

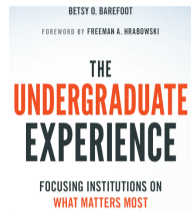
GCU ASSESSMENT

A periodic newsletter brought to you by the Director of Assessment

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Top stories in this newsletter



Assessment Matters



Institutional Student Learning Goals

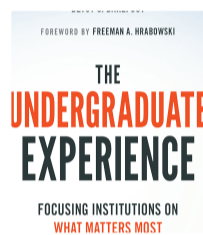


Syllabus is Key



GCU Assessment Plan

Assessment Matters because Improvement Matters



Chapter 6 of "The Undergraduate Experience: Focusing Institutions on What Matters Most" (2016) by Peter Felten, John N. Gardner, Charles C. Schroeder, Leo M. Lambert, and Betsy O. Barefoot outlines seven principles that inform good assessment practice and improvement. The principles are: Recognize That Assessment Is Fundamental to Improvement; Focus Assessment on Improving What Matters Most; Commit to Using Evidence to Inform Changes; Involve Everyone in the Process of Making Change; Adapt Best Practices from Elsewhere; Cultivate an Ethos of Positive Restlessness; Model the Process of Improvement for Students and the Institution. The full text of this chapter, and additional resources, are available on the book's website. (See <http://theundergraduateexperience.org/#resources>)

Institutional Student Learning Goals



Georgian Court's 10 Institutional Student Learning Goals are met through both curricular and co-curricular learning experiences. These ten goals cover the following areas of student life and learning:

1. Effective communication
2. Critical Thinking
- 3A. Academic excellence in the major field.
- 3B. Broad foundation in Liberal Arts.
4. Understanding of the Mercy core values.
5. Awareness of women's issues.
6. Spirituality and personal growth.
7. Value of engagement in local, national, and global issues.
8. Analytical skills to appreciate the aesthetic.
9. Leadership skills.
10. Awareness of diversity issues.

Assessment of the Institutional Student Learning Goals will be separate from General Education Program assessment. See the updated ISLG Assessment Plan in the Assessment of Student Learning (ASL) course in BlackBoard Learn, as well as the assessment results from AY 2015-2016.

Syllabus is Key



Ken Bain, the author of "What the Best College Teachers Do" states three basic elements of an effective or promising syllabus. First, it offers an explanation of the course's promise to the students -- what will they have gained, in terms of knowledge or skills, by the end of the semester? The focus moves away from what the teacher will cover to what the student will take away from the course. Second, it describes the activities in which the students will engage in order to help them fulfill that promise: the readings, the class activities, the assignments. Third, and most interestingly, the promising syllabus "begins a conversation about how the teacher and the student would best come to understand the nature and progress of the student's learning." These three components cover the learning outcomes of the course

(knowledge, skills, and attitudes), the course learning materials and assessment, as well as the evaluation of student learning as a dialog between student and teacher.

Learn more from the advice article written by James M. Lang for the Chronicle of Higher Education. See <http://chronicle.com/article/The-Promising-Syllabus/46748>

GCU Learning Assessment Plan



The GCU Provost Council approved the GCU Assessment of Student Learning Plan at its September 1, 2016 meeting. The plan outlines protocols for assessing student learning at the course, academic program, and institutional levels. The complete plan is found in the ASL course in BlackBoard Learn.

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