

2018 – 19/2019 – 2020 General Education Assessment Plan

Department: Theology, Philosophy, and Biblical Languages	Date:9.4.18
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: <i>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 will be able to recognize, understand, and critically evaluate and synthesize academic components in a New Testament related journal article.</i>	
Department: <i>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.</i> 1. Can the student recognize various academic viewpoints? 2. Can the student critically evaluate differing academic viewpoints? 3. Can the student synthesize differing academic viewpoints?	
Methodology: 1. OBJECT* - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected? The writing assignment will involve the concepts of assessing academic components in a journal article as it is described in the above two sections regarding the department and as it will be the focus for general education in religion.</i> a. <i>How does this data address the assessment question? The data will demonstrate to what degree the student has gained the ability to recognize, understand, and critically evaluate and synthesize academic components in a journal article. within the Religion General Education curriculum. The key concepts identified in the above sections of this document will serve as assessment points in the determination of a student's assessment level.</i> i. <i>Include/attach a description/example of assessment tool to be used.</i> 2. <i>How will data be collected? The writing assignment will be collected from Rel 121 for both I and II Semesters of the academic year 2018-19.</i>	
Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss : 1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Following the collection of the writing assignment from Rel 121, the department will randomly select 30-40% from the section of Rel 121 and score them. Attached is the rubric. 2) How you will know if it is good (i.e. score required by % of students): The department desires to see scores in the 3 range, based on a Likert scale of 1 (fails to meet outcome) to 5 (exceeds the outcome) for 70% of students.	
Submitted by: Mark Meehl Date: 9/23/18 Assessment Committee Reviewed (Date): 11/20/18 Department Chair notified of approval/or additional action needed: Approved	