Oakland University General Education Committee

Assessment Plan for a General Education Course

**Subject Code (e.g., LIN, HRD, AH, etc.) and Course number \_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title\_\_\_\_\_\_\_\_\_\_\_\_\_**

**General Education Area(s) – check all that apply**

*\* Courses that are Writing Intensive, but do not fulfill any other General Education area, do not have to submit an Assessment Plan.*

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| **Pick ONE of the following from Category A.** | | | |
| **CATEGORY A:** | |  |  |
|  | Exploration Category: |  | Formal Reasoning |
|  | Writing (Foundations) |  | Natural Science and Technology |
|  | Arts |  | Social Science |
|  | Foreign Language and Culture |  | Western Civilization |
|  | Global Perspective |  |  |
|  | Literature |  |  |
|  | Knowledge Application |  |  |
|  | Capstone |  |  |
| **You can also pick one or more of the following *with or without choosing* from Category A.** | | | |
|  | U.S. Diversity |  |  |
|  | Writing Intensive in the Major |  |  |
|  | Writing Intensive for General Education |  |  |

**For each of the two General Education learning outcomes for this course** **(if a course fulfills more than one area, learning outcomes for all applicable areas must be addressed):**

1. What methods will be used to evaluate student learning relative to this outcome?
   1. Examples: Multiple choice exam(s), essay question(s), research paper, clinical or internship experiences, simulations, performances, etc.
   2. Embedded assessment requires only that a subset of questions or assignments address the General Education Student Learning Outcomes (GESLOs)
   3. *It is strongly recommended that the dept choose a set of questions or assignments and criteria for evaluation to be used to assess the same outcome across all the sections of a course. If different instructors will use different methods of evaluation, then include all measures for each section.*
2. Providea **sample** of the subset of questions from the assessment instruments and/or the subset of instructions for essays, research projects etc. that address this learning outcome.
3. Describe the scoring methodology and/or provide the scoring rubric/criteria.
4. Will you assess all examples of student work or a sample? If a sample, provide the proposed sample size and procedure to ensure a representative sample.
5. To ensure consistency of evaluation, at least two reviewers (the instructor and one other) will normally be required to independently evaluate samples of essays, papers, performances, presentations, arts projects, etc. Will the assessment require multiple raters and how will additional raters be identified?
6. Please identify who will be responsible - *or* how responsibility will be assigned - for each stage of the assessment process for this course.
   1. Coordination of data collection for all sections of this course
   2. Data compilation and submission to the GEC
   3. Analysis and reporting of results within the department
7. How will information regarding student achievement of the GEP student learning outcomes be used to improve the course?
   1. What steps will faculty teaching the course take to improve the course?
   2. Describe the on-going process that will be used at the department level (i.e. beyond the faculty teaching the course) to review this course and ensure quality in the future.
8. Are there areas of this process where you anticipate needing assistance?

(For example, sampling, training faculty on assessment, working with available software to capture assessment data, analysis and compilation of data).