Plan for Assessment of Courses in the UG General Education Core Curriculum

Template

Department Name:

Dept. Assessment Contact:

I. Course Number and Title:

A. Course Goal #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Student Learning Outcomes (SLOs)[[1]](#footnote-1):

1. SLO 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

2. SLO 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

3. etc.

 Course Goal #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. SLO 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

2. SLO 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

Addresses UNM/HED Area \_\_\_, Competencies, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_

3. etc.

 Course Goal #3: etc.

C. How will evidence of learning be gathered?

1. What: For each SLO, identify one or more data collection points in the course. Preferably these are samples of student work already in the syllabus.

2. How: For this course, describe:

a. Will the assessment include evidence from all sections of the course, or some subset of sections? Address the validity of any proposed sample of sections.

b. Will the assessment include evidence from all students in the assessed sections or a sample? Address the validity of the proposed sample of students.

c. Will all student learning outcomes for this course be measured every time? If not, how will the complete set of SLOs for the course be subset for measurement a chunk at a time?

3. When:

a. Is assessment of student learning outcomes already underway in this course? If not, in what term (e.g., Fall 2007) will assessment of student learning outcomes commence in this course?

b. With what frequency (e.g., every term, a different term each year, etc.) will assessment of student learning outcomes take place in this course?

c. On what cycle will the complete set of SLOs for the course be assessed (e.g., all outcomes every term, a subset of outcomes each term with all outcomes every academic year,…)?

4. Who:

a. Who will administer the measure or collect the student products?

b. Who will review/mark the products relative to the SLO statements and established qualitative criteria?

c. Where rubrics (or evaluative criteria) have been developed for assessing student learning for a given outcome, please enclose a copy of the rubric/qualitative criteria.

**D. What process will be used to analyze/interpret the assessment data for this course?**

1. Who will participate?

2. How will recommendations be communicated?

3. When will interpretation and recommendations take place?

**E. How will results of assessment in this course be used for improvement?**

Note: This process may be different for each course or the same for all courses in the dept.

1. Describe the process for consideration of the implications of assessment for change:

a. to assessment mechanisms themselves,

b. to course design, and/or

c. to pedagogy

…in the interest of improving student learning.

2. Who participates in this discussion/decision making.

3. How will recommendations be communicated?

4. When will this discussion/decision making take place?

Repeat this template for each course the department offers in the undergraduate general education core curriculum

1. See *Writing Measurable Learning Outcomes Faculty Workshop.pdf,* a manual.; Huba & Freed. (2000). *Learner-centered assessment on college campuses.* Boston: Allyn & Bacon. and Driscoll & Wood. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction.* Sterling, VA: Stylus. [↑](#footnote-ref-1)