UCC Recommendations for Assessment Language
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The University Curriculum Council requires all courses to have course learning outcomes. As described in the Individual Curriculum Committee Guidelines (Fall 2018-19, pg. 10):

> Course learning outcomes are what the instructor expects students to know or be able to do upon the completion of the course. All courses submitted to ICC are expected to have observable and measurable learning outcomes.

The University Curriculum Council also acknowledges that there may be some confusion among the use of common terms associated with learning at Ohio University. The following are UCC's recommendations for use of terms.

Learning Goals
Learning goals refer to broad, general statements about what is to be learned. They are typically abstract, intangible, long-term, and often hard to measure. An example of a learning goal is Critical Thinking, which is defined as "a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion" (AAC&U, 2009). OHIO passed Common Goals for all Baccalaureate Programs at Ohio University in Spring 2014 (https://www.ohio.edu/facultysenate/resolutions/upload/CommonGoalsforOU_TFfinal.pdf).

Learning Objectives
Learning objectives describe what an instructor intends to address in a course, module, or other learning experience. At the program-level, instructional learning objectives may also refer to what a program aims to do. Instructional learning objectives are generally less broad than goals yet broader than student learning outcomes. An example of an instructional learning objective is "This course will expose students to the major research methods of the discipline."

Learning Outcomes
Learning outcomes describe the learning that will take place through concise statements, made in specific and measurable terms, of what students will know and/or be able to do as the result of having successfully completed a course, program, or other educational experience. Learning outcomes begin with the phrase "Students will be able to…" Student learning outcomes for Ohio University's Common Goals for all Baccalaureate Programs are provided in the Appendix.

Learning Outcome Performance Levels
Learning outcome performance levels (or quality levels) describe each expected stage of progress toward achievement of learning outcomes. For example, a grading rubric could describe progress toward achievement of a learning outcome as "below expectations, meets expectations, and exceeds expectations" or a developmental rubric might describe progress toward achievement of a learning outcome as "benchmark, milestone, and capstone."

Assessment
Assessment is the ongoing process of systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches expectations (Suskie, 2009).

Teaching-Learning-Assessment Cycle (or Assurance of Learning Cycle)
The TLA process is a four-step cycle that includes the following (Suskie, 2018):

1. Establish clear, observable expected *outcomes* for student learning.

2. Ensure that students have multiple, authentic, and sufficient *opportunitie*s to achieve those goals.
3. Systematically gather, analyze, and interpret *evidence* about how well student learning meets established goals.
4. Use the resulting information to understand and *improve* student learning

Closing the Loop

Closing the Loop is the fourth step of the TLA cycle. In this step, evidence of student learning is used to understand and improve student learning by improving the other steps (1-3) in the cycle: establishing outcomes, ensuring sufficient learning opportunities, and assessing learning.

Assessment Clearinghouse

The *Assessment Clearinghouse* centrally houses college, department and program level documentation of the on-going Teaching-Learning-Assessment Cycle and Closing the Loop processes. Based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework, the *Assessment Clearinghouse* has four reporting components, which align with the TLA Cycle:

1. Student Learning Outcomes
2. Assessment Plan
3. Evidence of Student Learning
4. Use of Student Learning Evidence

References:

Association of American Colleges and Universities (AAC&U). (2009). Critical thinking VALUE rubric. Retrieved from https://www.aacu.org/value/rubrics/critical-thinking

Diamond, R. (1998). Clarifying Instructional Goals and Objectives. In Diamond, R. Designing and Assessing Courses and Curricula. A Practical Guide (2e., pp.132-133). San Francisco, CA: Jossey-Bass.

Suskie, L. (2018). Assessing Student Learning: A Common Sense Guide (3e). San Francisco, CA: Jossey-Bass.

APPENDIX

Common Learning Goals & Learning Outcomes for Baccalaureate Programs at Ohio University

The following provides definitions of the common learning goals for all baccalaureate programs at Ohio University as well as learning outcomes for each learning goal. Goals, definitions, and outcomes were developed using the LEAP Essential Learning Outcomes (AAC&U, 2009).[1]

Learning Goal: Critical Thinking

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Learning Outcomes

1. *Explanation of issues*. Students will be able to critically state, describe, and consider an issue or problem
2. *Evidence*. Students will be able to use information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
3. *Influence of context and assumptions*. Students will be able to systematically and methodically analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.
4. *Student's position*. Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is imaginative, recognizes complexities, and acknowledges limitations.
5. *Conclusions and related outcomes*. Students will be able to state conclusions and related outcomes (consequences and implications) logically and in a priority order.

Learning Goal: Written Communications

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Learning Outcomes

1. *Context and purpose*. Students will be able to demonstrate an understanding of the context and purpose for writing such that the text has the writer's intended effect on an audience
2. *Content development*. Students will be able to use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3. *Genre and disciplinary conventions*. Students will be able to use formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices appropriate for a specific academic field.
4. *Sources and evidence*. Students will be able to use and source texts (written, oral, behavioral, visual, or other) to extend, argue with, develop, define, or shape the writer's ideas.
5. *Control of syntax and mechanics*. Students will be able to use syntax and mechanics effectively to communicate ideas.

Learning Goal: Oral Communications

[1] Definitions and learning outcomes have been developed from Association of American Colleges and Universities (AAC&U). (2009). VALUE rubrics. Retrieved from https://www.aacu.org/value-rubrics

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Learning Outcomes

1. *Organization*. Students will be able to group and sequence ideas and supporting material such that organization reflects the purpose of the presentation, is cohesive, and accomplishes the goal(s).
2. *Language*. Students will be able to use appropriate, unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience
3. *Delivery*. Students will be able to use posture, gestures, eye contact, and voice to enhance the effectiveness of a presentation and to make the speaker appear polish / confident.
4. *Supporting material*. Students will be able to provide credible, relevant, and convincing information (e.g., explanations, analogies, quotations, statistics, examples, contexts) that supports the principle ideas of the presentation or establishes the presenter's credibility on the topic.
5. *Central message*. Students will be able to articulate a precise, compelling, and memorable purpose or main point of a presentation.

Learning Goal: Quantitative Literacy

Definition: Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Learning Outcomes

1. *Interpretation*. Students will be able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. *Representation*. Students will be able to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. *Calculation*. Students will be able to calculate relevant information using various mathematical formulas.
4. *Application / Analysis*. Students will be able to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. *Assumptions*. Students will be able to make and evaluate important assumptions in estimation, modeling, and data analysis.
6. *Communications*. Students will be able to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Learning Goal: Teamwork

Definition: Teamwork refers to the behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.).

Learning Outcomes

1. *Contributes to team meetings*. Students will be able to contribute ideas, solutions, and courses of action during team meetings
2. *Engagement of team members*. Students will be able to engage other team members constructively and respectfully.
3. *Individual contributions*. Students will be able to provide meaningful contributions to the team that advance the work of the group
4. *Constructive team climate*. Students will be able to foster a constructive team climate.
5. *Conflict management*. Students will be able to manage team conflict.

Learning Goal: Intercultural Knowledge and Competence

Definition: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."[2]

Learning Outcomes

1. *Cultural self-awareness*. Students will be able to articulate insights about one's own cultural rules and biases.
2. *Cultural worldwide frameworks*. Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. *Empathy*. Students will be able to interpret intercultural experience from own and others' worldview and to act in a supportive manner that recognizes the feelings of another cultural group.
4. *Verbal and non-verbal communications*. Students will be able to demonstrate an understanding of cultural differences in verbal and non-verbal communication and to negotiate a shared understanding based on those differences.
5. *Curiosity*. Students will be able to ask complex questions of other cultures and to articulate answers to these questions that reflect multiple cultural perspectives.
6. *Openness*. Students will be able to initiate and develop interactions with culturally different others while suspending judgment in value his / her interactions with culturally different others.

Learning Goal: Ethical Reasoning

Definition: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Learning Outcomes

1. *Ethical self-awareness*. Students will be able to recognize one's own ethical core beliefs and how they shape ethical thinking conduct and thinking in situations
2. *Perspectives / concepts*. Students will be able to understand ethical perspectives, theories, and/or concepts.
3. *Ethical issue(s)*. Students will be able to recognize, evaluate, and connect ethical issues.
4. *Application*. Students will be able to apply ethical perspectives, theories, or concepts to a decision-making situation.

[2] Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

5. *Evaluation*. Students will be able to evaluate alternative ethical perspectives within a decision-making situation.

Learning Goal: Integrative Learning

Definition: Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Learning Outcomes

1. *Connection to experience*. Students will be able to connect relevant experience and academic knowledge.
2. *Connections to discipline*. Students will be able to see and make connections across disciplines and perspectives.
3. *Transfer*. Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
4. *Integrated communication*. Students will be able to complete assignment using a format, language, or visual representation in way that enhance meaning.
5. *Reflection and self-assessment*. Students will be able to demonstrate a developing sense of self as a learner and to build on prior experience to respond to new and challenging contexts.