

Assessment Report for GSU Core Curriculum

Instructions

May 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 report 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.

For the 2015-16 reporting cycle, most reports will be submitted separately by the Atlanta campus and Perimeter College reporters. Courses that were part of the Spring 2016 joint assessment pilot will submit a combined report. Beginning with the 2016-17 reporting cycle, all core curriculum assessment reports will be submitted jointly by the Atlanta campus and Perimeter College reporters. Disciplines that offer numerous core courses may submit separate reports for subsets of core 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 a few disciplines (ENGL, GEOG, MATH, PHIL, PSYC, and SCOM) 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 are 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 learning outcome. 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 were 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 was assessed, (2) which students were 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 was 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.

Assessment Findings

For each assessment method and learning outcome assessed, summarize the data collected and principal findings. The findings for each method should relate directly to the learning outcome and the desired results, and they should provide information that is potentially useful for informing improvements in the core. More detailed descriptions, such as charts and tables, may be attached to the report or uploaded as separate documents in SLOAP.

With the exception of the courses participating in the Spring 2016 joint assessment pilot, most reports for the 2015-16 reporting cycle will address either Atlanta campus or Perimeter College findings exclusively. For those courses in the pilot, and

for all core curriculum courses beginning with the 2016-17 assessment cycle, findings should be presented for each location where the course was offered. At a minimum, findings must distinguish the performance of students in online, hybrid, and on-campus class sections, wherever applicable. Significant differences in outcomes based on location and/or instructional delivery modality must be addressed in the analysis of assessment findings.

Analysis of Assessment Findings

Where appropriate, discuss the significance of the findings in light of the desired results, findings from previous years, recent changes in the core curriculum or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the core curriculum and/or the assessment process? (2) What impact have recent changes had on student learning (indicate those curriculum changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings?

Sharing and Discussion of Assessment Findings

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

Use of Assessment Findings for Program Improvement (long report only)

Describe any changes in (1) the core curriculum and/or (2) the assessment process that are planned or being implemented in response to this year's assessment findings. Be as specific as possible with regard to the nature and timing of the changes to be made as well as their linkages to the assessment findings. Also, briefly summarize the status of previous years' action plans.

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

Note: The USG Overlay requirements have been eliminated per BOR action on March 9, 2016. For the 2015-16 reporting cycle, departments may choose to report on assessment findings related to the overlay requirements, but are not obligated to do so. Beginning with the 2016-17 reporting cycle, overlay requirements will be eliminated from the Core Curriculum Learning Outcomes.

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.