**Assessment Plan**

***for the***

**General Education Quadrennial Review 2016-2019**

Please submit the completed electronic copy to gec@astate.edu

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| The General Education Committee will require you to include and address the following information in your quadrennial review assessment report submission. * Data collection methodology
* Analysis of data
* Sharing of assessment results with faculty teaching course
* Creation of action plan to address student learning across all sections offered

Please see the Quadrennial Review Assessment Timetable on page 2 for submission due dates.For more detailed information about the expectations of the General Education Committee, please click here:<http://www.astate.edu/a/shared-governance/shared-governance-committees/general-education-committee-/documents/Planning%20for%20QRII.pdf>  |

1. Course Prefix and Number

Enter text...

2. Course Title

Enter text...

3. Contact Person (Department Chair Name, Department, Email Address, Phone Number)

Enter text...

**Framework**

4. *Please mark with an X the Student Learning Outcome (SLO) you intend to evaluate.*

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| **Quadrennial Review Assessment Timetable** |
| **Review Year** | **General Education Goal** | **Student Learning Outcome** | **Due for submission** |
| **2016** | Communicating effectively | Students will be able to: Construct and deliver a well-organized, logical, and informative oral or written presentation, accurately documented, that demonstrates proficiency in standard American English [ ]  | Monday, October 3, 2016 |
| Using mathematics | Students will be able to: (1) Interpret and analyze quantitative/mathematical information (such as, formulas, graphs, and tables) [ ]  (2) Apply mathematical methods to solve problems [ ]  |
| **2017** | Developing a life-long appreciation of the arts and humanities | Students will be able to: (1) Recognize works of literature or fine arts and place them in their historical, cultural, and social contexts [ ] (2) Interpret works of fine arts or literature [ ]  | Monday, October 2, 2017 |
| **2018** | Developing a strong foundation in the social sciences | Students will be able to: 1. Explain the processes and effects of individual and group

behavior [ ] 1. Analyze events in terms of the concepts and relational proposition generated by the social science tradition [ ]
 | Monday, October 1, 2018 |
| **2019** | Using science to accomplish common goals | Students will be able to: Understand concepts of science as they apply to contemporary issues [ ]  | Monday, October 7, 2019 |

5. Connection – Briefly explain how the learning outcome you selected above relates to the discipline of the course being assessed

Enter text...

6. Assessment Instrument Description – (*Briefly describe the instrument, including how the instrument is a valid measure of the outcome. Submit the actual instrument at the end of the document under item number 10.*)

 Enter text...

7. Benchmark – *(What is the expected level of student proficiency related to the learning outcome?)*

*Enter text...*

8. Data Collection Process – *(Describe the data collection process and any planned sampling strategies. Consider the following items: term/s, section/s, location/s, modalities, and the sampling process. The data collection process should ultimately include all students taking a general education course or give all students taking the general education course an equal probability (i.e. random sampling) of being included in the data sample. This includes the Paragould campus courses, concurrent credit courses, and online, web-assisted, and traditional course formats. )*

Enter text...

9. Number of Observations – *(To the best of your ability, estimate the number of observations expected from the data collection process for the reporting period. Example: 120 expected observations (30 students per year for 4 years))*

Enter text...

10. Assessment Instrument

Enter text...