GENERAL EDUCATION ASSESSMENT UPDATE

Scoring Session Feedback Fall 2015

Scoring Participants: 10/30 & 11/13 Gary Becker, Doug Bull, Tammy Frankland, Megan Graham, Anthony Guerrero, Audrey Hentzen, Trevor Mahlum, John Ordiway, Teresa Stricklin

10/30: Zach Vreeman

Facilitators: Debra Swedberg, Melissa Stahley-Cummings

Outcome Scored # 2—Use scientific method.

Task: The group was asked to assess 20 student assignments submitted by faculty representing general education outcome # 2. 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?
  - Staying on task
  - Completing assignment
  - Legible writing
  - Good presentation of topic
  - Good synthesis and awareness of research
  - Level of engagement with material
  - Recognition that small sampling size can skew results

❖ What do our students need to improve under this outcome?
  (Listed by priority)
  1. Need to use scientific writing and keep tone of paper professional by not using opinion/belief statements “not injecting self into data”
  2. Articulate/demonstrate the process, even if steps of the scientific method are given—have students restate steps in assignments
  3. Correlate activity with real-world applications/extrapolate findings to bigger picture
  4. Develop more comprehensive analysis and understand variables
  5. Improving understanding of limitations
Faculty Scorers’ Recommendations

❖ What can we do to improve students’ skills regarding the outcome at the:

Faculty Level
- Review VALUE rubric for outcome to make sure assignment artifacts meet outcome
- Design assignments that demonstrate the scientific method
- Design assignments on how to fundamentally state hypothesis, collect data and evaluate
- Model good practice in scientific writing
- Provide opportunities to extend beyond lab work assignment
- Demonstrate the scaffolding of assignments

Department and Schools Level
- School meetings regarding assignments that fit VALUE rubrics-design assignments
- Provide examples in using scientific method and share with colleagues
- Debrief outcome feedback report findings every semester and collect changes made

Institutional Level
- Create a systemic way to collect changes made as a result of the scoring feedback
- Clarify what we want students to learn regarding the scientific method bridging to the VALUE rubric

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.