper" but describe the assignment/activity as well as how it is assessed/graded specifically for achievement of this outcome. Please be sure to include a description of any standardized grading tool, such as required areas on a rubric or checklist, or achievement of a certain benchmark that would then indicate that a student has achieved this learning outcome.

SLO 1: Please summarize any areas or tasks where students struggled with regards to achieving this learning outcome.

SLO 1: Please summarize any areas or tasks where students showed strength with regards to achieving this learning outcome.

SLO 1: Using your assessment of student work and the scale below, please categorize student attainment of the outcome.

_____ Student Attainment of SLO 1

SLO 1: Describe any plans you may have for course changes based on the results of your assessment of student attainment of this outcome. If there are no planned changes at this time, please write "None." (At the end of this form you will have an opportunity to describe any additional or general changes to the course)

In your responses to the following questions, please explain how this course's content, activities, and assignments help demonstrate student attainment of the following learning outcome: Learning Outcome 2: $\{e://Field/SLO2\}$

SLO 2: Describe how this course's content, topic, and approach align with or meet this learning outcome. (If you are reporting on multiple sections with differing focus/approaches, please make sure to answer this question for each section).

SLO 2: Describe the assignments and grading method/measures used to assess this outcome. Please do not just list "exam" or "paper" but describe the assignment/activity as well as how it is assessed/graded specifically for achievement of this outcome. Please be sure to include a description of any standardized grading tool, such as required areas on a rubric or checklist, or achievement of a certain benchmark that would then indicate that a student has achieved this learning outcome.

SLO 2: Please summarize any areas or tasks where students struggled with regards to achieving this learning outcome.

SLO 2: Please summarize any areas or tasks where students showed strength with regards to achieving this learning outcome.

SLO 2: Using your assessment of student work and the scale below, please categorize student attainment of the outcome.

_____ Student Attainment of SLO 2

SLO 2: Describe any plans you may have for course changes based on the results of your assessment of student attainment of this outcome. If there are no planned changes at this time, please write "None." (At the end of this form you will have an opportunity to describe any additional or general changes to the course)

In your responses to the following questions, please explain how this course's content, activities, and assignments help demonstrate student attainment of the following learning outcome: Learning Outcome 3:

SLO 3: Describe how this course's content, topic, and approach align with or meet this learning outcome. (If you are reporting on multiple sections with differing focus/approaches, please make sure to answer this question for each section).

SLO 3: Describe the assignments and grading method/measures used to assess this outcome. Please do not just list "exam" or "paper" but describe the assignment/activity as well as how it is assessed/graded specifically for achievement of this outcome. Please be sure to include a description of any standardized grading tool, such as required areas on a rubric or checklist, or achievement of a certain benchmark that would then indicate that a student has achieved this learning outcome.

SLO 3: Please summarize any areas or tasks where students struggled with regards to achieving this learning outcome.

SLO 3: Please summarize any areas or tasks where students showed strength with regards to achieving this learning outcome.

SLO 3: Using your assessment of student work and the scale below, please categorize student attainment of the outcome.

_____ Student Attainment of SLO 3

SLO 3: Describe any plans you may have for course changes based on the results of your assessment of student attainment of this outcome. If there are no planned changes at this time, please write "None." (At the end of this form you will have an opportunity to describe any additional or general changes to the course)

Please describe any general changes you have planned for the course.

Please indicate what evidence (if any) relative to Baccalaureate Core Category Learning Outcomes that you archive at the department level. Select all that are applicable:

- No evidence has been archived
- Artifacts of student learning (writing samples, exams, projects, etc.)
- Syllabi
- Sample assignments
- Minutes from instructor/department meetings regarding the course
- Indirect survey results (e.g. assessments of student perceptions of learning)
- Rubrics
- Other (please indicate specifics in the box below) _____

From the options below, please select the process(es) your unit uses to consider changes to Baccalaureate Core Courses.

- It is left to the individual instructor to make changes and adjustments to his/her particular course
- One instructor coordinates/facilitates changes across multiple sections and instructors for a single course
- Multiple instructors of the same course collaborate and plan changes for their courses together
- There is a unit or department level discussion or meeting where changes are planned
- There is not a consistent process for making changes to the course
- I don't know/not sure
- Other (describe below) _____

Please list any prerequisites or restrictions on the class (e.g. previous course completion, sophomore level and above, etc.)

If the course has prerequisites or restrictions, are they enforced or recommended?

- Enforced
- Recommended
- Not Applicable

Using the list of faculty identified on the summary sheet, please fill out the table for each of the individual faculty-level instructors (i.e. not TAs) directly associated with this course in the past academic year.

	Faculty Level Instructor	Faculty Role		Faculty Member Rank		
If there are more than 6 faculty for this course, please write "Others" in this box	Names	Primary instructor who teaches his/her own section	Coordinates/Supervises TAs that serve as primary instructors	Tenure Track Faculty (Full Professor, Associate, Assistant Level)	Instructor/Senior Instructor Level	Other
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please write the number of different teaching assistants (GTAs or GRAs) directly associated with teaching this course in an academic year and then select the option that best describes TA roles. NOTE: We are seeking the typical number that are hired and actively teaching his/her own section of the course in the past academic year. We are not asking about grading-support-only TAs in this question. EXAMPLE: If you have one TA, the same person who teaches 5 sections of the course over multiple terms, then you would write 1. If you have three different people who teach 5 sections of the course over a single term or multiple terms you would write 3.

	Follow a standardized approach overseen/closely coordinated by a faculty level coordinator	Independently creates content, assessments, and teaches own lecture/lab/recitation (even if supervised)
Number of GTAs that:		

What is the syllabus arrangement for the course? Note if the syllabi are different, a version of each syllabus must be submitted with this form. If the syllabi are the same then submit only one. If there is only one instructor then select "One instructor - not applicable."

- There is only one standardized syllabus for the course
- Course syllabi are the responsibility of the instructor and vary between instructors
- One instructor- not applicable

*****IMPORTANT***** Below is a list of common reasons a course was not recertified due to missing or incorrect information in the syllabi submissions. Please make sure all the syllabi submitted for this course fulfill the following: Contain a clear statement of the course's participation in and relationship to the Baccalaureate Core Synthesis category for CGI or STS The Baccalaureate Core Category Learning Outcomes for CGI/STS are clearly and distinctly stated verbatim and are specifically identified as Baccalaureate Core CGI or STS outcomes (see <http://oregonstate.edu/ctl/baccalaureate-core> for specific outcome wording) Transparency on syllabi – both with how the course fits the category and how the specific activities in the course will help students achieve the Category Learning Outcomes

Please upload a file for each section of the course that has a unique syllabus .

Syllabus 1: Please upload a pdf of the most current/updated syllabus. If the syllabi and assessments between sections are the SAME, only one representative syllabus is needed. If there are different instructors with different syllabi and assessment types, one syllabus per instructor is sufficient. Name the file as follows: Designator-number-instructor last name-SYL (e.g. ENG-400-last name-SYL)

Syllabus 2Name the file as follows: Designator-number-instructor last name-SYL (e.g. ENG-400-last name-SYL)

Syllabus 3Name the file as follows: Designator-number-instructor last name-SYL (e.g. ENG-400-last name-SYL)

If there are additional Syllabi for the course. Please indicate here and email those to Stefani Dawn at stefani.dawn@oregonstate.edu.

This course has additional syllabi (beyond the three included with this form) and they will be emailed.

Please provide the names of the primary contact/submitter for this course.

	Name of Submitter	Email Address
Provide the name of the primary contact/submitter		

Please provide the names of additional contact(s)/submitter(s) for this course.

	Name of Submitter	Email Address
Provide the name of additional submitters		
Provide the name of additional submitters		
Provide the name of additional submitters		

You have indicated that you do NOT want this course to continue as a Baccalaureate Core Difference, Power, and Discrimination (DPD) course. The Baccalaureate Core Committee will initiate the process to drop the Bacc

Core DPD designation/attribute for this course. This change will become effective Summer 2016. If this is incorrect and you do want the course to continue as a Bacc Core course, please click on the “Back” button and complete the remainder of the review form. If this course has not been offered and there are no plans to offer it in the future, the Office of Academic Programs, Assessment, and Accreditation (APAA) can initiate the drop course process. If you would like to drop this course from the catalog please write “Drop this course” in the space below. Otherwise leave the space blank and only the Bacc Core/WIC designation will be dropped.

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This is the final page of the review form. Only select the "Submit" button if you are ready to submit the form. If you are unsure or think you might want to edit questions then do not select "Submit". Simply close the survey and your responses will have saved. When you return you will see this page and you can use the back navigation button ("Back") to take you to previous pages of the form. When you are done, you will be prompted to download a .pdf of your responses. Please save a copy of your responses for your records. Thank you for completing this form, sharing your knowledge of student learning, and participating in the Baccalaureate Core.

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