

2022 - 2023 GENERAL EDUCATION Assessment

Table of Contents

Process Chart

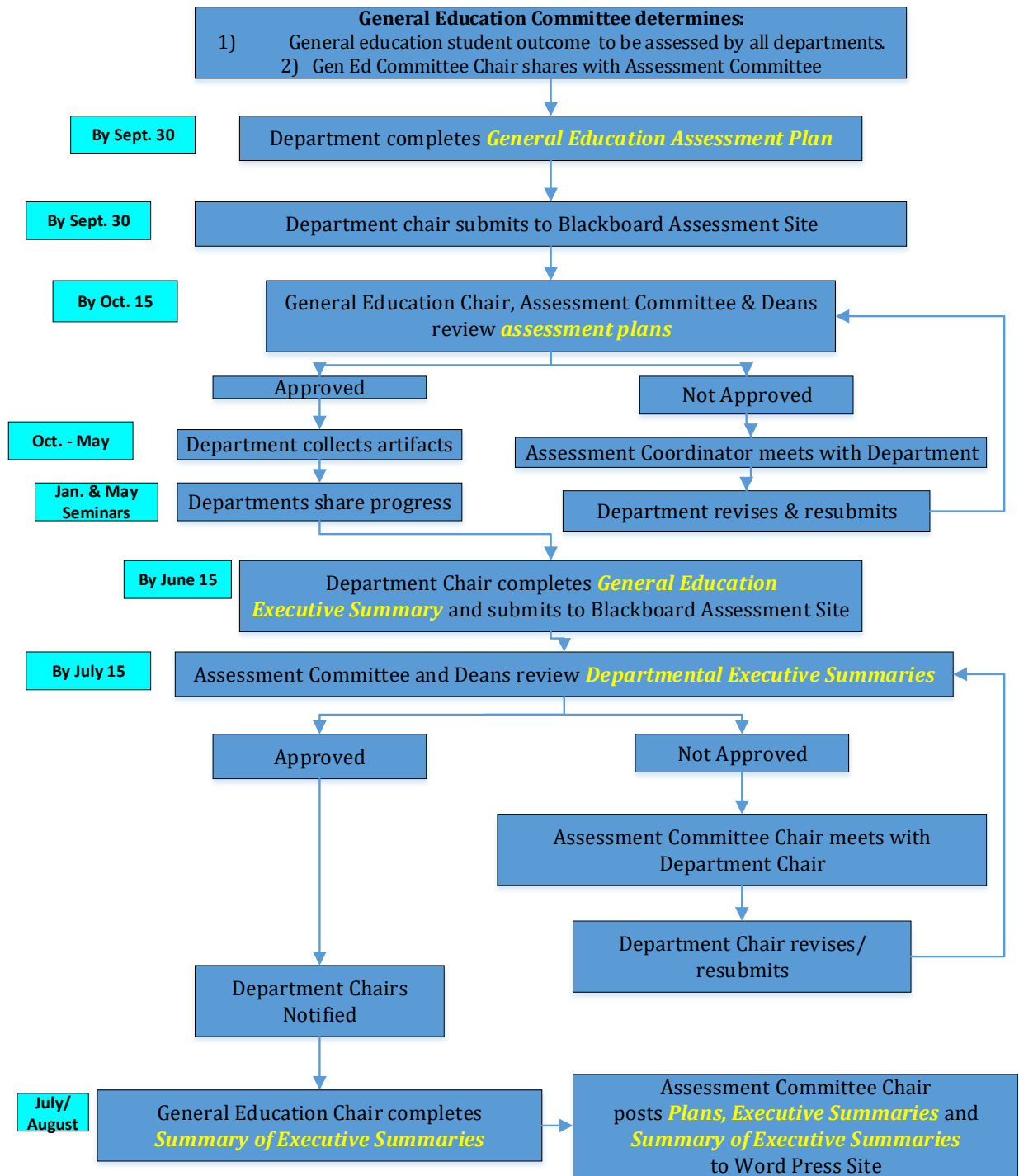
Summary of Executive Summaries

Table of Contents

Contents

Table of Contents	2
Process Chart.....	3
Summary of Executive Summaries.....	Error! Bookmark not defined.

Process Chart



Summary of General Education Executive Summaries

All assessment plans and executive summaries can be found on the Concordia University Assessment WordPress Site: <http://wp.cune.edu/assessment/>

Summary of Executive Summaries				
Question	Assessment Question/ Outcome Goal	Improve Assessment	Improve Instruction	Other
Art	Are gen ed students able to translate verbal narrative into a visual zine. Can gen ed students think in terms of visual sequence (beginning, middle, end). Are students able to visually organize their story into a comprehensive, well-crafted result?	recommend re-assessing Communication with these documents one more time on the next go-around. But to apply a rubric with a point system AND a rubric that only addresses the Communication portion within the Zine project.		
ECTA	Are students able to persuade the reader about how effectively the film/director uses a cinematic element in a film?	Our department feels that we would like to assess a different goal in the future.	<i>Teaching: We will continue to teach cinematic analysis in the same manner.</i> The assignment and supplemental materials on how to write a cinematic analysis paper will be continued.	
HGISML	Can students in Geog 361: Introduction to Geographic Information Systems deliver a quality oral presentation at a research symposium? Students in Geog 361 are required to complete a research project using ArcPro mapping software. Upon completion they are required to present their research at the Concordia Academic and Research Symposium in April 2023.	Some work needs to be done on the rubric so more closely match the objectives of Geog 361.	Requiring students to present their research in a professional setting is beneficial for their growth as academics. We need to encourage more colleagues to have their students present at the symposium. We will continue to require these presentations in Geog 361 during the upcoming spring 2024 semester.	

HHP	HHP 100 - The student will be able to demonstrate effective communications skills in reflecting on their positive behaviors and/or setting goals for each of the nine dimensions of holistic health.		This culminating assignment will continue to be used in Dr Boye's sections and encouraged to be used in sections of HHP 100 taught by other instructors. Instructors will be allowed to modify the assignment as they see fit to address the communications outcome.	
Human & Social Sciences	<p>Q1: To what extent do entry-level and senior-level CEL students communicate their knowledge about the main components of their field?</p> <p>Q2: To what extent do entry-level and senior-level CEL students explain their knowledge within a specific scenario or case study?</p> <p>Q3: Do senior-level CEL students communicate higher levels of knowledge than entry-level CEL students?</p>	The assessment while targeted is limited in respondents and is not longitudinal. A broader population over time might yield a more grounded study.	<p>Teaching: On the surface of the assessment the program is functioning well at increased learning over the duration of the CEL program. Continued intentionality through out the curriculum needs to be lifted up and continued in the teaching of each course</p> <p>Assignment/course: The assessment looked and broader frame that that of a course level but indicates increased learning. It would be of benefit to review other sources of assessment in differing parts of the curriculum to see if there are similar results.</p>	
Math & Computer Science	<p>1. Can students communicate complex technical content in understandable terms?</p> <p>2. Can students incorporate data in communicating the results of their work?</p>	Not able to complete assessment.		
Music	What percentage of nonmajors taking our Music Appreciation course can communicate a correct understanding of the historical development of music?	This will depend on what the assessment question is for next year. This year's assessment results reflect our own informal observations, so we think that the results are reliable.	No changes. It appears that most students are learning what they need to know to write a coherent essay.	

Natural Science	<p>(1) Can students accurately explain scientific ideas?</p> <p>(2) Can students use effective and appropriate communication techniques to do so?</p>	<p>We may change some of the artifacts that we choose to collect next time.</p>	<p>We will spend time in general education classes teaching students how to effectively communicate their ideas – beyond the mechanics of writing, how one fully explains the key ideas and the logical connections that connect the ideas.</p> <p>Some assignments will be modified to include more emphasis on effective and complete communication.</p>	
Theology, Philosophy & Biblical Languages	<p>1. Can the student recognize the thesis statement of a peer-reviewed scholarly journal article, along with the evidence provided in the article in support of that thesis statement?</p> <p>2. Can the student critically evaluate the author's thesis statement based on the evidence provided in the article and also based on the student's own reading of the Old Testament literature?</p> <p>3. Can the student provide a clear summary and critique of the peer-reviewed scholarly journal article?</p>	<p>Continue to maintain the performance criteria as it demonstrates the level of competency re: the student skills in evaluation and summarizing in Biblical studies.</p>	<p>Continue to keep the learning outcome in the course.</p>	