GENERAL EDUCATION ASSESSMENT UPDATE

Scoring Session Feedback Spring 2016

Scoring Participants:
4-1-16: Jon Blesi, Ron Coulter, Megan Graham, Kendall Jacobs, Lisa Johnson, Kelsey Phillips, Evin Rodkey, Jodi Jones, Pete Van Houten, Beth Wisely

4-15-16: Jon Blesi, Megan Graham, Lisa Johnson, Kelsey Phillips, Evin Rodkey, Jodi Jones, Beth Wisely

Facilitators: Roberta Marvel, Melissa Stahley-Cummings

Outcome Scored # 3 Solve problems using critical thinking and creativity

Task: The group was asked to assess 20 student assignments submitted by faculty representing general education outcome # 3. Each student sample had an assignment sheet from the instructor and an instructor assigned outcome. Each scorer used the same AAC&U VALUE rubric to assess each student assignment. At the debriefing meeting the following findings were recorded.

Assessment Findings

❖ What do our students do well?
  • Majority good at following directions
  • Assignment completion
  • Organized and formatted
  • Recognized independent thought was a process

What do our students need to improve under this outcome?

• Do not understand what a hypothesis is
• Do not distinguish between hypothesis and theory
• Need to understand broad scope of problem
• Thinking about problem solving is too limited
• Apathetic approach to creativity
• Do not know how to approach a problem without direction
• Lack of self-evaluation of work- only went as far as they had to with no reflection
• Lacking experiential component or not reflected in the work
• Do not understand connections between academic fields
• Spelling grammar
• Run-on sentences
Recommendations

Faculty Level

- Do not assume students know how to problem solve
- Teach how to design a problem
- Help students find context, background, history, and then let them find the problems
- Ask students to write

Department & School Level

- Load distribution
- Require that all classes submit artifacts for outcomes assessment
- More interaction and communication between departments and peers
- Clarify genre specific instruction for each discipline’s formatting and citation requirements

Institutional Level

- Modify VALUE rubrics by using simpler language or bullet points
- Allow faculty to take classes outside of their area for professional development so they can integrate their curriculum

Assessment Feedback Plan: All college departments will be asked to provide feedback on the above findings in the annual assessment plans, under “takeaways” of general education assessment. For a more information, please visit the Assessment Website at: [http://www.caspercollege.edu/assessment/index.html](http://www.caspercollege.edu/assessment/index.html).