# Idaho State University
## General Education Assessment Plan - 2nd 5-Year Cycle

| **Course:** | | GERC Decision: | | Date: | |
|---|---|---|---|---|---|
| Course Title: | | | | | |
| **Objective:** | | | | | |
| GERC Notes: | | | | | |
| | | | | | |
| Department: | | | | College: | |
| Submitted by: | | | | | |
| Dept. Chair: | | **Original Plan Approval Date:** | | | |
| Received by GERC: | | Date Processed: | | GERC Agenda: | |
| GERC Course Proposal, if applicable | | UCC Catalog Proposal, if applicable | | | |

No changes are to be made above this line.

## REVISIONS: by department chair or plan authors.

### For Department's use:
1. Use "**Suggesting**" mode from the drop-down button near the right margin in the toolbar above to modify this Google Doc.
   a. If you do not have access permissions, have your department chair contact gercmail@isu.edu.
2. Fill out the table below.
3. Notify gercmail@isu.edu and your GERC Rep (see GERC Membership List) that this document has been modified.

| **CHANGES MADE by Dept.?** | *Yes or No* | Revised by: (Name) | | **Date:** | |
|---|---|---|---|---|---|
| Description of Changes: | | | | | |
| Notify GERC Rep: | | GERC Rep's Name: | | **Date:** | |

### For GERC's use:

| Need GERC Review? | | Substantive changes requiring a new Assessment Plan? | | | |
|---|---|---|---|---|---|
| GERC Rec'd: | | Processed by GERC: | | GERC Agenda: | |
| **GERC Decision:** | | | | Date: | |
| UCC Proposal Required? | | UCC Proposal Submitted: | | UCC Prop # | |

### Assessment Schedule:  2nd Cycle

| Scheduled Rotation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | 5-Year Report Due |
|---|---|---|---|---|---|---|
| **Academic Reporting Year** | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | |
| **Assessment Scheduled** | N/A | N/A | N/A | | | |
| **Outcome(s) Scheduled** | N/A | N/A | N/A | | | |
| **Annual Report Filed** | N/A | N/A | N/A | | | |
| **Outcome(s) Assessed** | N/A | N/A | N/A | | | |
| **Dept. to review & use results?** | By whom? | | | | | |
| **5-Year Report Due** | | | | | | |

*Catherine to insert appropriate Objective Learning Outcomes here when setting up this proposal:*

# General Education Course Assessment Plan - [course & number]

**Frequency of assessment reporting**. State the schedule for reporting assessment of the learning outcomes. GERC recommends that all learning outcomes be assessed annually every time the course is offered, but departments may choose selected outcomes to report annually.

**Direct assessment of student performance**. Use the table below to show the alignment of the Gen Ed Objective learning outcomes, course learning outcomes (if applicable), and assessment instruments. Use the space below the table to provide examples of questions that may be used to demonstrate each outcome. One direct assessment instrument can assess multiple learning outcomes; for example, papers, projects, exam questions.

| Objective X Learning Outcomes | Course Learning Outcomes (optional) | Direct Assessment instruments | Example questions *(listed below this table)* |
|---|---|---|---|
| i. | | | Example 1 |
| ii. | | | Example 2 |
| iii. | | | Example 3 |
| iv. | | | Example 4 |
| v. | | | Example 5 |
| vi. | | | Example 6 |
| vii. | | | Example 7 |

**Provide one example exam question, essay, or project, etc., for each learning outcome**.

**Example 1**

**Example 2**

**Example 3**

**Example 4**

**Example 5**

**Example 6**


**Example 7**



**Indirect assessment.** Describe indirect assessment materials (e.g., syllabi, course grades) and how they are used in the review process, if applicable. Indirect assessment should not rely exclusively on student evaluations. (Indirect assessment results do not need to be reported to GERC.)



**Rubrics/guidelines.** Describe how students are determined to have met expectations using the assessment instruments listed in the table above. If a rubric is used, include it here. If a rubric is not used, describe how this determination is made.



**Samples**. Describe procedures used to select a representative sample of student work for large classes.
- Small classes should assess <u>all</u> students.
- Large classes (over 100 students) may select a random sample of the class, with a minimum of 30 students. Classes with multiple sections should report assessment results for a minimum of 30 students, with students randomly selected among the sections. GERC recommends a random sample of 25% of the class, but if you find these standards burdensome, contact GERC to develop a reasonable process.



**Benchmarks**. What percentage of students meeting expectations is considered acceptable? If students do not meet this benchmark, what actions will be taken?



**Review process**. What is the process within the department for reviewing and interpreting assessment results and translating findings into curriculum changes or refinements to the assessment process? Include in your answer a description of the committee and its schedule for meeting, and how results are shared throughout the department and/or college.


**Modality.**  Please list all modes of anticipated course delivery (e.g., online, ECP).