

**2022- 23 & 2023 - 24 General Education Assessment Plan**

**Department: Human and Social Sciences**

**Date: 9/29/2022**

**General Education Committee has selected the following area for the 2022-23 & 2023 -24 assessment cycles:**  
**COMMUNICATION: to demonstrate effective communication skills for personal, academic and professional purposes.**

**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 that addresses effective communication skills for personal, academic or professional purposes"?*

Students will be able to identify, analyze, apply, and discuss the strengths and weaknesses of the main components in the disciplines of Christian education leadership (CEL). The main components within CEL include comprehensive parish education ministry.

**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.*

Q1: To what extent do entry-level and senior-level CEL students communicate their knowledge about the main components of their field?

Q2: To what extent do entry-level and senior-level CEL students explain their knowledge within a specific scenario or case study?

Q3: Do senior-level CEL students communicate higher levels of knowledge than entry-level CEL students?

**Methodology:**

1. **OBJECT\*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Students enrolled in CEL 229 (Introduction to DCE Ministry) and CEL 480 (DCE Practicum) will be asked to complete a CEL prompt. Artifacts will be collected by the instructor.
  - a. *How does this data address the assessment question?* The attached rubric will be used. This rubric determines the extent to which students identify the main disciplinary components, analyzed in-depth at least one component, applied disciplinary components to a specific scenario or case study, and identified strengths and limitations of concepts. *It is important to note that this rubric is the same knowledge rubric used in previous years but it is being examined in this situation as measuring students' communication of professional competencies.*
    - i. *Include/attach a description/example of assessment tool to be used.*
2. *How will data be collected?* Professors of CEL 229 (Fall) and CEL 480 (Spring) will administer the assessment and ask students to return their responses for credit.

**Analysis of Artifacts: PERFORMANCE CRITERIA\* - Discuss :**

- 1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Faculty members with expertise will use the attached rubric to analyze each artifact.
- 2) How you will know if it is good (i.e. score required by % of students): Rubric scores will be examined for each student and aggregated by course. If more students in CEL 480 achieved proficiency than CEL 229 students, the academic program will be considered effective.

**Submitted by: Sara Brady**

**Date: 9/29/2022**

**Assessment Committee Reviewed (Date): 11/1/22**

**Department Chair notified of approval/or additional action needed: Approved 11/1/22**

## CEL Assessment

1. What are the key components of a “comprehensive parish education ministry?”
2. What role does a scope and sequence play in developing a comprehensive parish educational ministry?
3. What things would you look for to determine a congregation’s educational needs?
4. What are the most common mistakes that a DCE can make when developing a congregation’s youth ministry?

## Rubric

Criteria	Exemplary = 3	Proficient = 2	Basic =1	Failing = 0
<b>Identification of main disciplinary components</b>  <i>Identifying common concepts of discipline (i.e., psychology, sociology, criminal justice, Christian-education leadership)</i>	Identifies all disciplinary components correctly and cogently.	Identifies most disciplinary components.	Minimally identifies disciplinary components.	Does not identify common disciplinary components.
<b>Analysis of one disciplinary component</b>  <i>Analyzing one component of disciplinary concept in detail</i>	Analyzes disciplinary component in detail and correctly identifies all major sub-components of disciplinary concept.	Analyzes most of disciplinary component correctly and identifies most of the major sub-components of disciplinary concept.	Minimally analyzes disciplinary component correctly and minimally identifies the major sub-components of disciplinary concept.	Does not correctly analyze any of the disciplinary concepts.
<b>Application of disciplinary component</b>  <i>Applying component of disciplinary concept to a novel scenario in a person's everyday life or in their profession/vocation</i>	Applies completely all major sub-components of disciplinary concept to a novel scenario and correctly applies concepts.	Applies most of major sub-component of disciplinary concept to a novel scenario. Most of sub-components are applied correctly.	Minimally applies major sub-components of disciplinary concept to a novel scenario. Some of sub-components are applied correctly.	Does not apply the disciplinary concept to a novel scenario.
<b>Strengths and limitations</b>  <i>Identifying the strengths and limitations of disciplinary concept in practice and/or application</i>	Identified the strengths and limitations of explained disciplinary concepts by adequately comparing and contrasting other disciplinary concepts with the present concept explained in essay. Knowledge of the other disciplinary components is clearly evident.	Identified most strengths and limitations of the explained disciplinary concept. Compared and contrasted most of the other disciplinary concepts. Knowledge of the other disciplinary components is evident.	Minimally identified strengths and limitations of explained disciplinary concept. Minimally compared and contrasted other disciplinary concepts. Awareness of some the other disciplinary components is evident.	Does not address strengths or limitations of disciplinary concept.