

**2020- 21 & 2021 - 22– 2020 General Education Assessment Plan**

<b>Department: Human and Social Sciences</b>	<b>Date:09/30/2021</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles:</b> <b>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 identify, analyze, apply, and discuss the strengths and weaknesses of the main components in the disciplines of sociology (behavioral science) and Christian-education leadership (CEL).  The main components within the discipline of sociology concern the various sociological theories. The main components within the discipline of Christian-education leadership concern components of comprehensive parish education ministry.	
<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 behavioral science and CEL students knowledgeable about the main disciplinary components of their respective field?  Q2: To what extent are entry-level and senior-level behavioral science and CEL students apply their knowledge about their discipline to a specific scenario or case study?  Q3: Do senior-level behavioral science and CEL students display higher levels of knowledge than entry-level behavioral science and CEL students?	
<b>Methodology:</b>  <ol style="list-style-type: none"><li><b>OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</b> Students enrolled in SOC 101 (Introduction to Sociology), SOC 361 (Social Theory), CEL 229 (Introduction to DCE Ministry), and CEL 480 (DCE Practicum) will complete a take-home essay assignment (see attached). Behavioral science students will complete the sociology essay prompt and CEL students will complete the CEL prompt. Students will either turn in hard-copies or submit their written papers on Blackboard.<ol style="list-style-type: none"><li><i>How does this data address the assessment question?</i> The attached rubric will be used to assess both behavioral science and CEL students. This rubric will determine the extent to which students identified 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.<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><b>How will data be collected?</b> Professors of SOC 101 (Fall and Spring), SOC 361 (Fall), CEL 229 (Fall), and CEL 480 (Spring) will administer the assesement and ask students to return their written responses. To encourage students to complete the assignment, 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.</li></ol>	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :</b>  <ol style="list-style-type: none"><li>How the artifacts will be analyzed (attach rubrics/scoring tools if used): Two faculty members per program</li></ol>	

(ideally who were not instructors in the courses) will use the attached rubric to analyze each artifact. Although it would be ideal to have faculty members who were not instructors, it may be necessary for at least one of the instructors to be a rater because they may have to inform the other rater on familiarity with the discipline. Disagreements with scoring will be discussed between raters.

- 2) 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 senior-level courses. One t test will be conducted for behavioral science students and one t test will be conducted for CEL 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: Sara Brady**

**Date: 09/30/2021**

**Assessment Committee Reviewed (Date): 10/21/21**

**Department Chair notified of approval/or additional action needed: Approved 10/21/21**

