

# **Assessment Plan for GSU Core Curriculum**

## **Instructions**

**January 2016**

Each discipline offering courses in areas A through E of the core curriculum is required to assess student learning in those courses and to provide an assessment report on a regular basis. For this purpose, each unique course prefix (e.g., ANTH, CHEM, etc.) is regarded as representing a distinct discipline. Please complete an assessment plan for the core curriculum courses that are offered in your discipline, using the attached template. You may use as many pages as necessary, but one or two pages (not including attachments) may suffice for those disciplines offering only a small number of courses.

### **Core Curriculum Area Learning Outcome(s)**

Please identify the area learning outcome(s) you are assessing from the list of Core Curriculum Learning Outcomes (see Appendix). Neither the focus nor the wording of the outcomes may be modified. Core Curriculum Learning Outcomes are synonymous with General Education Outcomes (GEOs), which may be more familiar to some faculty.

The majority of disciplines will address only one Area Learning Outcome, but some may address both an Area Learning Outcome and a USG Overlay goal, and a few disciplines (ENGL, MATH, etc.) offer courses in two core curriculum areas.

### **Optional: Discipline-Specific Student Learning Outcomes (SLOs)**

Some departments at GSU have previously identified distinct discipline-specific student learning outcomes. These are no longer necessary, but if you wish to continue using them, please list and number them here. In all cases, however, such discipline-specific SLOs must be consistent with the corresponding Area Learning Outcome you are assessing.

SLOs typically concern (1) knowledge/understanding, (2) skills/competencies/abilities, or (3) attitudes/values/dispositions that students are expected to acquire through the course(s) being assessed. They should be specific, measurable, student-centered, and stated with clarity, using precise verbs.

### **Core Learning Opportunities**

List the core curriculum classes that can be used to satisfy each relevant Area or discipline-specific Learning Outcome and provide copies of the syllabi. Each course should clearly provide students with sufficient opportunities to learn, practice, and master the relevant SLO. Each course that is included in the core curriculum (Areas A-E) must provide assessment evidence to show how that course contributed to the achievement of the relevant Area Learning Outcome.

### **Assessment Methods and Targets**

List the assessment methods or instruments that will be used, making clear the corresponding Area or discipline-specific Learning Outcome. If the same outcome is assessed in more than one course or course sequence, a different method may be used for each course/course sequence, but each method should be listed separately, and each course or course sequence must use at least one method.

A method may be used to assess more than one learning outcome, and each learning outcome may be assessed by more than one method, but at least one direct method (e.g., tests, essays, presentations) must be used for each learning outcome. Course or assignment grades may not be used.

For each method, describe (1) the assignment or activity that will be assessed, (2) which students will be assessed (e.g. all class sections, a sample of sections, a sample of students across multiple sections, etc.), and, where it is not obvious, (3) the means of assessment, such as a rubric. In addition, the data collection process should be made clear. More detailed descriptions of each method, such as the instructions for an assignment or the rubric used to assess the assignment, may be attached to the plan. If a sampling plan is to be used, the sampling plan should be reviewed and approved by the Office of Institutional Effectiveness.

For each assessment method, also describe the desired results (e.g., targets, standards, benchmarks, etc.). Targets should challenge students but also reflect varying levels of student ability. They should be consistent with the rubric or other measurement devices used to assess each learning outcome. An explanation or justification for the choice of targets should be provided whenever possible.

### **Sharing and Discussion of Assessment Findings**

Describe how assessment findings will be shared and discussed among discipline faculty and other stakeholders. In particular, make clear the process that will be used to analyze assessment findings and to use them to make improvements in the core curriculum and/or the assessment process itself.

### **Supporting Documents**

List any documents, such as common course outlines, syllabi, descriptions of assessment methods, rubrics, etc., that are attached to the plan or will be provided separately.

## **Appendix**

### **Georgia State University Core Curriculum Learning Outcomes**

Approved by the USG General Education Council (October 9, 2015)

#### **Area A1: Essential Skills: Communication**

Students produce well-organized communications that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage.

#### **Area A2: Essential Skills: Quantitative**

Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.

#### **Area B: Institutional Options**

Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.

#### **Area C: Humanities, Fine Arts, and Ethics**

Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience.

#### **Area D: Natural and Computational Sciences**

Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.

#### **Area E: Social Sciences**

Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.

## **USG Overlay Requirements**

### **Goal I: U.S. Perspectives**

Students demonstrate understanding of the United States political, historical and social developments.

### **Goal II: Global Perspectives**

Students effectively analyze global economic, political, historical, cultural or geographic forces.

### **Goal III: Critical Thinking**

Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.