

2022 – 23 & 2023 - 24 General Education Executive Summary

Department: Human and Social Sciences	Date: 06/04/2023
Members involved with analysis of artifacts: Mark Blanke and Amy Hubach	
See General Education Assessment Plan for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
Analysis of artifacts: 1). PERFORMANCE CRITERIA * - How was data analyzed? (attach rubrics/scoring tools if used). See attached rubric.	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> 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? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> CEL 229 yielded 13 useable responses and we received six from CEL 480. Using the knowledge rubric when assessing the responses from the CEL 229 class, seven students received a failing (0) grade, two students received a grade between failing and basic (0-1), two students met the basic rubric (1), and two students achieved a rating between basic and proficient (1-2). The responses to the questions showed a lack of understanding of key tenets of leading a parish educational program – particularly in the areas of determining needs and prescribing content for a specific population and a congregation as a whole. In the six responses from the CEL 480 class, one student received a grade between basic and proficient (1-2), three student responses were rated between proficient and exemplary (2-3), and two students' papers were graded as exemplary (3). Of special note was the increased capacity to prioritize goal setting, needs assessment, and the role of the church leadership to intentionally direct the overall purpose of the church's educational ministries. 3). INTERPRETATION * - Discuss how the results answer the assessment question(s). Assessment of the artifacts indicate that true and measurable differences exist between those at the start of their CEL coursework and those at the end. These results indicate the academic programming is effective in developing individuals who are more capable of identifying key disciplinary components – at least of the two specific role areas that were assessed here. The data that we have gathered from students during their internship (capstone) experience also indicate that the majority of our upper-level students don't just understand the disciplinary components, but also have the capacity to implement the best practices as relates to those components, at least at the level of a new professional. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Not applicable.	
Sharing of Results: When were results shared? Date: October 2022 How were the results shared? (i.e. met as a department) Email Who were results shared with? (List names): Sara Brady (Oct 2022) and Thad Warren (June 2023)	
Discussion of Results –Summarize your conclusions including: 1. ACTION *- How will what the department learned from the assessment impact: a. <i>Teaching:</i> 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 b. <i>Assignment/course:</i> 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. c. <i>Program:</i> The program as a whole appears to be on target for the stated outcomes, but continued effort must be made. Once again looking at other specific outcomes will be beneficial in the future.	

d. **Assessment:** The assessment while targeted is limited in respondents and is not longitudinal. A broader population over time might yield a more grounded study.

2. **IMPACT***- *What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?* To keep emphasizing the stated outcomes of the program throughout the curriculum. Continued emphasis in all courses is important across the curriculum.

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).*

There is affirmation of the teaching and program elements that shape these outcomes. Continued monitoring of the program is important. No major action needed.

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? Perhaps more specific outcomes targeted at the course level.

Submitted by: Thad Warren **Assessment Committee Reviewed:** 8/1/23

Department Chair notified – approval/additional action needed: Approved 8/1/23

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: none

Christian Educational Leadership (CEL) major

For the purposes of this assessment, students in two classes were asked the same questions. In the Fall of 2021, students in CEL 229 – Introduction to DCE Ministry – were asked the same four questions that were posed to the students in CEL 480 – DCE Practicum – in the Spring of 2022. The two classes represent roughly those classes taken at the beginning and end of a student’s academic coursework within the CEL major.

The four questions asked were –

- 1) What are the key components of a “comprehensive parish educational 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?

These four questions, while not comprehensive of what a CEL major should understand, provide a framework for two of the key roles associated with the outcomes that the program seeks to fulfill – the roles of educator and instructional leader (there are six roles that make up the hoped-for outcomes of the program.)

Rubric

Criteria	Exemplary = 3	Proficient = 2	Basic =1	Failing = 0
Identification of main disciplinary components <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.
Analysis of one disciplinary component <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.
Application of disciplinary component <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.

Criteria	Exemplary = 3	Proficient = 2	Basic =1	Failing = 0
Strengths and limitations <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.