GUIDELINES FOR WRITING THE ASSESSMENT PLAN

The components of an effective assessment plan are described below. Assessment plans should have eight sections as follows:

1. Program Mission Statement

The Program Mission Statement should align with the College's mission and student learning goals (for your reference the college's student learning goals are included at the end of this document). Your mission should state the purpose of your program. What is it that you do? What is your focus in relation to the college's mission and learning goals? The program mission statement should include clearly articulated language pertaining to your discipline.

2. Program Goals

Program goals are broad, organizing principles about what students will learn within your program. They flow naturally from your program mission statement, ***and must be directly tied to the College's Learning Goals*** (listed at the end of this document). Four to six program goals is ideal. Remember that since assessment focuses on student learning, goals should be written in the form of what students will achieve. Goals need to be clearly stated and indicate what students are expected to learn. They should be meaningful, clear, and realistic goals for student learning at the program level. Goals should be written from the viewpoint of student learning, not from the viewpoint of faculty teaching. In addition, information pertaining to program staffing, faculty scholarship, and budget needs doesn't belong in assessment goals, or anywhere else in assessment documentation.

Please note that in order to align with new (2015) Middle States standards, each major should have at least one goal related to ***writing*, and at least one goal related to ***technological competency.*** Goals for writing and technological competency will vary with each discipline; it's up to faculty to determine how they are incorporated into goals for their own programs.

4. Learning Objectives

Learning objectives contain specifics about what students will learn, and flow from your broader program goals. Two to three specific learning objectives for each program goal is ideal. Learning objectives provide statements about what students are expected to know, comprehend, or be able to apply, analyze, synthesize, evaluate or perform. Ask yourself "What specific knowledge, skills, values, do we want students to have? What do we want our students to look like when they graduate?" Your answers relate to learning objectives.

5. Measurable Learning Outcomes

Outcomes indicate how students demonstrate that they have learned. They are specific, measurable examples of student performance, which should demonstrate students' accomplishment of your learning objectives. These outcomes are what we measure when evaluating exam questions, writing assignments, interviews, performances, portfolios, presentations, surveys, etc. What is it that the students actually do? That is what we are measuring. Two to three measurable learning outcomes for each objective is ideal.

6. Means of Assessment of Outcomes

In this section we lay out details of how we collect and analyze data on the outcomes. Outcomes are evaluated using various forms of rubrics, answer keys, metrics, and external standards (if applicable to the discipline) etc., as appropriate. Be specific in explaining the measures and include any relevant documents (e.g., rubrics) used when doing evaluations. Establish benchmark **Success** C**riteria** for student success, so that you can determine when outcomes have been met. For example, you may determine that an outcome has been successfully met when 70% of students receive a "C" or higher in the associated activity. Below is a hypothetical example of how assessment of outcomes flows from, and relates to, other parts of the assessment plan. Keep in mind that courses (either taking them or overall grades earned) are neither appropriate nor sufficient means of assessment. Evidence of actual student leaning needs to be provided.

Sample:

Goal	**Objective**	**Outcome**	**How Outcome is Measured**	**Measurement Tool**	**Success Criteria**	**Data Location**
#3: Communicate Effectively in a variety of formats	#2: Demonstrate effective oral communication	#1: Present research findings in conference style	Final project in Senior Seminar course	Locally developed rubric	100% of students to score at or above C level; 70% at or above B level; 30% at or above A level	Faculty Files

7. Curriculum Map (New Requirement, as of 2019**)**

Include here a chart listing each of the courses in your curriculum with indication of which Program Learning Goals *and* College Learning Goals are met by each course. Each of the courses in your curriculum will meet different goals; this is where you will demonstrate how these goals are distributed throughout your courses.

For example:

	Program Goals				**College: Content**			**College: Essential Skills**					
Course	**#1**	**#2**	**#3**	**#4**	**#1**	**#2**	**#3**	**#1**	**#2**	**#3**	**#4**	**#5**	**#6**
XXX101	x		x		x			x					x
XXX401	x			x		x	x		x		x	x	

8. How Assessment Data Will Be Utilized

Here is where we "close the loop." Effective assessment requires that you reflect on what you learn through the above. Explain how data collected during assessment will be used to guide changes in the program and improve student learning, and define future assessment timeline and any multi-year

assessment cycles. Indicate what specific changes you will make in the program, courses, course elements, or assessment strategies as a result of what you learned during your assessment work. Assessing data regularly forms the basis of the annual assessment report – see details in the posted "Guidelines for Writing the Annual Assessment Report".

WELLS COLLEGE'S STUDENT LEARNING GOALS

At Wells, the development of each individual student is supported through an exploration of how to understand the world in intellectual and personal pursuits and how to apply that knowledge in an interconnected and ever-changing world. The breadth of a liberal arts foundation, depth of focused knowledge, and a developed skill set prepare students for their futures.

CONTENT

1. Breadth of knowledge

Understanding the physical world, cultures, individuals, personal health and well being

2. Depth in field

Developing expertise in a chosen major field

3. Career preparation

Acquiring substantive and professional competence

ESSENTIAL SKILLS

1. Fundamental literacies
    - The ability to read critically across the disciplines
    - The ability to employ effectively oral, written and expressive communications
    - The ability to identify and evaluate relevant information
2. Critical thinking and application
    - The ability to use reasoning and evaluative skills in distinctive modes of inquiry and analysis
3. Ethical decision making
    - The ability to reason wisely and act humanely
4. Creativity
    - The ability to transcend established understandings to discover something new
5. Metacognitive
    - The ability to use self- reflective skills to understand what one knows, how one learns, and how to use resources effectively and to seek help
6. Skills and beliefs to navigate living and working in community
    - The ability to engage in problem solving and to work in a team environment
    - The ability to manage time effectively and to possess a positive work ethic
    - The ability to offer and accept constructive criticism, to possess self-confidence, be flexible, adapt quickly and work well under pressure