

2018 – 19/2019 – 2020 General Education Assessment Plan

Department: First-Year Advising

Date:10-22-18

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?* Cognitive changes in freshmen.

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.*

Do freshmen identify cognitive changes as something that they experience their first year and recognize as positively influencing their desire to graduate from CU? Are they able to process their experience in writing when prompted.

Methodology:

1. **OBJECT*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Question 11 on the evaluation given to freshmen at the end of their freshmen year :
 11. What have you enjoyed about your first year that positively influences your desire to graduate from CU?
 - a. *How does this data address the assessment question?* Answers may include cognitive changes such as learning specific material, being exposed to new ideas, widening a world view, explaining a new experience and actions that have led to a new decision, etc.
 - i. *Include/attach a description/example of assessment tool to be used.*
2. *How will data be collected?* Evaluations are given to freshmen to complete when they change advisors 2nd semester or declare they will be attritioning. They are asked to be completed and returned anonymously in the advising office.

Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :

- 1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Answers that evidence cognitive change will be recorded and grouped for thematic identification.
- 2) How you will know if it is good (i.e. score required by % of students): 10% of respondents will answer with at least one cognitive change.

Submitted by: Corrie Johnson, Mark Geary, Tae'lor Purdy Date: 10-22-18 Assessment Committee Reviewed (Date): 11/5/18

Department Chair notified of approval/or additional action needed: 11/5/18