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

Department: Natural & Computer Sciences   **Date:9/9/16**

General Education Committee has selected the following area for the 2016-2017 assessment cycle:

COMMUNICATION: to demonstrate effective communication skills for personal, academic and professional purposes.

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) effective communication skills in a broad range of forms (including but not limited to written, oral, visual and technological media) is a key goal of our general education curriculum; 2) Difficulties specifically with written communication has become a concern of faculty across disciplines.

Department: *What student outcome will the department assess that addresses: "The student will be able to demonstrate effective communication skills for personal, academic and professional purposes?* Students can communicate scientific topics in a manner appropriate to an informed layperson.

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.*
Can students use effective communication techniques to accurately explain scientific ideas?

Methodology:
1. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?*
   Papers from Sci 331, Webpages from Sci 202, "Fad Diet" papers from Bio 244, and papers from Sci 365.
   a. *How does this data address the assessment question?* Each requires students to explain scientific ideas, not in a technical form but at a level of an informed layperson.
      i. *Include/attach a description/example of assessment tool to be used*.
2. *How will data be collected?* Papers will be taken from students as they approach the front desk, or assembled from online submissions. Faculty will then analyze the data in a spring meeting.

Analysis of Artifacts: PERFORMANCE CRITERIA* -
Discuss :

1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Artifacts will be assessed using a 5-point Likert scale attached.

2) How you will know if it is good (i.e. score required by % of students): If at least 80% of students score at least a 3 then we will be entirely successful. If fewer than 50% of students score above a 3 (or if more than 50% score below a 2) we will be failing horribly. If at least 65% of students score above a 3 and fewer than 40% score a 2 or below then we will be doing fairly well.

Submitted by: Rob Hermann   **Date: 9/9/16   Reviewed by the Assessment Committee (Date): 9/9/16**
Department Chair notified approved or additional action needed: 9/9/16 - Rubrics need to be more detailed. 10/28/16 - revised rubrics submitted. Plan approved.