

**Annual Award in Outstanding Assessment**

**SPRING 2020**

Best Overall Program-Level Assessment Plan

The Annual Award in Outstanding Assessment is intended to recognize an academic or co-curricular program for demonstrating a commitment to best practices in assessing student learning. The recipient will receive $500 to further professional development specific to assessment or pedagogical improvements.

Process:

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| Please submit your application to academicaffairs@lec.edu by March 1, 2020. Each application must include the following:1. Program-level assessment plan (PLAP) with the most recently available data and information
2. A narrative with supporting documentation (such as data sets, examples of student work, survey results, etc.) of how the PLAP demonstrates excellence in the four categories:
* Program Learning Objectives
* Method(s) of Assessment
* Summary of Results and Use of Data
* Closing the Loop
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Proposals will be evaluated using the following primary standards:

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| **Criteria Measured** | **NOT SUFFICIENT (1)** | **SUFFICIENT BUT COULD BE IMPROVED (2)** | **DEVELOPED (3)**  |
| **Program Learning Objectives** | The objectives are missing or minimal and do not reflect the program’s purpose.They are not worded such that measures can be applied or observed. | Goals are present but do not align directly with the mission of the program.Some objectives can be measured and observed but not all. Some PLOs are assessed in Taskstream or other appropriate institutional assessment utilities. | The objectives clearly link to the mission and can be measured by a clear outcome; in addition, they are measurable and observable. The objectives are linked with a benchmarked (accreditation, organization, etc.) standard. All or most PLOs are integrated with Taskstream or other reporting instrument that supports data collection. |
| **Method(s) of Assessment** | Assessments are not clear or listed and lack linkage to the objectives. It is unclear whether or not the assessment is direct or indirect. Assessment methods may not be appropriate for the objective or are not conducive to longitudinal data collection. Little to no evidence of curriculum map utilization or one that is outdated. | Assessments are included for some but not all of the objectives but could benefit from more clarification and detail. The assessment method is overly reliant on either direct or indirect assessments. Curriculum map is utilized but may not be updated entirely or some components not clear. Most, but not all, PLOs are represented in the curriculum map. | A method of assessment is linked to each objective and is clearly described. Multiple measures are used, to include direct and indirect assessments and are appropriate to the stated outcomes. Assessments are tracked to longitudinal data collection. The curriculum map is entirely current, each PLO represented is linked to the curriculum map, and course-level objectives are aligned and appropriate to the map designation. |
| **Summary of Results** | No results are reported and do not link to the learning objectives. No quantifiable data is included nor are results evident. There is a questionable conclusion of whether targets are met. | Results are provided for partial assessment method and data is included, but it may be somewhat incomplete. A partial data summary is included. Some data may contain either too much data or deviate from what should be tracked. | Results are reported for each stated assessment method, whether direct or indirect, and the results are clearly linked to the objectives. The data summary includes data to inform action plans. The data is well-organized and aligns with program learning objectives and compares findings to past trends. |
| **Closing the Loop** | The loop is not closed with little meaningful data generated, insufficient linkage to curriculum map, or no meaningful action steps | The loop is largely closed, but some questions in a few of the sections remain (e.g., curriculum map not updated, lack of a full cycle of data, action plans are not clear).  | PLAP represents an example of a complete assessment cycle (PLOs, Use of Curriculum Map, Achievement Targets, Action Plan with Demonstrable Changes Made). Very clear action plans are developed and have been implemented for at least one assessment cycle. |