**#1. Undergraduate Program Assessment Plan: Student Outcomes – Gen Ed**

To be completed by Departments and submitted by the Department Chair to the BlackBoard Assessment Site**.**

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| **Department:** **Education** |
| **General Education Committee** has selected the following area for the 2014-2015 assessment cycle:  Knowledge: to gain a base level of knowledge in core disciplines |
| **General Education Committee** has selected the following Student Outcome for the 2014 – 2015 assessment cycle:  The student will be able to gain a broad understanding of key concepts. |
| **General Education Committee: Background**: What factors caused the committee to choose this particular assessment outcome? If this outcome was selected because of a perceived problem, please explain.  The committee selected this outcome based upon two criteria, 1) it is broad enough that each department can collect artifacts for direct assessment, and 2) students acquiring knowledge across numerous disciplines is a key goal of our general education curriculum. |
| **Department:** What student outcome will the department assess that addresses: **“**The student will be able to gain a broad understanding of key concepts?” Our plan is to develop a list of 10-15 key concepts from ED 101 and to assess these concepts at the same time we ask students to report on their plans to leave or remain in the education program. We typically experience approximately 10% of the students in ED101 deciding to leave the education program at the conclusion of the class and are interested in finding out if this attrition from the program is related to the learning outcomes of the class. |
| **Department:**  What specific question(s) are you attempting to answer through assessing this student outcome? What are you trying to find out? There may be more than one question, but no more than three.  Is there a statistically significant relationship between student scores on an assessment of key concepts presented in ED101 and their decision to leave or remain in the education program. |
| **Methodology**:   1. OBJECT\* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected? Students will take a 10-15 item assessment of key concepts presented in class in addition to answering a short-answer question about whether or not they intend to pursue a career in education and their reasons for the decision.    1. How does this data address the assessment question? First of all, content assessments are not used in ED 101 as it is intended to be an experiential class and this will give us new information about content retention on the part of the students. Secondly, we will explore the relation between the content assessment and program persistence to see if students who are continuing and/or quitting are making their decision based upon accurate information or not.       1. Include/attach a description/example of assessment tool to be used. 2. How will data be collected? Through online assessment at the conclusion of the course. |
| **Analysis of Artifacts:** PERFORMANCE CRITERIA**\* -**  Discuss 1) How the artifacts will be analyzed (attach rubrics/scoring tools if used) Assessment scores for individual students will be determined on a percentage-correct basis using an answer key created by the instructors for the course. Individual scores and program persistence will be analyzed using a point-biserial correlation. Level of significance will be set at p<.05.  2) How you will know if it is good? (i.e. score required by % of students). Ideally, assessment scores for all students will be in the range of 90% or higher demonstrating that the content assessed was learned by the students. If students are learning content well and using course content to make a decision regarding program persistence, there will be NO significant correlation between their scores and their decision to persist in the program or not. Positive correlations between assessment scores and program persistence could be an indication that students who are leaving the program are doing so on the basis of inaccurate information about teaching. Likewise, a negative correlation between assessment scores and program persistence could be an indication that students are deciding to remain in the program on the basis of poor information. |
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| **Submitted by: Bernie Tonjes Date: 12/14** |
| **Reviewed by the Assessment Committee (Date): 12/14** |
| **Approved: Yes Not Approved:** |
| **Department Chair notified/additional action: na** |