**CORE ASSESSMENT PLAN**

***A plan outlining the details of student learning assessment***

**Section A: Course Information**

***Input*** *the following information into Section A of the Plan:*

1. Department: Click here to enter text.

2. Course(s): Click here to enter text.

3. Assessment Term: Click here to enter text.

**Section B: Learning Outcomes**

***Input*** *the course’s core IMPACTS outcome(s). The 7 specifically targeted learning goals (i.e.,* [*Core IMPACTS Outcomes*](https://www.valdosta.edu/academics/general-education/vsu-core-impacts-syllabus.php)*) come from specific areas of the Core Curriculum.*

Click here to enter text.

**Section C: Knowledge and Skills Assessed**

***Identify*** *the course-specific knowledge and skills to be assessed as related to the Core Curriculum Outcome identified in Section B. Each specific knowledge or skill should be enumerated separately. Additionally, define any discipline-specific language.*

1. Identify knowledge & skill 1

Click here to enter text.

2. Identify knowledge & skill 2

Click here to enter text.

3. Identify knowledge & skill 3

Click here to enter text.

4. Identify knowledge & skill 4

Click here to enter text.

5. Identify knowledge & skill 5

Click here to enter text.

**Section D: Level of Knowledge and Skill**

***Evaluate*** *each knowledge and skill objective identified in Section C in light of* [*Bloom’s Taxonomy*](https://www.celt.iastate.edu/instructional-strategies/effective-teaching-practices/revised-blooms-taxonomy/)*.* ***Identify*** *the levels (low, higher, highest) for each knowledge and skill objective identified in Section C.*

1. Identify the level for knowledge / skill 1.

Click here to enter text.

2. Identify the level for knowledge / skill 2.

Click here to enter text.

3. Identify the level for knowledge / skill 3.

Click here to enter text.

4. Identify the level for knowledge / skill 4.

Click here to enter text.

5. Identify the level for knowledge / skill 5.

Click here to enter text.

**Section E: General Instructional Strategies**

***Identify*** *the general instructional strategies that can be used by faculty teaching the specific course to assist students in mastering outcomes identified in Section B. Each strategy listed must be vetted by the department. Each strategy should be enumerated separately. Additionally, define any discipline-specific language.*

1. Identify instructional strategy 1

Click here to enter text.

2. Identify instructional strategy 2

Click here to enter text.

3. Identify instructional strategy 3

Click here to enter text.

4. Identify instructional strategy 4

Click here to enter text.

5. Identify instructional strategy 5

Click here to enter text.

***Attach*** *sample questions and/or activities that exemplify the instructional strategy.*

**Section F: Linking Instructional Strategies to Outcomes**

***Describe*** *the instructional strategies that will be used to assist students in mastering the Learning Outcomes identified in Section B as it relates to the general instructional strategies identified in Section E. Specifically address the connectivity between the specific instructional strategies and individual learning outcomes. This section is to be completed in two parts: 1) table, and 2) narrative providing a full discussion of the connection between the paired instructional strategies and learning outcomes.*

|  |  |
| --- | --- |
| **Strategy** | **Outcome** |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

Instructional Strategies & Outcomes Narrative: Click here to enter text.

**Section G: Assessment Activity Description**

***Describe*** *the assessment activity that will be used to measure how well students have mastered the Learning Outcomes identified in Section B as it relates to the course-specific knowledge and skills identified in Section C. Specifically address assessment issues pertaining to student response format, use of class time, ease of administration, long-term logistical issues, reliability, and. Departments and/or individual faculty should also address methods to evaluate the effectiveness of strategies chosen to reach course outcomes in order to improve instructional strategies as necessary. This section is to be completed as a narrative allowing a full discussion the assessment activity.*

***Attach*** *sample questions and/or activities.*

Assessment Narrative: Click here to enter text.

1. Specifically describe the safeguards implemented to ensure reliability of assessment results. Click here to enter text.

2. Specifically describe the safeguards implemented to ensure validity of assessment results. Click here to enter text.

**Section H: Assessment of Individual Student Proficiency**

***Describe*** *how individual student performance on the assessment activities outlined in Section E will be evaluated.* Click here to enter text.

***Attach*** *scoring guidelines and rubrics.*

***Define*** *individual student proficiency as it relates to the assessment activity and evaluation criteria identified above.*

1. Exceeds Expectations: Click here to enter text.

2. Meets Expectations: Click here to enter text.

3. Fails to Meet Expectations: Click here to enter text.

**Section I: Assessment of Aggregate Student Performance**

***Define*** *a criterion for aggregate student performance.*

1. Exceeds Expectations: Click here to enter text.

2. Meets Expectations: Click here to enter text.

3. Fails to Meet Expectations: Click here to enter text.

**Section J: Assessment Implementation**

***Construct a plan to implement the assessment. Respond to the appropriate questions below,*** *depending on assessment method (objective vs. subjective). If question does not apply, respond N/A.*

1. How many sections will be assessed? Click here to enter text.

2. How many students will be assessed? Click here to enter text.

3. If sampling is being conducted, are you sampling by section or by student? Click here to enter text.

4. How many samples are statistically “representative”? Click here to enter text.

5. What principle will be used to select samples? Click here to enter text.

6. If using subjective assessments, who will assess the work samples? Click here to enter text.

7. If using objective assessments, how will responses to the specific questions be isolated and collected? Click here to enter text.

8. How often will assessment occur? Will the assessment be conducted only once (e.g. as part of the final exam) or will assessment be reoccurring (e.g. as embedded test questions)? Click here to enter text.

**Section K: Review and Analysis of Findings**

***Develop*** *a plan to review and analyze findings*

1. Where and how will these samples be stored until they are evaluated? Click here to enter text.

2. Who will collect, collate, tabulate the results? Click here to enter text.

3. Who will review and evaluate the assessment data with consideration of the student performance criterion? Click here to enter text.

4. When will the review and evaluation of assessment data occur (e.g. during vs. end of term)? Click here to enter text.

5. Who will be responsible (e.g. individuals, Assessment Committee) for determining that aggregate student performance met the criterion proficiency? Click here to enter text.

6. Who will review instructional strategies (e.g. individuals, Assessment Committee)? Click here to enter text.

**Section L: Dissemination of Findings**

***Describe*** *a dissemination plan for the assessment findings.*

1. What internal (e.g., department, General Education Council, G2C committee) and external groups (e.g., accreditor) will review your findings? Click here to enter text.

2. Who will be responsible for reporting the findings to these groups? Click here to enter text.

**Section M: Preparation for Assessment Report and Use of Findings**

***Develop*** *a plan to ensure that assessment findings may easily translate into the General Education Council Core Assessment Report.*

1. Who will prepare the General Education Council Core Assessment Report? Click here to enter text.

2. How will the collected data be used in the General Education Council Core Assessment Report? Click here to enter text.

***Describe*** *how the assessment findings may be used for curriculum enhancement.*

1. What influential factors (e.g., course curriculum, teaching methods, student motivation, etc.) will be evaluated in light of the results? Click here to enter text.

2. What changes (if any) may need to be made if students do not demonstrate the knowledge and skills for an objective at the articulated proficiency level? Click here to enter text.

3. What changes (if any) may need to be made to instructional strategies if students do not demonstrate the knowledge and skills for an objective at the articulated proficiency level? Click here to enter text.

**Submission**. Before the start of the term in which the assessment will occur, the department head should email the completed plan to the Chair of the General Education Council at assessment [at] valdosta.edu.