**General Education Course Inclusion Proposal**

**SCIENTIFIC INQUIRY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:**LDR 220: Assessment in the Workplace

**Home Department:**School of Education, Leadership, and Public Service

**Department Chair Name and Contact Information** (phone, email):
Dr. Joe Lubig, Phone: 906-227-1880, Email: jlubig@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall):
Every fall semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES IN PROGRESS
In Progress

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*
 **A. Overview of the course content**Assessment in the workplace is a common practice for business organizations. However, there are many types of management and/or evaluation tools that can be used to determine outcomes. Contemporary workplace evaluation and assessment methods are presented as continuous improvement exercises involving employees and/or outside reviewers, vendors, funders, clients and the general public. Students will be trained in setting goals, tracking performance, collecting data, making midcourse corrections, analyzing and evaluating program impact, and presenting information that supports the principles and guidelines of scientific inquiry.

This workplace evaluation course contributes to the need for workplace leaders to use data to assess and improve responsibilities under their supervision and leadership. It also helps leaders understand how and why their outcomes would be evaluated for effectiveness.

This course will start with an overview of why, when, how, and what to measure in order to determine organizational outcomes. Students will review tools and approaches of what to measure and why, how to collect the data, and then evaluate and interpret the results to determine performance within a business organization.

Upon successful completion of this course the student will be able to:

* Develop a research question to measure an organizational outcome.
* Assess, synthesize and integrate peer reviewed literature and develop logical conclusions based on the principles of scientific inquiry.
* Conduct needs assessment data collection. For example, may be completed through the use of surveys, performance interviews, compilation of program outcomes, cost analysis and/or focus groups.
* Present evaluation data in a credible, objective, and persuasive manner in both written and oral formats.
* Use data results to plan, develop, and present an effective evaluation of a workplace initiative or workplace intervention.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

Critical Thinking:**

In order to satisfy the *Evidence* learning outcome dimension, LDR 220 requires students to:

1. Use information derived from text readings, peer-reviewed literature and professional experience to respond to weekly chapter workbook questions which step-by-step explain how to conduct organizational research.
2. Write a literature review based on a minimum of 10 peer-reviewed sources detailing a workplace initiative or intervention.

In order to satisfy the *Integration* learning outcome dimension, LDR 220 requires students to:

1. Use information gathered from text readings, peer-reviewed literature and professional experience to respond to weekly chapter workbook questions which step-by-step explain how to conduct organizational research.
2. Write a literature review based on a minimum of 10 peer-reviewed sources detailing a workplace initiative or intervention. Students will be required to analyze, synthesize and integrate source material and information in written format which demonstrates their ability for understanding and drawing informed conclusions based in scientific methods.

In order to satisfy the *Evaluation* learning outcome dimension, LDR 220 requires students to:

1. Design, collect, analyze and interpret data according to established scientific inquire by conducting a needs assessment data collection on workplace initiatives or interventions. Students will be required to evaluate and analyze data collected and then logically interpret the outcomes based on standard evaluation methodologies.
2. Combine the components in the previous assignments, which consisted of developing a research question, conducing a literature review and collecting data to then evaluate a workplace initiative or intervention. Students will evaluate information, ideas, and activities according to established principles and guidelines and logically develop a conclusion.

**Scientific Inquiry:**

In order to satisfy the *Research Question* learning outcome dimension, LDR 220 requires students to:

1. Develop a research question and method of evaluation based on their selected workplace initiative or intervention. Students will be required to develop a manageable and appropriate research question that is tied to a testable assessment method.

In order to satisfy the *Methodology/Data Collection* learning outcome dimension, LDR 220 requires students to:

1. Develop a research question that is appropriate linked to a method of evaluation based on their selected workplace initiative or intervention. Students will be required to understand and correctly apply an organizational assessment method, based on one of the 40 tools detailed in the textbook, to a workplace initiative or intervention.
2. Conduct a needs assessment data collection using a testable methodology that results in the collection of reliable and relevant data in the assessment of workplace initiatives or interventions. For example, the data collection may be completed through the use of surveys, performance interviews, compilation of program outcomes, cost analysis and/or focus groups. All data collection methods must follow NMU standards set by the Institutional Review Board (IRB) for ethical treatment of human subjects.

In order to satisfy the *Analysis, Results and Presentation* learning outcome dimension, LDR 220 requires students to:

1. Analyze, evaluate and present data that was collected in the assessment of workplace initiatives or interventions that connects to the research question and literature review in both written and oral formats. Through the production of a written report and an oral class presentation students will demonstrate their ability to combine the aspects of linking a research question, evaluation method, literature review, and data analysis in order to develop a comprehensive assessment of a workplace initiative or intervention.

In order to satisfy the *Discussion/Conclusions* learning outcome dimension, LDR 220

1. Complete an evaluation of a workplace initiative or intervention that connects a research question, peer-reviewed literature, evaluation of data and requires students to develop a conclusion that is consistent with scientific inquiry, limitations and implications. Students will be required to demonstrate this by both a written paper and oral presentation.

**C. Describe the target audience (level, student groups, etc.)**
The target audience is students who have completed an associate’s degree and are continuing or have returned college to complete a bachelor’s degree in Leadership Studies.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**This course will be delivered in the online format as a part of a 100% online 2+2 bachelor’s degree completion program in Leadership Studies. This course is designed to both fit the program curriculum and to fit the GEC requirements to allow students who may not have attended NMU for their associate’s degree to have a pathway to successfully matriculate through NMU entirely online.

**E. Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task type:* Weeklyresponses to workbook chapter questions that are based on textbook readings and peer reviewed literature. *Frequency:* Weekly*Overall grading weight:* 28%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information needed to integrate into an assessment of workplace data proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon information gathered from the textbooks and peer-reviewed literature for statements and arguments made in response to workbook questions. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the student.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Task type:* Literature Review of Workplace Initiative or Intervention *Frequency:* Once per semester. *Overall grading weight:* 15%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to present information that is credible and appropriate to support the development of a coherent analysis proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students use peer-reviewed sources, and course textbooks to develop a quality, credible literature review directly related to the workplace initiative or intervention selected in order to develop a comprehensive analysis. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the student using a minimum of 10 peer-reviewed sources.  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding.  | *Task type:* Weeklyresponses to workbook chapter questions that are based on textbook readings. *Frequency:* Weekly*Overall grading weight:* 28%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to assess the quality of information needed to integrate into an assessment of workplace data proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) for statements and arguments made in response to workbook questions. The evidence presented in the student’s written work will be evaluated based on relevance to the topic, accuracy and logical consistency. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the writer.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Task type:* Literature Review of Workplace Initiative or Intervention *Frequency:* Once per semester. *Overall grading weight:* 15%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to evaluate current peer reviewed literature and synthesize the information with insight and/or reasoning to reach an informed conclusion and basic level of understanding proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students use peer-reviewed sources, and course textbooks to develop a quality, credible literature review directly related to the workplace initiative or intervention selected in order to develop a comprehensive analysis. The evidence presented in the student’s written work will be evaluated based on the ability to synthesize ideas and integrate concepts into a logical conclusion. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the student using a minimum of 10 peer-reviewed sources. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines  | *Task type:* Needs Assessment Data Collection*Frequency:* Once per semester*Overall grading weight:* 20%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to conduct a needs assessment evaluation based on information, ideas and activities according to established scientific inquiry principles and guidelines proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students are able to evaluate and analyze data collected and then logically interpret the outcomes based on standard evaluation methodologies.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Task type:* Evaluation of Workplace Initiative or Intervention*Frequency:* Once per semester*Overall grading weight:* 17%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to evaluate information, ideas, and activities according to established principles and guidelines and logically develop a conclusion proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students evaluate information, ideas, and activities according to established principles and guidelines and logically develop a conclusion. The evidence presented in the student’s written work will be evaluated based on a logical and clearly articulated conclusion that is consistency with scientific inquiry. Ultimately, good “evidence” should clearly support the written conclusions made by the student. |

**PLAN FOR LEARNING OUTCOMES
SCIENTIFIC INQUIRY**

*Attainment of the SCIENTIFIC INQUIRY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Research Question** | Develop a manageable and appropriate research question that is tied to testable hypotheses.  | *Task type:* Develop Research Question & Method of Evaluation Based on Selected Workplace Initiative or Intervention*Frequency:* Once per semester*Overall grading weight:* 10%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to develop a manageable and appropriate research question that is tied to a testable assessment method proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students identify a manageable workplace initiative or intervention suitable for the purposes of scientific inquiry. Then develop a research question that is logically connected to the workplace initiative or intervention. The development of a research question will be based on integration of chapter workbook questions, textbook readings and peer-reviewed literature. The evidence presented in the student’s written work will be evaluated based on relevance to the workplace initiative or intervention, accuracy and logical consistency with scientific inquiry. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the student.  |
| **Methodology/Data Collection** | Select and/or develop appropriate scientific methodologies  | *Task type:* Develop Research Question & Method of Evaluation Based on Selected Workplace Initiative or Intervention*Frequency:* Once per semester*Overall grading weight:* 10%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to select and/or develop an appropriate, manageable and testable assessment method proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students identify an appropriate, manageable and testable assessment methodology of a workplace initiative or intervention that is suitable for the purposes of scientific inquiry. The selection and incorporation of the methodology will be based on integration of textbook readings and peer reviewed sources. The evidence presented in the student’s written work will be evaluated based on relevance to the workplace initiative or intervention, accuracy and logical consistency with scientific inquiry. Ultimately, good “evidence” should clearly support the inferences and conclusions made by the student. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Task type:* Needs Assessment Data Collection *Frequency:* Once per semester*Overall grading weight:* 20%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to incorporate a testable methodology that results in the collection of reliable and relevant data in the assessment of workplace initiatives or interventions proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students utilize a methodology suitable for the purposes of scientific inquiry in the collection of reliable and relevant data. The evidence presented in the student’s dataset and written work will be evaluated based on relevance to the workplace initiative or intervention, accuracy and logical consistency with scientific inquiry. The data collection may be completed through the use of surveys, performance interviews, compilation of program outcomes, cost analysis and/or focus groups. All data collection methods must follow NMU standards set by the Institutional Review Board (IRB) for ethical treatment of human subjects. Ultimately, good “evidence” should clearly support the dataset, inferences and conclusions made by the student.  |
| **Analysis, Results and Presentation** | Collected data is appropriately analyzed and presented.  | *Task type:* Evaluation of Workplace Initiative or Intervention*Frequency:* Once per semester*Overall grading weight:* 17%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to appropriately evaluate and present data that connects to the research question in the assessment of workplace initiatives or interventions proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students evaluate and present data that connects to the research question. The evidence presented in the student’s dataset and written work will be evaluated based on relevance to the workplace initiative or intervention, accuracy, and logical consistency with scientific inquiry. Ultimately, good “evidence” should clearly support the written conclusions made by the student.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Task type:* Presentation of Workplace Initiative or Intervention*Frequency:* Once per semester*Overall grading weight:* 10%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to appropriately evaluate and present data that connects to the research question in the assessment of workplace initiatives or interventions proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students evaluate and present data that connects to the research question. The evidence presented in the student’s oral presentation will be evaluated based on interpretation and analysis of data as it relates back to the research question. |
| **Discussion/Conclusions** | Conclusions are linked to evidence and are in the context of scientific limitations and implications. | *Task type:* Evaluation of Workplace Initiative or Intervention*Frequency:* Once per semester*Overall grading weight:* 17%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to develop an evaluation that draws conclusions based on evidence derived from peer-reviewed literature and data collection that connects back to the research question proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students can connect a research question, peer-reviewed literature, evaluation of data and develop a conclusion that is consistent with scientific inquiry, limitations and implications. The evidence presented in the student’s written work should clearly support the conclusions made by the student.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Task type:* Presentation of Workplace Initiative or Intervention*Frequency:* Once per semester*Overall grading weight:* 10%*Expected proficiency rate:* The SELPS expects that 15% of students will not be able to develop an evaluation that draws conclusions based on evidence derived from peer-reviewed literature and data collection that connects back to the research question proficiently, 70% of students will be able to do so proficiently, and 15% of students will exceed the proficiency expectations. *Link Between Assessment Dimension & Assessment Plan:* Instructors will consider the extent to which students can connect a research question, peer-reviewed literature, evaluation of data and develop a conclusion that is consistent with scientific inquiry, limitations and implications. The evidence presented in the student’s oral presentation should clearly support the conclusions made by the student. |