

**2020 – 2021 GENERAL EDUCATION Assessment**

Table of Contents

Process Chart

Summary of Executive Summaries

Plans

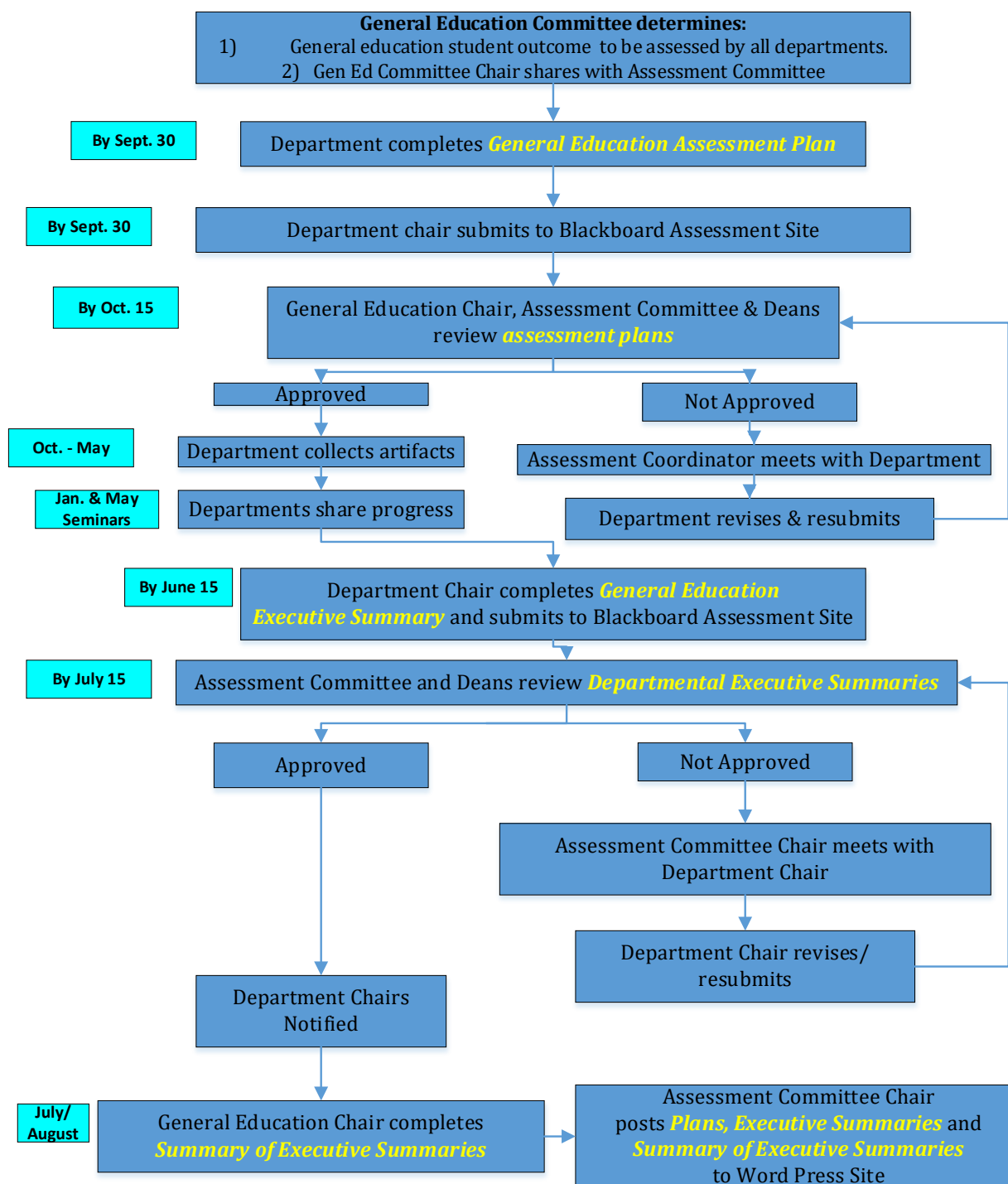
Executive Summaries

## Table of Contents

### Contents

Table of Contents .....	2
Process Chart .....	3
Summary of Executive Summaries .....	4
Art .....	7
Art Plan .....	7
Art Executive Summary .....	8
Business and Math .....	9
Business and Math Plan .....	9
Business and Math Executive Summary .....	10
English, Communication, Theatre Arts (ECTA) .....	11
English, Communication, Theatre Arts (ECTA) Plan .....	11
English, Communication, Theatre Arts (ECTA) Executive Summary .....	13
Health & Human Performance (HHP) .....	14
Health & Human Performance (HHP) Plan .....	14
Health & Human Performance (HHP) Executive Summary .....	15
History, Geography, Intercultural Studies & Modern Languages .....	17
History, Geography, Intercultural Studies & Modern Languages Plan .....	17
History, Geography, Intercultural Studies & Modern Languages Executive Summary .....	18
Human and Social Sciences (HHS) .....	19
Human and Social Sciences (HHS) Plan .....	19
Human and Social Sciences (HHS) Executive Summary .....	21
Music .....	24
Music Plan .....	24
Music Executive Summary .....	25
Natural and Computer Science .....	27
Natural and Computer Science Plan .....	27
Natural and Computer Science Executive Summary .....	28
Theology, Philosophy and Biblical Languages .....	30
Theology, Philosophy and Biblical Languages Plan .....	30
Theology, Philosophy and Biblical Languages Executive Summary .....	31

## Process Chart



## Summary of Executive Summaries

Summary of Executive Summaries					
Question	Outcome Goal	High Level academic skills	Improve Assessment	Improve Instruction	Post graduate skills
<b>Art</b>	Students in Art 102-Intro to Film Theory will demonstrate a base knowledge of film theory, film history, and filmmaking.		Revisit rubric weights	<p>1. Continue to prioritize Theory and Visual Literacy but increase standards for visual representation and presentation logistics.</p> <p>2. Revisit the fairness of spacing students' presentations throughout the semester.</p>	
<b>Business &amp; Math</b>	Students will be able to demonstrate knowledge of Type I and Type II errors.	The majority of students understand the concepts and implications of Type I and Type II errors very well.	Add a few questions to assignments to assess understanding of Type I and II errors.		
<b>ECTA</b>	The student will be able discuss the historical development of a selected theatrical area using clear, supporting evidence from the text and/or scripts.	The goal was met. Students can correctly analyze theatre history using evidence from course texts and scripts		CTA 153 will continue to use this assignment as a way to assess student success in using textual evidence to make an argument	
<b>HGISML</b>	Students will be able to identify geographic features on a map, including countries, major cities, water bodies, and prominent landforms.	Students showed a dramatic improvement in their ability to identify places on a map. This demonstrates that requiring map quizzes during the semester does improve student geographic literacy and			

		locating places on a world map.			
Question	Outcome Goal	High Level academic skills	Improve Assessment	Improve Instruction	Post graduate skills
<b>HHP</b>	The student will be able to demonstrate base level knowledge in First Aid & CPR through performance on written standardized tests.			Course will remain in same format with both modes of delivery continued through next year; Results will be reviewed and compared again next year to determine if teaching the course as a weekly night class does enable the majority of students(85%) to demonstrate proficiency.	
<b>Human &amp; Social Sciences</b>	<p>Q1: To what extent are entry-level and senior-level psychology and criminal justice students knowledgeable about the main disciplinary components of their respective field?</p> <p>Q2: To what extent can entry-level and senior-level psychology and criminal justice students apply their knowledge about their discipline to a specific scenario or case study?</p> <p>Q3: Do senior-level psychology and criminal justice students display higher levels of knowledge than entry-level psychology and criminal justice students?</p>	Upper-level CJ and PSY courses adequately identified concepts Upper-level CJ courses adequately apply knowledge	Continuing this assessment into next year, should allow reducing the potential confounding effect of COVID procedures related to class attendance and help discern if delivery method (x/week) influences proficiency levels	Each instructor will make individual adjustments in their respective course and the Department will be discussing possible implementation of direct intervention to address the need for improved gain in knowledge.	
<b>Music</b>	Demonstrate a basic understanding of music terminology and history.	95.2% met the standard, 4.8% approached the standard. Our goal was that 80 percent meet or approach the standard, and 100 percent did so, so our results are well			

		above the goal.			
<b>Question</b>	<b>Outcome Goal</b>	<b>High Level academic skills</b>	<b>Improve Assessment</b>	<b>Improve Instruction</b>	<b>Post graduate skills</b>
<b>Natural and Computer Science</b>	Students will be able to demonstrate an appropriate level of knowledge of important facts, concepts, or processes in the scientific area.			<p>Instructors will emphasize in their classes the need for students to learn (and memorize) important facts and knowledge as a part of their education.</p> <p>Assignment/course: Instructors will practice assessing factual material more on in-class tests and quizzes, and give students opportunity to practice through more questions about facts in in-class discussion.</p>	
<b>Theology, Philosophy &amp; Biblical Languages</b>	Students should be able to gain a broad understanding of a topic related to the New Testament era, chosen individually by each student based on prior reading in the New Testament.	The analysis demonstrated that students recognized the thesis of a peer-reviewed journal article along with the support of the thesis in the article. Also, the analysis demonstrated that the student critically evaluated the author's thesis based on the evidence from the article and from the readings of the New Testament documents.	Continue to maintain the performance criteria as it demonstrates the level of competency re: the student's skills in evaluation and summarizing in Biblical studies.		

## Art

### Art Plan

<b>Department: Art</b>	<b>Date: 8.21.20</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: <b>Knowledge:</b> to gain a base level of knowledge in core disciplines.</b>	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> Students in Art 102-Intro to Film Theory will demonstrate a base knowledge of film theory, film history, and filmmaking.	
<b>Department:</b> <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> What percentage of students reach an acceptable level of knowledge and fluency in film theory, film history, terminology and visual literacy?	
<b>Methodology:</b> <ol style="list-style-type: none"> <li><b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Students will research and give a presentation about a film director and his/her work to the class and instructor. Each student is assigned a director and three films by that director that they must independently watch. After viewing the films, each student is asked to research the director and films using materials such as books, scholarly articles, interviews, documentaries, and video essays. The presentation will be between 10 and 12 minutes and must include a short segment from one of the assigned films. The student is asked to discuss at length the historical, cultural, technological, theoretical context of the director's work as well as relevant style and thematic choices.               <ol style="list-style-type: none"> <li><i>How does this data address the assessment question?</i> Students will spend large quantities of time researching, growing their understanding of visual literacy, and implementing their knowledge of terminology and history in preparation for this presentation. All of this knowledge should be on display during the presentation.                   <ol style="list-style-type: none"> <li><i>Include/attach a description/example of assessment tool to be used.</i></li> </ol> </li> </ol> </li> <li><i>How will data be collected?</i> Student presentation materials will be collected and the student will be graded using the attached rubric.</li> </ol>	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA*</b> - Discuss : <ol style="list-style-type: none"> <li>How the artifacts will be analyzed (attach rubrics/scoring tools if used): Students will be graded based on speaker qualities, theory, visual literacy, materials, and time management.</li> <li>How you will know if it is good (i.e. score required by % of students): At least 80% of students will receive a B or higher.</li> </ol>	
<b>Submitted by: Don Robson</b> <b>Date: 8.27.20</b> <b>Assessment Committee Reviewed (Date): 10/27/2020</b> <b>Department Chair notified of approval/or additional action needed: Approved 10/27/2020</b>	

## Art Executive Summary

<b>Department:</b> Art <b>Date:</b> 4/28/21
<b>Members involved with analysis of artifacts:</b> Aaron Nix
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA*</b> - How was data analyzed? (attach rubrics/scoring tools if used). The film director presentations were graded on the attached rubric that includes scores for these categories: speaker qualities, theory, visual literacy, materials, and time management.
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> What percentage of students reach an acceptable level of knowledge and fluency in film theory, film history, terminology and visual literacy? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> 73% (11/15) of the students received a B or higher on their director presentations. Breakdown of rubric scores of 4 (proficient) or higher: Speaker Qualities: 11/15 Theory: 11/15 Visual Literacy: 12/15 Materials and Content: 8/15 Time Management: 8/15 3). <b>INTERPRETATION*</b> - Discuss how the results answer the assessment question(s). Students did not reach our goal of 80% of students with a B or higher in terms of overall grade, but reached that mark in the Visual Literacy rubric category. Students scored higher in Speaker Qualities, Theory and Visual Literacy; reflecting areas practiced elsewhere in the class through activities such as writing, in-class discussions and lectures. Since Theory and Visual Literacy have more weight in the rubric, it can be seen as a positive that students developed and prioritized their presentations to fit the assessment goals. More time and consideration to teaching proper presentation materials and execution should be made a priority. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Due to the amount of weight given in the Theory and Visual Literacy rubric categories, grading fluctuates dramatically depending on those two scores. The weight percentages should be reconsidered. Another evaluation factor is how the assignment is spread across a significant portion of the semester, resulting in students having inconsistent research opportunities.
<b>Sharing of Results:</b> When were results shared? Date: 4/28/21 How were the results shared? (i.e. met as a department) Met as department Who were results shared with? (List names): Don Robson, Justin Groth, Seth Boggs, James Bockelman, Aaron Nix
<b>Discussion of Results – Summarize your conclusions including:</b> 1. <b>ACTION*</b> - How will what the department learned from the assessment impact: a. <i>Teaching:</i> Continue to prioritize Theory and Visual Literacy but increase standards for visual representation and presentation logistics. b. <i>Assignment/course:</i> Revisit the fairness of spacing students' presentations throughout the semester. c. <i>Program:</i> N/A d. <i>Assessment:</i> Revisit rubric weights 2. <b>IMPACT*</b> - What is the anticipated impact of the <b>ACTION*</b> on student achievement of the learning outcome in the next academic year? Increase students' professionalism and standards for analysis. 3. <b>BUDGET IMPLICATIONS</b> – Indicate budget requirements necessary for the successful implementation of the <b>ACTION*</b> (i.e. an additional staff person, new equipment, additional sections of a course). N/A
<b>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</b>
<b>What assessment questions related to the learning outcome would the program like to investigate in the future?</b> na
<b>Submitted by:</b> Aaron Nix <b>Assessment Committee Reviewed:</b> 7/6/2021
<b>Department Chair notified – approval/additional action needed:</b> Approved 7/6/2021
<b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na



## Business and Math

### Business and Math Plan

<b>Department: Business and Mathematics</b>	<b>Date: 10/23/20</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines.	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> Students will be able to demonstrate knowledge of Type I and Type II errors.	
<b>Department:</b> <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> Do students know basic facts, concepts and implications of Type I and Type II errors as they relate to hypothesis testing?	
<b>Methodology:</b>  <ol style="list-style-type: none"> <li>3. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Exam questions from Math 122. <ol style="list-style-type: none"> <li>a. <i>How does this data address the assessment question?</i> The exam questions will have students convey knowledge of Type I and Type II errors. Students who convey knowledge appropriately will be considered to have met the learning outcome. <ol style="list-style-type: none"> <li>i. <i>Include/attach a description/example of assessment tool to be used.</i></li> </ol> </li> </ol> </li> <li>4. <i>How will data be collected?</i> Answers to exam questions will be collected from two sections of one instructor. 10 random students will be selected from each section.</li> </ol>	
<b>Analysis of Artifacts:</b> PERFORMANCE CRITERIA* - Discuss : <ol style="list-style-type: none"> <li>3) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Artifacts will be assessed using a 5-point Likert scale (attached), which assigns a value to whether students can demonstrate complete and correct knowledge.</li> <li>4) How you will know if it is good (i.e. score required by % of students): If at least 80% of students score at least a 3 or above, then we can say that most students generally have basic knowledge of the concept. We would prefer that at least 80% score a 4 or above to show that they have a fairly complete and accurate knowledge of the concept.</li> </ol>	
<b>Submitted by: Andy Langewisch</b> <b>Date: 10/23/2020</b>	
<b>Assessment Committee Reviewed (Date): 10/27/2020</b>	
<b>Department Chair notified of approval/or additional action needed: 10/27/2020</b>	

<b>Department:</b> Business and Mathematics	<b>Date:</b> 05/10/21
<b>Members involved with analysis of artifacts:</b> Marcus Gubanyi, Brian Albright	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> <b>1). <i>PERFORMANCE CRITERIA</i>* - How was data analyzed? (attach rubrics/scoring tools if used).</b> Artifacts will be assessed using a 5-point Likert scale (attached), which assigns a value to whether students can demonstrate complete and correct knowledge.	
<b>Summary of RESULTS*:</b> <b>1). <i>Restate the assessment question(s) (from the Assessment plan):</i></b> Do students know basic facts, concepts and implications of Type I and Type II errors as they relate to hypothesis testing? <b>2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i></b> A question on hypothesis testing errors from 20 student exams from two sections taught by Marcus Gubanyi were assessed. The scores of the results are: 6 students scored 5/5; 6 students scored 4/5; 2 students scored 3/5; 3 students scored 2/5; and 3 students scored 1/5. <b>3). <i>INTERPRETATION</i>* - Discuss how the results answer the assessment question(s).</b> The results show that the majority of students understand the concepts and implications of Type I and Type II errors very well. Only 3 students showed very little understanding (by scoring just 1 point) and no students scored 0. <b>4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i></b> none	
<b>Sharing of Results:</b> When were results shared? Date: 5/27/21 How were the results shared? (i.e. met as a department) emailed results to the rest of the department Who were results shared with? (List names): Brian Albright, Ed Reinke, and Andy Langewisch	
<b>Discussion of Results – Summarize your conclusions including:</b> <b>1. <i>ACTION</i>*- How will what the department learned from the assessment impact:</b> a. <i>Teaching:</i> Continue teaching Type I and II errors and their implications. b. <i>Assignment/course:</i> Add a few questions to assignments to assess understanding of Type I and II errors. c. <i>Program:</i> No change needed. d. <i>Assessment:</i> No change needed. <b>2. <i>IMPACT</i>*- What is the anticipated impact of the <i>ACTION</i>* on student achievement of the learning outcome in the next academic year?</b> Students will better understanding Type I and II errors and their implications. <b>3. <i>BUDGET IMPLICATIONS</i> – Indicate budget requirements necessary for the successful implementation of the <i>ACTION</i>* (i.e. an additional staff person, new equipment, additional sections of a course).</b> none	
<b>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</b>	
<b>What assessment questions related to the learning outcome would the program like to investigate in the future?</b> Click or tap here to enter text.	
<b>Submitted by:</b> Marcus Gubanyi <b>Assessment Committee Reviewed:</b> 7/6/2021	
<b>Department Chair notified – approval/additional action needed:</b> Approved 7/6/2021	
<b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na	

## English, Communication, Theatre Arts (ECTA)

English, Communication, Theatre Arts (ECTA) Plan

### 2020-21 General Education Assessment Plan

Department: ECTA Date: 10/6/2020

General Education Committee has selected the following area for the 2020 assessment cycles : **Knowledge** : to gain a base level of knowledge in core disciplines.

**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 a strong knowledge base in the general education curriculum.

**Department:** *What student outcome will the department assess?*

The student will be able discuss the historical development of a selected theatrical area using clear, supporting evidence from the text and/or scripts.

**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.*

Does the paper correctly analyze the historical development of its selected theatrical area using clear, supporting evidence from the text and/or scripts?

#### **Methodology :**

1. **OBJECT\*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?*  
Analysis papers from the Theatre History class.

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 fall and 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: 5 is high; 1 is low.

(5) Demonstrates clear and accurate analysis/argumentation of the question and clear incorporation of supporting evidence from the scripts and/or text.

(4) Demonstrates understanding of the question, but lacks either clear, complete analysis or supporting evidence.

(3) Demonstrates understanding of the question, but lacks both clear, complete analysis and supporting evidence.

(2) Attempts to answer the question, though lacks accuracy in/understanding of the topic and question presented.

(1) Does not attempt to answer the question presented.

2) How you will know if it is good (i.e. score required by % of students): 75% of the students will achieve a score of 4 or higher on the overall rubric.

**Submitted by: L Ashby & L ZumHofe Date: 10/6/2020 Assessment Committee Reviewed: (Date): 10/27/2020**

**Department Chair notified of approval/or additional action needed: Approved 10/27/2020**

<b>Department:</b> ECTA	<b>Date:</b> May 13, 2021
<b>Members involved with analysis of artifacts:</b> Lisa Ashby, Laurie Zum Hofe, Peter Koprince	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> <b>1). PERFORMANCE CRITERIA*</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> The papers will be scored using the following rubric: 5 is high; 1 is low. (5) Demonstrates clear and accurate analysis/argumentation of the question and clear incorporation of supporting evidence from the scripts and/or text. (4) Demonstrates understanding of the question, but lacks either clear, complete analysis or supporting evidence. (3) Demonstrates understanding of the question, but lacks both clear, complete analysis and supporting evidence. (2) Attempts to answer the question, though lacks accuracy in/understanding of the topic and question presented. (1) Does not attempt to answer the question presented.	
<b>Summary of RESULTS*:</b> <b>1). Restate the assessment question(s) (from the Assessment plan):</b> Does the paper correctly analyze the historical development of its selected theatrical area using clear, supporting evidence from the text and/or scripts?  <b>2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</b> The results are as follows: 13 students scored 5. 5 students scored 4. 2 students scored 3. <b>3). INTERPRETATION*</b> - <i>Discuss how the results answer the assessment question(s).</i> The goal set was for 70 percent of students to score 4 or higher. The total average score achieved as 4.55. 18/20 students (90%) scored a 4 or higher. The goal was met. Students can correctly analyze theatre history using evidence from course texts and scripts. <b>4). Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) n/a</b>	
<b>Sharing of Results: When were results shared? Date:</b> May 17, 2021 <i>How were the results shared? (i.e. met as a department)</i> Shared via email with department <i>Who were results shared with? (List names):</i> Lisa Ashby, Laurie Zum Hofe, Pete Koprince, Erica Lamm, Gabe Haley, Bryan Moore, Tobin Beck	
<b>Discussion of Results – Summarize your conclusions including:</b> <b>1. ACTION*</b> - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> CTA 153 will continue to utilize the outcome for students to analyze theatre history using textual evidence. b. <i>Assignment/course:</i> CTA 153 will continue to use this assignment as a way to assess student success in using textual evidence to make an argument. c. <i>Program:</i> Click or tap here to enter text. d. <i>Assessment:</i> Click or tap here to enter text. <b>2. IMPACT*</b> - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> CTA 153 will continue to use this assignment. <b>3. BUDGET IMPLICATIONS</b> – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> n/a	
<b>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</b>	
<b>What assessment questions related to the learning outcome would the program like to investigate in the future?</b> How do students use multiple textual modes as evidence for analysis and argument?	
<b>Submitted by:</b> Lisa Ashby/Laurie Zum Hofe <b>Assessment Committee Reviewed:</b> 7/6/2021	
<b>Department Chair notified – approval/additional action needed:</b> Approved 7/6/2021	
<b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na	

## Health & Human Performance (HHP)

## Health & Human Performance (HHP) Plan

<b>Department:</b> Health & Human Performance <b>Date:</b> 10/3/2020
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines.
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> HHP 182 - First Aid & CPR: The student will be able to demonstate base level knowledge in First Aid & CPR through performance on written standardized tests.
<b>Department:</b> <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> With the restructuring of the First Aid/CPR course to a one credit quarter course, (from a two-credit semester course) will students still demonstrate proficiency on the written American Red Cross tests?
<b>Methodology:</b> 5. <i>OBJECT*</i> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Exam scores will be collected on the standardized written tests from the American Red Cross a. <i>How does this data address the assessment question?</i> Performance scores on standardized written tests will demonstrate level of proficiency. i. <i>Include/attach a description/example of assessment tool to be used.</i> 6. <i>How will data be collected?</i> Exams scores will be collected from students enrolled in a minimum of two sections during Spring 2021.
<b>Analysis of Artifacts:</b> PERFORMANCE CRITERIA* - Discuss : 5) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Artifacts will be analyzed with the scoring of the objective standardized written tests using the publisher's answer key. 6) How you will know if it is good (i.e. score required by % of students): Eighty-five percent of the students scoring 80% on the American Red Cross Standardized written tests will indicate proficiency.
<b>Submitted by:</b> Vicki Boye <b>Date:</b> 10/3/2020 <b>Assessment Committee Reviewed (Date):</b> 10/5/2020 <b>Department Chair notified of approval/or additional action needed:</b> Approved - 10/27/2020

<b>Department:</b> Health & Human Performance	<b>Date:</b> 5/20/2021
<b>Members involved with analysis of artifacts:</b> Vicki Boye, Randy Baack; Megan Schrum	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> <b>1). <i>PERFORMANCE CRITERIA</i> *</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Artifacts were analyzed with the scoring of the objective standardized written tests using the publisher's answer key.	
<b>Summary of RESULTS*:</b> <b>1). <i>Restate the assessment question(s) (from the Assessment plan):</i></b> With the restructuring of the First Aid/CPR course to a one credit quarter course, (from a two-credit semester course) will students still demonstrate proficiency on the written American Red Cross tests?  <b>2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i></b> Proficiency was defined as eighty-five percent of the students scoring 80% on the American Red Cross Standardized written tests. Student exams scores were collected from students enrolled in two different sections (one meeting 2x a week (50 min periods) during the 3rd quarter ; one meeting 1x week (100 mins) during the 3rd quarter. Scores were collected for the CPR test and the First Aid test. For the section that met twice a week: 19 students took both exams with 100% of the students receiving scores of 80% or higher. For the section that met once a week: 20 students took both exams with 17/20 (85%) of the students scoring 80% or better on the CPR test 19/20 (95%) of the students scoring 80% or better on the First Aid test. Average score on the CPR test differed significantly between the two sections with the 2x week section average test score being 96.2% and the 1x week section average test score being 88.8% [See attached spreadsheet]  <b>3). <i>INTERPRETATION</i> *</b> - <i>Discuss how the results answer the assessment question(s).</i> A grade of a B or better (80%+) according to the 2020-2021 CUNE Undergraduate Catalog(p12) is categorized as "commendable mastery of the material". Therefore, based on the summary of the assessment results, it is concluded that the student outcome of being able to demonstrate base level knowledge in First Aid & CPR has been met. Significant differences in the average test scores between the two sections suggests opportunities to investigate potential reasons for these differences.  <b>4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i></b> The delivery mode was different in the two sections, one was taught during the day and met twice a week; whereas the other one was taught as a night class. This could have been a confounding factor related to test scores. It is unknown how many if any students were forced to meet remotely due to isolation and/or quarantine related to COVID 19. Although, proficiency was met by 85% of the students in both sections was met, there was a significant difference in the level of proficiency between the two sections.	
<b>Sharing of Results: When were results shared? Date:</b> May 2021 <b>How were the results shared? (i.e. met as a department)</b> Via email with department members <b>Who were results shared with? (List names):</b> Nolan Harms, Jen Janousek, Chris Luther, Angie Boldt, Randy Baack, Megan Shrum.	
<b>Discussion of Results –Summarize your conclusions including:</b> <b>1. <i>ACTION</i> *</b> - <i>How will what the department learned from the assessment impact:</i>  <b>a. Teaching:</b> Click or tap here to enter text.	



b. *Assignment/course*: Course will remain in same format with both modes of delivery continued through next year; Results will be reviewed and compared again next year to determine if teaching the course as a weekly night class does enable the majority of students(85%) to demonstrate proficiency.

c. *Program*: Click or tap here to enter text.

d. *Assessment*: Click or tap here to enter text.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* Continuing this assessment into next year, should allow reducing the potential confounding effect of COVID procedures related to class attendance and help discern if delivery method (x/week) influences proficiency levels.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\** (i.e. an additional staff person, new equipment, additional sections of a course).

No budgetary implications at this point; in fact more sections can be offered with the same or reduced total load weight due to the course being 1 credit instead of 2 for 8 weeks only.

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** na

**Submitted by:**Vick Boye **Assessment Committee Reviewed:** 7/6/2021

**Department Chair notified – approval/additional action needed:**Approved 7/6/2021

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na



## History, Geography, Intercultural Studies & Modern Languages

History, Geography, Intercultural Studies & Modern Languages Plan

<b>Department: History, Geography, Intercultural Studies &amp; Modern Languages</b> <b>Date: 10/20/20</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines.
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> We selected the following student outcome: Students will be able to identify geographic features on a map, including countries, major cities, water bodies, and prominent landforms.
<b>Department:</b> <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> Do students in Geog 202: World Regional Geography learn to identify geographic features on a world map?  The National Geographic-Roper Public Affairs 2006 Geographic Literacy Study showed that 18-24 year olds had a poor grasp of geographic skills and knowledge. In this study young Americans only answered 54% of the questions correctly. The study also showed the following: <ul style="list-style-type: none"> <li>- Six in ten (63%) could not find Iraq on a map of the Middle East.</li> <li>- 20% think Sudan is in Asia.</li> <li>- 50% could not find New York on a map.</li> </ul>
<b>Methodology:</b>  7. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Students enrolled in Geog 202: World Regional Geography during Spring 2021 will take a pre and post map test where they must identify/label countries, major cities, water bodies, and prominent landforms. Students in this course are required to complete a series of map quizzes covering each region of the world. <ul style="list-style-type: none"> <li>a. <i>How does this data address the assessment question?</i> The map tests will show whether students improve their knowledge in relation to identifying geographic features on a map.             <ul style="list-style-type: none"> <li>i. <i>Include/attach a description/example of assessment tool to be used.</i></li> </ul> </li> </ul> 8. <i>How will data be collected?</i> The pre-test will be given during the first week of class prior to the start of instruction. The post-test will be given at the end of the semester after all map quizzes have been completed.
<b>Analysis of Artifacts: PERFORMANCE CRITERIA*</b> - Discuss : <ul style="list-style-type: none"> <li>7) How the artifacts will be analyzed (attach rubrics/scoring tools if used): The pre and post test scores will be compared to identify whether individual students and the class as a whole improved in identifying geographic features on a map.</li> <li>8) How you will know if it is good (i.e. score required by % of students): Our goal is to have 80% of the students show improvement between the pre and post test.</li> </ul>
<b>Submitted by: Joel Helmer</b> <b>Date: 10/20/20</b> <b>Assessment Committee Reviewed (Date): 10/23/2020</b> <b>Department Chair notified of approval/or additional action needed: Approved - 10/27/2020</b>

<b>Department:</b>	History, Geography, Intercultural Studies & Modern Languages	<b>Date:</b> 6/17/21
<b>Members involved with analysis of artifacts:</b> Matt Phillips		
<b>See #1 Undergraduate Program Assessment Plan: Student Outcomes for:</b> a) Student Outcome; b) Background; c) Question(s); d) Methodology		
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA*</b> - How was data analyzed? (attach rubrics/scoring tools if used). Students wrote a research paper in which they were tasked to write a clear thesis on an historical topic related to the Crusades and support that thesis with sources and evidence.		
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Can students analyze information relating to a specific topic/thesis? 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> Students conducted research on a specific topic related to the Crusades. We discussed these topics in class as they did their work. Students could refine their theses based on professorial and peer review. When students completed their papers the professor then assessed the papers based on the instructions for formulating a thesis and supporting with historical sources and arguments. The professor collected eight papers from the students in the course. He examined the papers based on the following categories: declarative sentence, scope, effectiveness, and support. Each category received a score of 1-4 with 4 being the best and 1 being the worst. The averages for the eight papers were the following: Declarative Sentence: 3.25 Scope: 3 Effectiveness: 3.25 Support: 3.375 3). <b>INTERPRETATION*</b> - Discuss how the results answer the assessment question(s). The majority of students effectively implemented the assignment. Two students lagged behind the others in performance especially. Four students completed the assignment almost perfectly. Two students performed satisfactorily to quite well. 4). <i>Observations made that were not directly related to the question(s).</i> na		
<b>Sharing of Results:</b> When were results shared? Date: 6/21/21 How were the results shared? (i.e. met as a department) Email Who were results shared with? (List names): Matt Phillips, John Hink, Tobin Beck, Vicki Anderson, Amy Royuk, Joel Helmer, Jamie Hink		
<b>Discussion of Results –Summarize your conclusions including:</b> 1. <b>ACTION*</b> - How will what the department learned from the assessment impact: a. <i>Teaching:</i> The results suggest additional instruction is necessary in relation to analysing information relating to a specific thesis. b. <i>Assignment/course:</i> More specific examples and instruction on thesis formulation. c. <i>Program:</i> Review how instructors in each program teach writing and research, especially in relation to thesis design and effectiveness. d. <i>Assessment:</i> Rethink our upcoming 2021-22 assessment plan to address more specifically teaching research related writing. 2. <b>IMPACT*</b> - What is the anticipated impact of the <b>ACTION*</b> on student achievement of the learning outcome in the next academic year? With more intentional focus on teaching research writing skills, we should see an improvement in student papers. 3. <b>BUDGET IMPLICATIONS</b> – Indicate budget requirements necessary for the successful implementation of the <b>ACTION*</b> NA		
<b>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</b>		
<b>What assessment questions related to the learning outcome would the program like to investigate in the future?</b> na		
<b>Submitted by:</b> Joel Helmer <b>Reviewed by the Assessment Committee (date):</b> 7/6/2021		
<b>Department Chair notified approved/additional action needed:</b> Approved 7/6/2021		
<b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na		

## Human and Social Sciences (HHS)

### Human and Social Sciences (HHS) Plan

<b>Department: Human and Social Sciences</b>	<b>Date:10/22/2020</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: <b>Knowledge:</b> to gain a base level of knowledge in core disciplines.</b>	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> Entry-level and senior-level knowledge in psychology and criminal justice.	
<b>Department:</b> <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> Q1: To what extent are entry-level and senior-level psychology and criminal justice students knowledgeable about the main disciplinary components of their respective field?  Q2: To what extent can entry-level and senior-level psychology and criminal justice students apply their knowledge about their discipline to a specific scenario or case study?  Q3: Do senior-level psychology and criminal justice students display higher levels of knowledge than entry-level psychology and criminal justice students?	
<b>Methodology:</b> 9. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Students enrolled in PSY 101 (Intro to Psychology), PSY 445 (Abnormal Psychology), CJ 220 (Criminal Law), and CJ 420 (Criminal Evidence, Procedure, and the Courts) will complete a take-home essay assignment regarding the course content (see attached). Psychology students will complete the psychology essay prompt and criminal justice students will complete the criminal justice prompt. Students will either turn in hard-copies or submit their written papers on Blackboard. a. <i>How does this data address the assessment question?</i> The attached rubric will be used to assess both psychology and criminal justice students. This rubric will determine the extent to which students identified main disciplinary components, analyzed in-depth at least one component, applied disciplinary component to a specific scenario or case study, and identified strengths and limitations of concepts. i. <i>Include/attach a description/example of assessment tool to be used.</i>  10. <i>How will data be collected?</i> Professors of PSY 101 (Fall 2020), PSY 445 (Spring 2021), CJ 220 (Spring 2021), and CJ 420 (Spring 2021) will administer the instructions and ask students to return their written responses. To encourage students to complete the assessment, the instructor will have discretion as to whether students will receive extra credit in compensation or whether the students will be required to complete the assessment as part of an assignment in the course.	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :</b>	

- 9) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Two faculty members per program (who are not involved with the departmental assessment involving the written communication rubric; see Plan - DEPT - HSS document) will use the attached rubric to analyze each artifact. The faculty members conducting the assessment may or may not have been the faculty members who taught the class. However, the faculty member assessing each artifact is a faculty member who teaches that discipline or has some basic familiarity with the discipline. Disagreements with scoring will be discussed between raters.
- 10) How you will know if it is good (i.e. score required by % of students): To answer Questions 1 and 2, descriptive statistics will be used to determine the percentage of students who scored 2 or higher on the rubric criteria for identification of concepts (Question 1) and application of concepts (Question 2). Percentages equal to or higher than 75% will be considered adequate. To answer Question 3, two independent samples t tests will be conducted on students' total rubric scores to determine whether mean differences are found between students in entry-level courses and students in 400-level courses. One t test will be conducted for psychology students and one t test will be conducted for criminal justice students. Statistical significance ( $p < .05$ ) and Cohen's d larger than 0.25 will determine whether or not there is a difference between groups.

**Submitted by: Thad Warren**

**Date: 10-22-20**

**Assessment Committee Reviewed (Date): 10/23/2020**

**Department Chair notified of approval/or additional action needed: Approved 10-27-2020**

<b>Department:</b> Human and Social Sciences	<b>Date:</b> 6/16/2021
<b>Members involved with analysis of artifacts:</b> Ed Hoffman, Kathy Miller, Kim Boyce, Rebecca Ristow, and Sara Brady	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA*</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Students enrolled in PSY 101 (Intro to Psychology), PSY 445 (Abnormal Psychology), CJ 220 (Criminal Law), and CJ 420 (Criminal Evidence, Procedure, and the Courts) completed a take-home essay assignment regarding the course content. Two faculty members per program used the attached rubric to analyze each artifact from criminal justice and psychology upper- and lower-level courses (see Appendix A for assignment prompt and assessment rubric). The two courses from psychology were PSY 101 and PSY 445 and the two courses from criminal justice were CJ 220 and CJ 420. Due to the large number of psychology students, a random sample of 15 artifacts were selected from PSY 101 and 14 artifacts from PSY 445. Due to low enrollment numbers in criminal justice courses, all student artifacts were analyzed for CJ 220 (N = 5) and CJ 420 (N = 2). Although at least one instructor was involved in the scoring, both faculty raters came to an agreement on the attached rubric in order to assign a single score. After artifacts were scored, Sara Brady analyzed all data in a statistical software to determine mean differences by course level (lower-level vs. upper-level). Descriptive statistics (frequencies and percentages) were then calculated to determine the percentage of students who scored a 2 or higher on the rubric criteria for the identification of concepts and application of concepts.	
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Q1: To what extent are entry-level and senior-level psychology and criminal justice students knowledgeable about the main disciplinary components of their respective field? Q2: To what extent can entry-level and senior-level psychology and criminal justice students apply their knowledge about their discipline to a specific scenario or case study? Q3: Do senior-level psychology and criminal justice students display higher levels of knowledge than entry-level psychology and criminal justice students?  2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> To answer Q1 and Q2, Appendix B displays the frequencies and percentages for the scoring for each of the rubric criteria for identification of concepts (Q1) and application of concepts (Q2). Percentages equal to or higher than 75% were considered adequate. In regards to identification of concepts (Q1), the lower-level CJ course and lower-level PSY course did not adequately identify concepts related to their discipline (60% and 73.33%, respectively). However, upper-level CJ and PSY courses adequately identified concepts (100% and 86.67%, respectively). In regards to application of concepts (Q2), lower-level CJ and PSY students did not adequately apply their knowledge (60% and 0%, respectively). Although upper-level CJ courses adequately apply knowledge (100%), upper-level PSY students did not achieve adequate levels of proficiency in knowledge application (73.33%), but this level of proficiency was close to the threshold of 75%.  To answer Q3, independent samples-tests were conducted separately for psychology and criminal justice courses. Due to small sample size, both student t tests and Welch's t tests were conducted to account for unequal variances across lower- and upper-level groups (see Appendix C). For psychology courses, upper-level students scored higher than lower-level students in terms of	

identification, analysis, and application,  $ps < .001$ . There were no differences between upper- and lower-level students in terms of addressing strengths and limitations,  $p > .05$ . For criminal justice courses, there were no significant differences found between upper- and lower-level students,  $ps > .05$ . However, this may be due to insufficient sample size in the upper-level criminal justice course ( $N = 2$ ).

3). **INTERPRETATION\*** - Discuss how the results answer the assessment question(s).

To answer Q1 and Q2, both upper-level psychology and criminal justice students adequately identify and apply knowledge (although the application threshold for upper-level psychology students did not meet the criterion cutoff). To answer Q3, upper-level psychology students scored higher than their lower-level counterparts in identification and application of knowledge according to the discipline of psychology. However, there is insufficient data to determine the extent to which criminal justice students demonstrate differences in knowledge between upper- and lower-level courses due to the small sample size across courses. That being said, descriptive data suggests that criminal justice students score at a level of proficiency that is considered acceptable, according to the rubric that was used.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* In regards to the analysis portion of the rubric, lower-level students were less proficient in both analysis for both psychology and criminal justice programs. In regards to address the strengths and limitations of the disciplinary knowledge, only criminal justice students demonstrated a change in proficiency from lower to upper level courses. In psychology, 0% of lower-level students were proficient in addressing strengths and limitations of their disciplinary knowledge, whereas 20% of upper-level students were proficient.

**Sharing of Results:** When were results shared? Date: 6/17/2021

How were the results shared? (i.e. met as a department) via Email

Who were results shared with? (List names): Thad Warren, Ed Hoffman, Kathy Miller, Kim Boyce, Rebecca Ristow, Mark Blanke, and Amy Hubach

**Discussion of Results –Summarize your conclusions including:**

1. **ACTION\***- How will what the department learned from the assessment impact:

a. *Teaching:* Review of each item will be shared with each instructor for their personal review and collective discussion will be used to discuss possible changes in delivery and or content specific to the assessment.

b. *Assignment/course:* Both Psychology and Criminal Justice will review data and discuss option during the 21-22 academic year.

c. *Program:* The program will be including information in the review of the class and overall outcomes.

d. *Assessment:* Click or tap here to enter text.

2. **IMPACT\***- What is the anticipated impact of the **ACTION\*** on student achievement of the learning outcome in the next academic year? Each instructor will make individual adjustments in their respective course and the Department will be discussing possible implementation of direct intervention to address the need for improved gain in knowledge.

3. **BUDGET IMPLICATIONS** – Indicate budget requirements necessary for the successful implementation of the **ACTION\*** (i.e. an additional staff person, new equipment, additional sections of

a course).
Minimal impact- Time for Dr. Brady as she collects and calculates assessment results.
<b><i>If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.</i></b>
<b><i>What assessment questions related to the learning outcome would the program like to investigate in the future?</i></b> Now that we have a consistent and manageable process of collection we would like to have a couple of years of consistency and with application to other programs in the department with similar assessment.
<b>Submitted by:</b> HSS Department – Thad & Sara <b>Assessment Committee Reviewed:</b> 7/6/2021
<b>Department Chair notified – approval/additional action needed:</b> Approved 7/6/2021
<b>BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:</b> na



## Music

### Music Plan

<b>Department: Music</b>	<b>Date: September 29, 2020</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: <b>Knowledge:</b> to gain a base level of knowledge in core disciplines.</b>	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> Demonstrate a basic understanding of music terminology and history.	
<b>Department:</b> <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> What percentage of nonmajors taking our Music Appreciation course have a basic understanding of music terminology and history?	
<b>Methodology:</b>  11. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> A 25-question multiple-choice test. It is the same assessment we use when the course is offered for dual credit. <ul style="list-style-type: none"> <li>a. <i>How does this data address the assessment question?</i> The questions include course material from the entire semester, so a percentage score can tell us how much students have learned. <ul style="list-style-type: none"> <li>i. <i>Include/attach a description/example of assessment tool to be used.</i></li> </ul> </li> </ul> 12. <i>How will data be collected?</i> The test is administered concurrently with the final exam, although it is graded separately from the exam.	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :</b>  11) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Meets standard: 20 to 25 correct; approaches standard: 15 to 19 correct; below standard: 0 to 14 correct.  12) How you will know if it is good (i.e. score required by % of students): We would like to see 80 percent of students meet or approach the standard.	
<b>Submitted by: Joseph Herl</b> <b>Date: September 29, 2020</b> <b>Assessment Committee Reviewed (Date): 10/15/2020</b> <b>Department Chair notified of approval/or additional action needed: Approved 10/20/2020</b>	



## Music Executive Summary

<b>Department:</b> Music	<b>Date:</b> April 1, 2021
<b>Members involved with analysis of artifacts:</b> Blersch, Grimpo, Herl, von Kampen	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA</b> * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> 20–25 correct meets the standard; 15–19 correct approaches the standard; 0–14 correct is below the standard.	
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> What percentage of nonmajors taking our Music Appreciation course have a basic understanding of music terminology and history?  2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> Class size: 21 students — 7 students had 25 correct answers; 8 had 24 correct; 3 had 23 correct; 2 had 21 correct; 1 had 17 correct.  3). <b>INTERPRETATION</b> * - <i>Discuss how the results answer the assessment question(s).</i> Twenty students out of 21 (95.2 percent) met the standard, and one (4.8 percent) approached the standard. Our goal was that 80 percent meet or approach the standard, and 100 percent did so, so our results are well above the goal.  4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Ideally, the scores were high because all of the questions on the test were related to knowledge that was repeatedly reviewed, referenced, and highlighted throughout the entire semester. But there might have been another reason for such a high success rate: how the test was administered. Because a number of students could not be in class due to Covid concerns, the exam was put online, with a time limit of two hours for the entire exam, which included the 25 multiple-choice questions. This meant that the environment and resources available to each student could not be easily controlled. Therefore, students were allowed to use class notes, the textbook, and even the internet. Unless a student possessed a good understanding of the material going into the exam, it would have been difficult to find the appropriate information quickly enough and to understand it in a way that would have helped reach the correct answer; but it is at least possible that this led to scores that were higher than they would otherwise be.	
<b>Sharing of Results:</b> <i>When were results shared? Date:</i> April 1, 2021 <i>How were the results shared? (i.e. met as a department)</i> By email, then discussed at a regular department meeting. <i>Who were results shared with? (List names):</i> Blersch, Grimpo, Herl, Jacobs, von Kampen	
<b>Discussion of Results –Summarize your conclusions including:</b> 1). <b>ACTION</b> *- <i>How will what the department learned from the assessment impact:</i>  a. <i>Teaching:</i> no changes  b. <i>Assignment/course:</i> no changes  c. <i>Program:</i> no changes	

d. *Assessment:* In a normal year, the assessment would be administered under controlled conditions, with students not allowed to use the textbook, etc.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* The scores could be a bit lower in a more controlled environment.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course).*  
none

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** not applicable

**Submitted by:** Joseph Herl **Assessment Committee Reviewed:** 7/6/2021

**Department Chair notified – approval/additional action needed:** Approved 7/6/2021

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na

## Natural and Computer Science

### Natural and Computer Science Plan

<b>Department: Natural &amp; Computer Sciences</b>	<b>Date: 10/6/20</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines.	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<p><b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i></p> <p>Students will be able to demonstrate an appropriate level of knowledge of important facts, concepts, or processes in the scientific area.</p>	
<p><b>Department:</b> <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></p> <p>Do students know basic facts, concepts, and processes at a sufficient level to correctly describe them?</p>	
<p><b>Methodology:</b></p> <p>13. <i>OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Exam questions from AGRI 102, Bio 207, CHEM 109, CS 131, and Sci 331 that cover basic knowledge.</p> <p>a. <i>How does this data address the assessment question?</i> Each artifact will be chosen to represent an important "factual" component from the course. If students are able to convey the knowledge in an appropriate way, then the question will be considered as answered affirmatively.</p> <p>i. <i>Include/attach a description/example of assessment tool to be used.</i></p> <p>14. <i>How will data be collected?</i> Exams questions will be collected by the instructors after the exams have been completed, with identifying marks removed.</p>	
<p><b>Analysis of Artifacts:</b> PERFORMANCE CRITERIA* - Discuss :</p> <p>13) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Artifacts will be assessed using a 5-point Likert scale (attached), which assigns a value to whether students can demonstrate complete and correct knowledge.</p> <p>14) How you will know if it is good (i.e. score required by % of students): If at least 80% of students score at least a 3 or above, then we can say that most students generally have basic knowledge of the concept. We would prefer that at least 80% score a 4 or above to show that they have a fairly complete and accurate knowledge of the concept.</p>	
<p><b>Submitted by: Robert Hermann</b> <b>Date: 10/6/20</b></p> <p><b>Assessment Committee Reviewed (Date): 10/13/2020</b></p> <p><b>Department Chair notified of approval/or additional action needed: Approved 10/20/2020</b></p>	

## Natural and Computer Science Executive Summary

<b>Department:</b> Natural & Computer Sciences	<b>Date:</b> May 19, 2021
<b>Members involved with analysis of artifacts:</b> Robert Hermann, John Jurchen, Kristy Jurchen, Marcus Gubanyi, Kent Einspahr, Dennis Brink, Gregg Einspahr, Jen Freund.	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> <b>1). <i>PERFORMANCE CRITERIA</i>* - How was data analyzed? (attach rubrics/scoring tools if used).</b> Artifacts were analyzed according to the attached rubric. Rubrics were sent to the faculty beforehand for review, and the departmental faculty met together and scored the artifacts through discussion and consensus.	
<b>Summary of RESULTS*:</b> <b>1). <i>Restate the assessment question(s) (from the Assessment plan):</i></b> Can students demonstrate an appropriate level of knowledge of important facts, concepts, or processes in the scientific area. Specifically, do students know basic facts, concepts, and processes at a sufficient level to correctly describe them?  <b>2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i></b> Overall 35 artifacts were assessed, 10 from Chem 109, 10 from CS 131, 7 from Ag 102, and 10 from Phys/Sci 331 (Bio 207 was planned to contribute artifacts but was unable to do so). Of the artifacts assessed, 26 out of the 35 (74%) achieved a score of 3 or higher (on a 5-point Leikert scale). It is unlikely that the department would have achieved its goal of 80% of students scoring at least a 3 had Bio 207 been able to contribute artifacts; if it had contributed 10 artifacts, all 10 of them would have needed to be successful in order to bring the overall department score up to an aggregate 80%. Looking at the classes individually, Ag 102 (86%) and Phys/Sci 331 (80%) met the criterion for success, while Chem 109 (50%) and CS 131 (70%) did not.  <b>3). <i>INTERPRETATION</i>* - Discuss how the results answer the assessment question(s).</b> Overall the department failed to achieve its goal of 80% of students being able to give correct answers to knowledge questions. This is despite the fact that the questions asked were generally ones that had been emphasized and covered carefully in class. The department has no concrete data as to why our students were unable to answer these types of questions, but that did not stop us from speculating! One suggestion was that while we prepare students to be able to answer knowledge questions on exams by asking similar questions on homework assignments, when they are outside of a test environment students have such easy access to “knowledge” type information on the internet that they routinely Google all knowledge questions rather than reading the book or notes for this information. Since knowledge is so easily accessible, students have no reason to take the effort to memorize (or learn) the information. In the past it was easier to learn facts than to have to continually look them up (and the act of continually looking them up helped to learn them); today information is so accessible that there is no cost to looking up information. The only time students are asked to have “knowledge” in their memory is on a test, and so they are unprepared for it. Another speculation is that in an effort to get an “authentic” assessment of student ability in science classes, instructors are much more likely to ask questions that require in-depth analysis and synthesis (plus a little knowledge along the way), and then grade the questions on a scale that reflects how much scientific thought overall the student demonstrated. This means that a student who knows very few facts but understands ideas can still do fairly well, even though they may get answers partly wrong due to not knowing all the specific facts. So instructors may not be requiring a sufficient base	

of knowledge in order to pass a class.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* In this assessment more than most, we were unable to come to a clear consensus on the reasons for our inability to achieve success.

**Sharing of Results:** *When were results shared? Date:* May 20, 2021

*How were the results shared? (i.e. met as a department)* Met as a department and shared via email.

*Who were results shared with? (List names):* Robert Hermann, Brent Royuk, Kristy Jurchen, John Jurchen, Gregg Einspahr, Tim Huntington, Connie Callahan, Kyle Johnson, Jen Freund, Kent Einspahr, Marcus Gubanyi, Dennis Brink.

**Discussion of Results – Summarize your conclusions including:**

1. **ACTION\***- *How will what the department learned from the assessment impact:*

a. *Teaching:* Instructors will emphasize in their classes the need for students to learn (and memorize) important facts and knowledge as a part of their education.

b. *Assignment/course:* Instructors will practice assessing factual material more on in-class tests and quizzes, and give students opportunity to practice through more questions about facts in in-class discussion.

c. *Program:* We will consider the extent to which we emphasize and value knowledge versus other areas like analysis and problem-solving.

d. *Assessment:* We will plan to do a better job ensuring that all courses that expect to submit artifacts actually do so. We will also make sure that we collect artifacts that assess knowledge that was actually central to the course and emphasized that it will be asked.

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* We hope that these actions will improve students' ability to correctly present knowledge important to the area, and that we will assess artifacts that reflect knowledge central to the course.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course).*  
None

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** The same question as this year.

**Submitted by:** Robert Hermann **Assessment Committee Reviewed:** 7/6/2021

**Department Chair notified – approval/additional action needed:** Approved 7/6/2021

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na

## Theology, Philosophy and Biblical Languages

Theology, Philosophy and Biblical Languages Plan

<b>Department: Theology, Philosophy, and Biblical Languages</b>	<b>Date: 9.24.2020</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles: Knowledge:</b> to gain a base level of knowledge in core disciplines.	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: "The student will be able to demonstrate base level knowledge in the core discipline"?</i> Students should be able to gain a broad understanding of a topic related to the New Testament era, chosen individually by each student based on prior reading in the New Testament.	
<b>Department:</b> <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 the thesis of a peer-reviewed scholarly journal article, along with the evidence provided in the article in support of that thesis? 2. Can the student critically evaluate the author's thesis based on the evidence provided in the article and also based on the student's own reading of the New Testament documents?	
<b>Methodology:</b>  15. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> The writing assignment will involve the student reading and assessing five articles from peer-reviewed scholarly journals identified by using curated digital data-bases available through Link Library. a. <i>How does this data address the assessment question?</i> The data will demonstrate to what degree the student has gained the ability to recognize, understand, critically evaluate, and synthesize information from scholarly journal articles that will help the student expand understanding of the New Testament world, which is part of 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>Include/attach a description/example of assessment tool to be used.</i>  16. <i>How will data be collected?</i> The writing assignment will be collected from Rel 131 for both I and II Semesters of the academic year 2020-21.	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA*</b> - Discuss :  15) How the artifacts will be analyzed (attach rubrics/scoring tools if used): A statistical analysis of student submissions for Rel 131, arriving at a mean score for the assignment.  16) How you will know if it is good (i.e. score required by % of students): A score of 80% or better will be required of 70% of the students in the class.	
<b>Submitted by: Paul Holtorf and Charles Blanco</b> <b>Assessment Committee Reviewed (Date): 10/27/2020</b> <b>Department Chair notified of approval/or additional action needed: 10/27/2020</b>	



<b>Department:</b> Theology, Philosophy, and Biblical Languages	<b>Date:</b> 5.13.21
<b>Members involved with analysis of artifacts:</b> Paul Holtorf and Charles Blanco	
<b>See General Education Assessment Plan for:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
<b>Analysis of artifacts:</b> <b>1). <i>PERFORMANCE CRITERIA</i>* - How was data analyzed? (attach rubrics/scoring tools if used).</b> A statistical analysis of student submissions for Rel 131, arriving at a mean score for the assignment. A score of 80% or better will be required of 70% of the students in the class.	
<b>Summary of RESULTS*:</b> <b>1). <i>Restate the assessment question(s) (from the Assessment plan):</i></b> 1. Can the student recognize the thesis of a peer-reviewed scholarly journal article, along with the evidence provided in the article in support of that thesis? 2. Can the student critically evaluate the author's thesis based on the evidence provided in the article and also based on the student's own reading of the New Testament documents?  <b>2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i></b> Fall 2020: N=37; Mean, 81%; Scoring above 80%, 62%; Spring 2021: N=35; Mean, 82%; Scoring above 80%, 77%; For the academic year, Mean, 81.5%; Scoring above 80%, 70%.  <b>3). <i>INTERPRETATION</i>* - Discuss how the results answer the assessment question(s).</b> The analysis demonstrated that students recognized the thesis of a peer-reviewed journal article along with the support of the thesis in the article. Also, the analysis demonstrated that the student critically evaluated the author's thesis based on the evidence from the article and from the readings of the New Testament documents.  <b>4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i></b> Not applicable	
<b>Sharing of Results:</b> <i>When were results shared?</i> Date: 5.13.21 <i>How were the results shared? (i.e. met as a department)</i> Email <i>Who were results shared with? (List names):</i> Charles Blanco, David Coe, Brian Gauthier, Paul Holtorf, Mark Meehl, and Russ Sommerfeld	
<b>Discussion of Results –Summarize your conclusions including:</b> <b>1. <i>ACTION</i>*- How will what the department learned from the assessment impact:</b>  a. <i>Teaching:</i> Continue to keep the learning outcome in the course.  b. <i>Assignment/course:</i> Continue to keep the assignment in the course.  c. <i>Program:</i> Continue to emphasize importance of journal article assignments for the general education-Biblical literacy component.  d. <i>Assessment:</i> Continue to maintain the performance criteria as it demonstrates the level of competency re: the student's skills in evaluation and summarizing in Biblical studies.  <b>2. <i>IMPACT</i>*- What is the anticipated impact of the <i>ACTION</i>* on student achievement of the learning outcome in the next academic year?</b> To continue using the same assignment for future assessment purposes, using the same assessment criteria.  <b>3. <i>BUDGET IMPLICATIONS</i> – Indicate budget requirements necessary for the successful implementation of the</b>	

**ACTION\*** (i.e. an additional staff person, new equipment, additional sections of a course).  
None

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future?*** Given the variance of scores from Fall 2020 to Spring 2021, the assignment and scoring criteria will be retained for the 2021-22 academic year.

**Submitted by:**Paul Holtorf **Assessment Committee Reviewed:** 7/6/2021

**Department Chair notified – approval/additional action needed:** Approved 7/6/2021

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na