GENERAL EDUCATION ASSESSMENT UPDATE

Scoring Session Feedback Spring 16

Scoring Participants
4/1/16: Charles Ewing, Doug Hall, Heather Huber, Patti Legler, Dino Madsen, Matt Nicodemus, Chris Raymond, Theresa Robinette, Terry Rogers, Mindy Walden
4/15/16: Charles Ewing, Doug Hall, Heather Huber, Patti Legler, Dino Madsen, Matt Nicodemus, Theresa Robinette, Terry Rogers, Mindy Walden

Facilitators: Charles Ewing, Melissa Stahley-Cummings

Outcome Scored # 7. Describe the value of personal, civic, and social responsibilities

Task: The group was asked to assess 20 student assignments submitted by faculty representing general education outcome # 7. 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?
- Understanding different layers of knowledge
- Good story telling
- Good at identifying what civic engagement and responsibility were
- Some provided examples of what can be done for civic engagement
- Some writing well done
- Some conducted deeper analysis and used outside resources

What do our students need to improve under this outcome?

Students:
- Need to engage, demonstrate personal, civic, and social responsibility- not merely comply with assignment directions
- Need to improve following directions
- Have deeper analysis and understanding
- Need to include personal reflections
- Consider alternative and difficult points of view
- Did not discuss their participation in civic engagement
- Did not consider international or diverse cultures
Recommendations

Faculty Level

• Include citation style and grammatical requirements in assignment directions
• Some students were hindered by assignment directions-some of the assignments only ask students to speak to civic engagement and not engage or participate
• Consider showing students the rubric that fits assignment outcome
• Assignments too narrow in scope/ broaden assignment sheets
• Give students examples of well-written papers
• Ask students to consider diverse viewpoints
• Advisors need to advise students into writing and using development paths and program maps to build students foundational knowledge

Department & School Level

• Incorporate civic engagement reflections into co-curricular opportunities and tie in with curricular course assignments
• Create faculty communication opportunities between department/school level for cross course reflection-strengthening

Institutional Level:

• Revisit rubric- seemed to speak to service learning and as opposed to being general for multiple fields or scholarly paper
• Provide institutional professional development how to incorporate reflection assignments that fit the language of outcomes 7

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.