

2018 – 19/2019 – 2020 General Education Assessment Plan

Department: ECTA **Date:** 9/29/19

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 will be able to write an effective analysis of a film.

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.*
Is the student able to identify and effectively analyze an element of film and its connection to the overall theme, mood or meaning in a clearly written paper?

Methodology:

1. **OBJECT*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?*
Analysis papers from the Film Studies class(es)
 - a. *How does this data address the assessment question?*
The assignment is to complete a paper with the aforementioned elements.
 - i. *Include/attach a description/example of assessment tool to be used.*
2. *How will data be collected?* The papers will be collected in the spring and scored using a rubric.

Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :

- 1) How the artifacts will be analyzed (attach rubrics/scoring tools if used):
The papers will be scored using the following rubric:

Scene Analysis Rubric

	4	3	2	1	0
Element of Film	Describes element of film observed in complete and effective detail	Describes element of film observed with most of the details	Describes element of film observed with some details.	Describes element of film observed with few details.	Does not describe element of film observed.
Analysis of Element	Effectively analyzes element of film and its connection to the overall theme, mood or meaning	Mostly analyzes element of film and its connection to the overall theme, mood or meaning	Somewhat analyzes element of film and its connection to overall theme, mood or meaning	Rarely analyzes element of film and its connection to overall, theme, mood or meaning	Does not analyze element of film
Clarity of Argument	Presents a clear and concise argument relating to scene analysis	Presents a mostly clear argument relating to scene analysis	Presents a somewhat clear argument relating to scene analysis	Presents an unclear argument relating to scene analysis	Does not present an argument or if one is present, it is very inconsistent.

- 2) How you will know if it is good (i.e. score required by % of students): 75% of the students will achieve an average score of 3.0 or higher on the overall rubric.

Submitted by: L Ashby & L ZumHofe **Date:** 29/19 **Assessment Committee Reviewed (Date):** 11/11/19

Department Chair notified of approval/or additional action needed: 11/11/19