GENERAL EDUCATION ASSESSMENT UPDATE

Scoring Session Feedback Fall 2014

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Outcome Scored 4- Demonstrate knowledge of diverse cultures and historical perspectives

Task: The group was asked to assess 20 student assignments submitted by faculty representing general education outcome # 4. 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 finding were recorded.

Assessment Findings

❖ What was good about the student sample? What do our students do well?

- Culturally aware
- Knowledge & comprehension
- Sentence & paragraph structure
- Openness
- Understanding other western world perspectives (though other geographic locations were not acknowledged)
- Empathy
- Non-judgmental

❖ What do our students need to improve under this outcome?

(Listed by priority)

1. Higher Order Thinking Skills
   a. Critical thinking
   b. Analyzing
   c. Synthesizing
   d. Evaluating
2. Writing in a non-biased voice (for example: student wrote, “different from normal”)
3. Syntax & structure
4. Personal communication and articulation skills
5. Making connections from historical perspectives to more contemporary viewpoints
Faculty Scorers’ Recommendations

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

Faculty Level

- Clearly define assignments- some assignments did not seem to measure the outcome
- Set student expectations higher by including higher order thinking skills in assignments
- Look beyond the western world when assigning cultural assignments
- Ask students to make connections from historical perspectives to present-day perspectives
- Encourage critical thinking, analysis, synthesis
- Have an understanding of micro-cultures such as: generational, ranching community, etc.
- Broader characterization of cultural assignments
- Participate in scoring sessions to see how CC assesses general education outcomes
- Look at VALUE rubrics when creating an assignment for submission to assessment of general education outcomes
- Share assignment sheets and ideas with each peers

Department and Schools Level

- Deans need to stress importance of participation in the general education outcomes assessment as it clarifies the process and provides ideas on what to include on assignments
- Demonstrate how program level outcomes tie into institutional general education outcomes at a department meeting

Institutional Level

- Increase international students
- Increase international educational opportunities for local students
- Activate diversity committee
- Assess students at graduation
- Research where students find work after graduation
- Instead of adding cultural classes to the course offerings, create curriculum inside of classes we already have, ensuring that all students will get cultural awareness

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: