GENERAL EDUCATION ASSESSMENT UPDATE

Scoring Session Feedback Fall 2015

Scoring Participants 10/30 & 11/13: Alexia Johnson, Miko Milan, Darin Miller, Doug Neubert, Joe Simon, Sam Weaver, Georgia Wheatley, Ashley Johnson, 10/30 Will Robinson, Richard Burk

Facilitators: Renee Griffith, Melissa Stahley-Cummings

Outcome Scored # 8- Use quantitative analytical skills to evaluate and process numerical data.

Task: The group was asked to assess 20 student assignments submitted by faculty representing general education outcome # 8. 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 was good about the student sample? What do our students do well?
   ❖ Presentation; easy to read
   ❖ Calculations were accurate
   ❖ Legible
   ❖ Computer use – effective
   ❖ Work was above expectations
   ❖ When instructions were written well, student work was completed well
   ❖ Students ‘showed’ their work
   ❖ Authentic application

What do our students need to improve under this outcome?
(Listed by priority)
   ❖ Check their work/calculations
   ❖ Greater attention to detail given numbers and measurements
   ❖ Draw deep conclusions; little application
   ❖ Write in complete sentences

Recommendations: Faculty Level

- Review rubric for outcome to make sure assignment artifacts meet outcome
- Questions need to be written for higher level – analysis; critical thinking
- More authentic applications
- Artifact submissions need to be complete
- Format of worksheets reflect expectations (leave more space for student responses)
- Clarify instructions
- Provide incentives for students to demonstrate additional knowledge and applications
**Department & School Level:**

- Demand critical thinking
- Provide better cross-section of artifacts
- Professional development with peers; ‘how’ to write assignments/tests with Bloom’s Taxonomy
- Faculty peer assignment review; willingness to share assessments, format, questions, etc.
- Consensus on technology tools used (calculator types)
- Need examples for outcomes to review at dept./school level
- Encourage more collaboration with faculty, depts. & schools

**Institutional Level:**

- Sample questions in database to review for best practices
- All faculty need to participate in outcome scoring sessions
- Encourage more collaboration with faculty
- Engender mathematical literacy (reduce math anxiety, math language simplified to reduce anxiety)

**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).