GENERAL EDUCATION ASSESSMENT UPDATE

Scoring Session Feedback Fall 2014

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Outcome Scored # 5 Appreciate aesthetic and creative activities

Task: The group was asked to assess 20 student assignments submitted by faculty representing general education outcome # 5. 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?

• Providing description and repeating what they read
• A few of the student assignments went above and beyond the assignment by adding creative elements not required
• Taking risks if asked

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

(Listed by priority)

1. Students need to extend their learning by moving beyond description and extend their work by:
   a. applying
   b. connecting
   c. reflecting
   d. synthesizing
   e. transforming
2. A few students did not follow instructions or address assignment criteria
3. Many artifacts lacked structure in writing
4. Many artifacts lacked citation of sources
5. Students stated opinions as facts
Faculty Scorers’ Recommendations

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

Faculty Level

- Avoid ambiguity on assignment requirements
- Ask students to stretch by using analysis and synthesis skills
- Include grading rubrics
- Asking for extensions in thinking, instead of basic demonstration of knowledge
- More focus on process of learning instead of product
- Ask for demonstrations of growth over time by assessing drafts of same assignment
- Expand on lesson integration by working together and assigning cross-course submissions such as learning community model
- Provide ongoing feedback
- Assigning graphic organizers, draft revisions, critiques, self-assessments

Department and Schools Level

- At department meetings, brainstorm ideas on capturing and submitting creative assignments
- Use our collective knowledge to help each other by having each department create guidelines and example sheets to share with peers. For example: a good speech contains these five elements or a thesis statement contains these elements. Include a good example/bad example.
- Standardizing program goals inside of department and/or schools to aid students in understanding course connections.

Institutional Level

- Advising students to take English 1010 first semester, so they have the written communication skills to write papers and effectively communicate success in other outcomes.
- Encourage the use of our current writing resources outside of English courses. Such as the writing center, Smarthinking and Turnitin.
- Encouraging cross curricular learning. Making it clear to students how to make connections across courses.
- Tell the story to policymakers that it takes time to learn as opposed to “quick graduation”.

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.