LINCOLN COLLEGE
GELO Assessment Report – Embedded Course Assessment
GELO Ia

GELO: Students are able to *effectively communicate in ORAL and written forms. (Communication Skills)*   **Date Submitted:** _____

Course Number and Name: _____   **Course Discipline/Program:** _____   **Student ID #:** _____

Faculty Member completing the GELO: _____   **Term: FA   SP   SU   Year: 20____**

Academic Program Head: _____ **Phone:** _____   **GELO Assessment Contact:** _____

Provide a brief, yet concise, description of the direct assessment measure (i.e., paper, exam, lab, assignment, etc.) used to complete this GELO form. ***Also, include the Course Learning Outcomes the assignment assesses***. If this GELO form is completed as the result of a REQUIRED assessment from the Master Syllabi, simply indicate "Master Syllabus Required Assessment (and indicate which required assessment"

Definition	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet Benchmark 0
1 – Organization ("Organizational Pattern" refers to: specific introduction and conclusion, sequenced material within the body, and transitions)	Organizational pattern is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is not observable within the presentation.	
2 – Delivery ("delivery techniques" refers to: posture, gesture, eye contact, and vocal expressiveness)	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative.	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable.	
3 – Supporting Materials ("Supporting materials" refers to: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)	A variety of types of reliable supporting materials make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Reliable Supporting materials make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Reliable Supporting materials make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient reliable supporting materials make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	

LINCOLN COLLEGE
GELO Assessment Report – Embedded Course Assessment
GELO Ib

GELO: Students are able to *effectively communicate in oral and WRITTEN forms. (Communication Skills)*   **Date Submitted:** _____

Course Number and Name: _____   **Course Discipline/Program:** _____   **Student ID #:** _____

Faculty Member completing the GELO: _____   **Term: FA   SP   SU   Year: 20____**

Academic Program Head: _____   **Phone:** _____   **GELO Assessment Contact:** _____

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Definition	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet Benchmark 0
1 - Context and Purpose (Includes audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	Demonstrates awareness of context, audience, and purpose to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g. expectation of instructor or self as audience.)	
2 - Content Development	Synthesizes appropriate, relevant, and compelling content, in an ethical manner, to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Synthesizes appropriate, relevant, and compelling content, in an ethical manner, to explore ideas within the context of the discipline and shape the whole work.	Synthesizes appropriate and relevant content, in an ethical manner, to develop and explore ideas through most of the work.	Uses appropriate and relevant content, in an ethical manner, to develop simple ideas in some parts of the work.	
3 - Genre and Disciplinary Conventions (Formal and informal rules inherent in expectations for writing particular forms and/or academic fields)	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	

LINCOLN COLLEGE
GELO Assessment Report – Embedded Course Assessment
GELO II

GELO: Students are able to *produce solutions to problems using critical reasoning. (Analytical Skills)*   **Date Submitted:** _____

Course Number and Name: _____   **Course Discipline/Program:** _____   **Student ID #:** _____

Faculty Member completing the GELO: _____   **Term: FA   SP   SU   Year: 20____**

Academic Program Head: _____ **Phone:** _____   **GELO Assessment Contact:** _____

Provide a brief, yet concise, description of the direct assessment measure (i.e., paper, exam, lab, assignment, etc.) used to complete this GELO form. ***Also, include the Course Learning Outcomes the assignment assesses***. If this GELO form is completed as the result of a REQUIRED assessment from the Master Syllabi, simply indicate "Master Syllabus Required Assessment (and indicate which required assessment"

Definition	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet Benchmark 0
1 - Critical Reasoning	Not only develops a logical, consistent plan to solve a problem, but recognizes consequences of solution and can articulate the reason for choosing the solution	Having selected from among alternatives, develops a logical, consistent plan to solve a problem	Considers and rejects less acceptable approaches to solving a problem.	Only a single approach is considered and is used to solve the problem.	
2 - Data Interpretation	Provides accurate explanation of information presented in mathematical or qualitative forms. Makes appropriate inference based on that information.	Provides accurate explanations of information presented in mathematical or qualitative forms.	Provides somewhat accurate explanations of information presented in mathematical or qualitative forms, but occasionally makes minor errors related to computations/units or qualitative analysis.	Attempts to explain information presented in mathematical or qualitative forms, but draws incorrect conclusions about what the information means.	
3 - Analysis of Data	Uses the quantitative and/or qualitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative and/or qualitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative and/or qualitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative and/or qualitative analysis of date as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	

LINCOLN COLLEGE
GELO Assessment Report – Embedded Course Assessment
GELO III

GELO: Students are able to *critique and evaluate diverse perspectives/ideas. (Appreciate Diversity)*   **Date Submitted: _____**

Course Number and Name: _____   **Course Discipline/Program:** _____   **Student ID #:** _____

Faculty Member completing the GELO: _____   **Term: FA   SP   SU   Year: 20____**

Academic Program Head: _____ **Phone:** _____   **GELO Assessment Contact:** _____

> Provide a brief, yet concise, description of the direct assessment measure (i.e., paper, exam, lab, assignment, etc.) used to complete this GELO form. ***Also, include the Course Learning Outcomes the assignment assesses***. If this GELO form is completed as the result of a REQUIRED assessment from the Master Syllabi, simply indicate "Master Syllabus Required Assessment (and indicate which required assessment"

Definition	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet Benchmark 0
1 - Community Diversity	Demonstrates evidence of adjustment in own attitudes and beliefs because of learning about the diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities.	Expresses attitudes and beliefs as an individual, from a one-sided view.	
2 - Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant social problems	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and world views.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and world views.	
3 - Cultural Self-Awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	
4 - Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	

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GELO Assessment Report – Embedded Course Assessment
GELO IV

GELO: Students are able to *articulate core values in making ethical choices. (Ethical Decision-Making)*   **Date Submitted:** _____

Course Number and Name: _____   **Course Discipline/Program:** _____   **Student ID #:** _____

Faculty Member completing the GELO: _____   **Term: FA   SP   SU   Year: 20____**

Academic Program Head: _____   **Phone:** _____   **GELO Assessment Contact:** _____

Provide a brief, yet concise, description of the direct assessment measure (i.e., paper, exam, lab, assignment, etc.) used to complete this GELO form. ***Also, include the Course Learning Outcomes the assignment assesses***. If this GELO form is completed as the result of a REQUIRED assessment from the Master Syllabi, simply indicate "Master Syllabus Required Assessment (and indicate which required assessment"

Definition	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet Benchmark 0
1 - Ethical Issue recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues	Student can recognize ethical issues when presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.	
2 - Core Value Development	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	
3 - Value Articulation	Articulates insights into own value-system and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these values, and how to recognize and respond to value biases, resulting in a shift in self-description.)	Recognizes new perspectives about own value-system and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own value-system and biases (e.g. with a strong preference for those values shared with like-minded others and seeks the same in others.)	Shows minimal awareness of own value-system and biases (even those shared with like-minded individuals) (e.g. uncomfortable with identifying possible values differences with others.)	

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GELO Assessment Report – Embedded Course Assessment
GELO V

GELO: Students are able to *recognize one's accountability to a larger community. (Responsible Citizenship)*   **Date Submitted:** _____

Course Number and Name: _____   **Course Discipline/Program:** _____   **Student ID #:** _____

Faculty Member completing the GELO: _____   **Term: FA   SP   SU   Year: 20____**

Academic Program Head: _____ **Phone:** _____   **GELO Assessment Contact:** _____

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Definition	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet Benchmark 0
1 - Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individuals or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	
2 - Personal and Social responsibility	Evaluates the local and broader (including global) ethical, social, and environmental issues and the consequences (including global) of individual and collective interventions on those issues.	Analyzes the ethical, social, and environmental consequences of community systems (including global) and identifies a range of actions informed by one's sense of personal and civic responsibility	Explains the ethical, social, and environmental consequences of local and national decisions on community systems (including global)	Identifies basic ethical dimensions of some local or national decisions that have community (including global) impact.	
3 - Application of Civic Knowledge	Applies knowledge and skills to suggest/implement sophisticated, appropriate, and workable solutions to address complex social, political, and cultural problems using interdisciplinary perspectives	Plans and evaluates more complex solutions to social, political, and cultural challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, or scientific).	Formulates practical yet elementary solutions to social, political, and cultural challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines social, political, and cultural challenges in basic ways, including a limited number of perspectives and solutions.	