2018 – 19/2019 – 2020 General Education Assessment Plan

Department: Academic Resource Center   **Date:10.24.2018**
General Education Committee has selected the following area for the 2018-2019 & 2019-2020 assessment cycles: **Analysis**: to recognize, understand, critically evaluate and synthesize the components of a topic using methods appropriate to the discipline.
General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome? The committee selected this outcome based upon the emphasis on developing higher –order thinking in CUNE graduates.
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?* The student outcome that will be assessed is the impact of attendance to the tutoring center on students' understanding of course subject matter, ability to work independently, improved grade in the subject(s) for which they sought tutoring, and, if they worked with a writing tutor, improvement in the quality of their writing.
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.*   One way in which students receive academic support at Concordia University is through face-to-face peer tutoring in the Tutoring and Writing Center. Evening drop-in sessions are available for students during the week, in a variety of subjects. Some tutoring is also available by appointment. Objectives of the Tutoring and Writing Center are for students to increase their levels of independence, understanding and competency in courses they may struggle in, improvement in the quality of their writing skills (if applicable), and see improvement in their overall course grade(s).   1. Do students who attend sessions in the tutoring and writing center believe this helped them improve their student skills and understanding in course(s) for which they sought tutoring?   2. Do students who meet with writing tutors believe they see an improvement in the quality of their written work?   3. Do students believe their grade(s) improved as a result of attending tutoring sessions?

Methodology:
    1. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Student attendance at the Tutoring/Writing Center, and responses given on student satisfaction survey, using a Likert-scale response.
       a. *How does this data address the assessment question?* It addresses student perceptions of the effectiveness of attending sessions at the Tutoring/Writing center on student skills and grades.
          i. *Include/attach a description/example of assessment tool to be used.*
    2. *How will data be collected?* 1. Google spreadsheet which records the student sign-in to the Tutoring/Writing Center. It includes the course/subject, and time and date(s) in which the student sought tutoring. 2. Students who utilized the Tutoring/Writing Center will be given the opportunity to complete a student satisfaction survey during week 15 of the semester.

Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :
    1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Focus will be on the results of attending tutoring via student self-report in the satisfaction survey. The survey will utilize a Likert scale for students to record their responses. In addition, the survey will offer a couple open-ended questions for students to add comments and suggestions for improvements to services offered.
    2) How you will know if it is good (i.e. score required by % of students): 50% or more of student respondants will report with "Agree" or "Strongly Agree" to the statements in the survey.

Submitted by: Bethany Landry Date: 10/24/18   Assessment Committee Reviewed (Date): 11/5/18   **Department Chair notified of approval/or additional action needed: 11/5/18**