General Education Assessment Plan

CONTENT > METHODS > PEOPLE > ACTION > COMMUNICATION

Part 1: Student Learning Outcomes — Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response

A. Expected learning outcomes. (*Knowledge*, *skills*, *abilities*, or *attitudes* upon completion of program or significant discipline work)	Students completing discipline work will demonstrate
	1. Critical thinking/problem-solving standards, as articulated in rubric
	2. Communicate effectively standards, as articulated in rubric
	3. Other Core Ability outcomes as developed beginning 2010/2011
	   • Fall In-service Assessment Team sponsored workshop to discuss Core Abilities
	   • Subsequent rubric development for additional Core Abilities

B. Which *courses* will generate learning outcomes?	Will be assessed in AAOT courses:
	1. First Year Experience (FYE) learning communities:
	   • College Success courses
	   • Writing courses
	2. Selected course sequences or clusters of courses
	3. Faculty-generated projects using rubrics

Part 2: Assessment METHODS — Determine Timing and Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response

C. *Tools or methods*	1. *Direct*::
	  • Scoring multiple project, performance, and lab artifacts from the samples above, using core ability rubrics
	  • Co-op evaluations
	2. *Indirect*:
	  • Student survey of learning gains (Student Achievement of Learning Gains, SALG, tools)
	  • Community College Survey of Student Engagement (CSSE)

D. *Target performance level*
  • conditions of assessment
  • criteria for success.
	1. *Conditions*: Course assignment evaluated by rubric
	2. *Criteria*: Proficiency according to rubric standards

E. *Course sequences*: Assessment methods for learning outcomes	Same as above

F. *Baseline information* on entering students	Provided by:
	  • First Year Experience (FYE)
	  • 1st term of sequence

G. *Long-term plan* (3-5 year)
  • Which outcomes will be assessed?
  • Which students will be assessed?
  • When will the assessments take place?
	1. *Which outcomes each year:*
	  • Rotate core ability annually; assess one per year
	  • Begin with Communicate Effectively
	  • Encourage projects for that core ability
	  • Offer professional development training in that rubric
	2. *Which general education areas each year*:
	  • One sequence from each General Education division per year, to be determined by division
	  • Begin Fall term annually with first course in sequence

H. *Annual plan*
  • Who will conduct the assessments?
  • Who will tabulate data?
  • Who will interpret and analyze the results?
  • When will the work be completed?
	1. Projects Assessments:
	  • Initiate at Division level
	  • Synthesis by project faculty; meta-synthesis appointed by Assessment Team
	2. Sequence Assessments:
	  • Spring term scoring of artifacts
	  • Tabulated by Institutional Research and Planning (IRAP)
	  • Analysis and synthesis by Gen Ed Group (within Assessment Team)
	3. Summary available Fall term following assessment: Report to Board and Divisions

Part 3: Implement the plan (ACTION)

Part 4: Close the Loop — Interpret and Share Results to Enhance Instructional Effectiveness (COMMUNICATION)

Process	Program or discipline response
I. *Next steps:* • What was learned? • Proposed changes to curriculum or pedagogy • How (and with whom) information and implications are shared	1. Results and interpretation built into Synthesis Reports (See below) 2. Institutional data: Feedback loop to • Divisions • Assessment Team • Learning Council

GENERAL EDUCATION ASSESSMENT REPORT by *CORE ABILITY*

PROGRAM_____ COURSE(S)_____ INSTRUCTIONAL CONTACT_____

CORE ABILITY ASSESSED_____ METHOD/ARTIFACT(S)_____

STATEMENT OF RESEARCH PURPOSE_____

I. Enter below the dimensions of the core ability addressed by this assessment project. For each of the achievement levels to the right, enter the number of students who performed at this level.

Dimension of core ability	Mastery level (Exemplary)		Developing level (Proficiency)		Introductory level (Low-Marginal)		Unacceptable	
	7	6	5	4	3	2	1	0

II. Explain below your *analysis* or interpretation of the findings above.

Commentary

III. Explain below the *implications* of these findings for your courses and program.

Application: Program success and/or modifications

Lane Community College   Spring 2010