2018 – 19/2019 – 2020 General Education Assessment Plan

Department: ECTA	**Date:** 10/3/18

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 that addresses: "The student will be able to demonstrate effective analysis skills?* Students will demonstrate effective consideration of audience, purpose, and circumstances of writing in a literary analysis paper.

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.*

How well does the paper show consideration of audience, purpose & circumstances of writing?

Methodology:
1. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* A literary analysis paper from Eng 201 Introduction to Literature

    a. *How does this data address the assessment question?* The students are asked to demonstrate an effective literary analysis. They must understand the components of the topic, critically analyze it, and competently communicate the results of the analysis to a scholarly audience in a written paper.

        i. *Include/attach a description/example of assessment tool to be used.*
2. *How will data be collected?* The papers will be turned in to the instructor of the course.

Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :
1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): The department will score the artifacts and average the results. The artifacts will be scored using the following rubric and 4 is high; 0 is low. 4.Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. 3 Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). 2. Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). 1. Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). 0. Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

2) How you will know if it is good (i.e. score required by % of students): At least 70% of the students will average 3.0 or higher on the rubric.

Submitted by: Laurie ZumHofe & Lisa Ashby **Date:** **10/3/18**
Assessment Committee Reviewed (Date): 10/2/18

Department Chair notified of approval/or additional action needed: 10/11/18