Template for Program Assessment Plan

Direct and Indirect Assessment measures

- Each Learning Outcome of the Program should be assessed through at least 2 DIRECT measures and 2 INDIRECT measures.
- The assessment of Learning Outcomes should be completed through a scheduled and formal A-E-C cycle.
    1. Assess (gathering of assessment data)
    2. Evaluate (interpreting the data as it relates to student learning in the program)
    3. Change (making changes to the curriculum and master syllabi of courses as needed).
- Assessment Reports should be submitted yearly (by July 1) to the Assessment Committee for each scheduled learning outcome. Reports should include:
    1. A summary of the data for each measure (direct and indirect)
    2. Indication of changes made to curriculum resulting from the data
    3. Plans for future assessment of learning outcomes.

Template for Assessment Plan

Direct and Indirect Assessment measures

Program Learning Outcomes	Direct Measures	Indirect Measures	Cycle of Assessment (A-E-C)
			Assess: Evaluate: Change:

Sample Assessment Report

Lincoln College Assessment Report
Student GELO Ib: Students are able to effectively communicate in …written forms.

Aggregate Results (All Levels of Courses)

Table 1.1: Measures of Central Tendency (Mean, Median, Mode) for GELO Ib (Effective Written Communication)

Performance Indicators	Educational Strategies (Courses or other activities)	Assessment Method(s)	Assessment Source	Year of Data Collection	Pop (N)	Results (Mean Score)	Results (Median Score)	Results (Mode on GELO)	Evaluation of results
1. **Context and Purpose:** Student writing demonstrates understanding of context, audience and purpose in writing.		GELO Rubric Ib	30 courses*	2013/2014, Fall and Spring	876	1.69	2.00	2.00	Departments; Assessment Committee; Academic Committee
2. **Content Development:** Student writing synthesizes appropriate and relevant content in shaping the work.		GELO Rubric Ib	30 courses*	2013/2014, Fall and Spring	876	1.61	2.00	1.00	Departments; Assessment Committee; Academic Committee
3. **Genre/Disciplinary Conventions:** Student writing executes a range of writing conventions specific to a particular discipline.		GELO Rubric Ib	30 courses*	2013/2014, Fall and Spring	876	1.55	1.00	1.00	Departments; Assessment Committee; Academic Committee
4. **Student can communicate effectively in written forms:** Student writing effectively executes context/purpose, content development, and disciplinary conventions.		GELO Rubric Ib	30 courses*	2013/2014, Fall and Spring	876	1.61	1.67	1.00	Departments; Assessment Committee; Academic Committee

Table 1.2: Percentage of Students Meeting Capstone, Milestones, and Benchmarks on GELO Ib (Effective Written Communication)

Definition	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Does Not Meet Benchmark (0)
1 - Context/Purpose	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.)	Student work did not meet benchmark.
	3.3%	**15%**	**37.5%**	**35.8%**	**8.5%**
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.	Student work did not meet benchmark.
	2.4%	**12.6%**	**37%**	**38.8**	**9.1 %**
3 - Genre/Disciplinary Convention	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.	Student work did not meet benchmark.
	2.6%	**12.9%**	**29.5%**	**46.3 %**	**8.7%**
Aggregate (Percent of students Total Score on Rubric)	Total Score on Rubric = 10-12	Total Score on Rubric = 7-9	Total Score on Rubric = 4-6	Total Score on Rubric = 1-3	Total Score on Rubric = <1
	3.9%	**17.1%**	**38.1%**	**37.3 %**	**3.4%**
Aggregate (Percent of students Mean Score on Rubric)	Mean Score on Rubric = 4	Mean Score on Rubric = 3-3.99	Mean Score on Rubric = 2-2.99	Mean Score on Rubric = 1-1.99	Mean Score on Rubric = <1
	1.7%	**10.2%**	**30%**	**43.2 %**	**14.9%**

First Cycle Results (direct measures) 2013/2014: A convenience sample of 30 courses representing 876 assessments of student work was assessed using the faculty-developed GELO Rubric for the student outcome. Faculty members voluntarily submitted completed assessment rubrics based on embedded course assignments which could be used to measure the outcomes. Courses were not specifically identified for data collection since there was not an established curriculum map at the time (indicating the reason Educational Strategy in Table 1.1 has been left blank on this initial report). The percent of the sample of student work that demonstrated a minimum level of milestone for each performance indicator were as follows (mean scores): Indicator 1 - 55.8 %, Indicator 2 - 52 %, Indicator 3 – 45%. The percent of the sample of student work that demonstrated each level of effective written communication (aggregate mean score on effective written communication) were as follows: Capstone (4) – 1.7 %, Milestone (2-3) – 40.2 %, Benchmark – 43.2%, Did Not Meet – 14.9% (at least "milestone" or above = 41.9%).

Evaluation and Actions (direct measures) 2015-2016: Faculty member will provide evaluation of the assessment results starting Spring 2015 at the GELO Assessment workshop to establish proposed actions in response.

Second Cycle Results (direct measures) 2016/2017:

Evaluation and Actions (direct measures) 2017-2018:

- **Appendix: Courses Submitting GELOs by division: N=30**

Language/Humanities	Fine Arts/Communication	Social Sciences	Math and Science	Business Programs
ENG 100 (35 students)	THE 105 (28 students)	CRM 110 (44 students)	BIO 101 (14 students)	BUS 166 (18 students)
ENG 101 (114)		CRM 204 (24)	BIO 102 (31)	BUS 200 (22)
ENG 102 (165)		CRM 206 (26)	BIO 103 (10)	BUS 301 (6)
ENG 105 (13)		CRM 213 (22)	BIO 106 (15)	BUS 310 (33)
ENG 106 (17)		CJS 490 (10)	GEL 101 (18)	BUS 314 (10)
ENG 137 (16)		EDU 117 (7)		BUS 318 (33)
ENG 207 (18)		HEL 101 (58)		BUS 410 (13)
HUM 108 (37)		PSY 101 (13)		BUS 413 (6)
8 courses, 415 students	1 course, 28 students	8 courses, 204 students	5 courses, 88 students	8 courses, 141 students