A complete **Annual Assessment Record** consists of two parts:

*The Assessment Plan* is

* the mission or purpose statement of the or non-academic unit
* student learning, process, or performance outcomes
* measures of assessing each outcome
* target level of achievement for each measure and outcome

*The Assessment Report* is the:

* findings of each measure
* action plans associated with the partially or not met findings
* action plans associated with the assessment record overall
* analysis of the completed assessment record and cycle

Non-Academic Program Assessment Plan

Program:

Assessment Liaison:

Plan covers the academic years: 2016-2019

Program Goal:

Outcomes based on Goal:

*Note: These outcomes are specific to the processes of non-academic units and are detailed, measurable statements identifying what a program or unit is to do, accomplish, or achieve. (*See Appendix A for examples.)

Alignment with Institutional Goals

*Each outcome must align with at least one of the Institutional Student Learning Goals (see* [*http://cdn.georgian.edu/wp-content/uploads/gcu-ugrad-catalog-1617.pdf*](http://cdn.georgian.edu/wp-content/uploads/gcu-ugrad-catalog-1617.pdf) *). Each outcome may also align, where appropriate, with the Institutional Priorities or with the Institutional Strategic Plan.*

This goal’s outcomes align with:

Assessment Protocol

How will this goal’s outcomes be assessed? What evidence will be used to show that the goal has been achieved? (See Appendix B for examples.)

 Direct Measures used for Goal Assessment:

 Indirect Measures used for Goal Assessment:

Goal Development.

Who is responsible to provide leadership and training to meet this goal?

Who is responsible to collect assessment data?

Who determines resource allocation?

Assessment Process

How and when do you assess the achievement of all members of the campus community affected by this goal, and record the results of your assessment?

Expected Results

What do you consider satisfactory achievement of this goal and its outcomes? WHY?

Time Frame

Within a three year cycle for assessing all of the program’s goals and outcomes, when will this goal and its outcomes be assessed during this cycle? Note: data can be collected yearly, and analyzed during the noted assessment cycle year.

**(Repeat above framework for each program goal.)**

Non-Academic Program Assessment Report

Program:

Assessment Liaison:

Goal Assessed:

**Date of Report:**

What are the recent results of your assessment?

What are the results of the direct measures?

What are the results of the indirect measures?

Analysis and Action Steps

How do the results compare with your expectations? Are you satisfied with the results?

Action Plan

If you are NOT satisfied with the results, what do you plan to do to improve commitment to this goal? When will you implement changes?

How will the results of this year’s assessment data to be used to improve the program or unit, even if all outcomes are satisfactorily achieved?

Assessment Review Process

Describe the process used by the program staff to review the assessment results and develop an appropriate action plan based on these results.

Assessment Plan Update

Give an update on Program Action Plans based on previous assessment results for goals not assessed in this year of the assessment cycle.

Do you plan to modify your assessment of achievement of this goal? If so, how?

Appendix A. Goals and Outcomes

**Program:** Emerging Leaders

**Program Goal:** Student development of critical thinking skills using the Paul-Elder model (see <http://www.criticalthinking.org/>)

Outcome 1: Upon successful completion of the module on critical thinking, the student leaders participate in a role-playing exercise to model the Paul-Elder system of critical thinking and complete a peer-review of the exercise.

Outcome 2: Students include critical thinking development as part of their leadership portfolio with an artifact attesting to successful application of the Paul-Elder model of critical thinking within their student leadership responsibilities. The student portfolio is reviewed by the program staff at the end of the academic year, and this artifact is assessed according to a prescribed rubric.

**Goal Alignment:** ISLG 2 Apply critical thinking, problem-solving and research skills

**Program:** Athletics

**Program Goal:** Through appropriate coaching, feedback, and team responsibilities, the student athlete develops teamwork and leadership skills.

Outcome 1: At the beginning of the season, the student athletes select areas of personal responsibility related to effective team management, and are held accountable for these responsibilities through self-monitoring and coach oversight.

Outcome 2: At the beginning of the season, student athletes elect team leadership using a system that evaluates potential leaders using a leadership scan based on the following observable behaviors and attitudes: Focus, Confidence, Transparency, Integrity, Inspiration, Passion, Decisiveness, Communication, and Accountability.

**Goal Alignment:** ISLG 9 Demonstrate leadership skills

Appendix B. Measures of Assessment

Types of Measures:

Direct Measures are observable, tangible evidence that clearly demonstrate what has been learned or accomplished.

Examples:

* Rubric Evaluated Projects, Case Studies, Portfolios
* Juried Activities
* Efficiency of Services
* Documented Analysis (meeting minutes, policies, handbooks, etc.)
* Recording of Critical Thinking and Problem Solving using a Specific Protocol (e.g. Paul-Elder Critical Thinking)
* Productivity Information
* Cost Analysis
* Error Rates
* Participant Focus Groups
* Employer Evaluations

Indirect Measures are self-reported evidence.

 Examples:

* Questionnaires/Surveys
* Employer Satisfaction
* Focus Groups (Non-involved participants)
* Job Placement Data
* Advisory Board Minutes
* Interviews
* Customer Satisfaction Surveys
* Enrollment Trends
* Demographics of Student Body
* Event Attendance Reports