Faculty Collaboration for Assessment Success

Rachel Dineen
rachel.dineen@unco.edu

Stephanie Evers
University of Northern Colorado, stephanie.evers@unco.edu

Brianne Markowski

Lyda McCartin
University of Northern Colorado, lyda.mccartin@unco.edu

Stephanie Wiegand
University of Northern Colorado, stephanie.wiegand@unco.edu

Follow this and additional works at: https://digscholarship.unco.edu/libfacpub

Recommended Citation
Dineen, Rachel; Evers, Stephanie; Markowski, Brianne; McCartin, Lyda; and Wiegand, Stephanie, "Faculty Collaboration for Assessment Success" (2017). University Libraries Faculty Publications. 14.
https://digscholarship.unco.edu/libfacpub/14

This Presentation is brought to you for free and open access by the University Libraries at Scholarship & Creative Works @ Digital UNC. It has been accepted for inclusion in University Libraries Faculty Publications by an authorized administrator of Scholarship & Creative Works @ Digital UNC. For more information, please contact Jane.Monson@unco.edu.
“It was particularly helpful to have dedicated time when we could all focus collectively on one issue.”

100-level student learning outcomes

Students will be able to:
SLO 1: develop a research strategy
SLO 2: access needed information
SLO 3: evaluate information
SLO 4: develop an argument supported by evidence

“The best part of the retreat was having focused time to devote to the SLOs and assessment that was longer than an hour or two.”

Signature assessment - SLO 1

Students work through the steps of the research process throughout the eight weeks of our credit-bearing 100-level courses. However, articulating a distinct strategy based on a research need is difficult.

As a group, we decided to make the task a little more approachable by introducing the concept of mind mapping. By asking students to map their personal research strategies in the first week of class and then again at the end of the course, we hope to identify changes in approach and instill effective, and transferable, research habits.

Signature assessment - SLO 3

To address the multi-faceted nature of information evaluation, this particular assessment is broken down into two parts. The first asks students to correctly identify types of information sources commonly used in academic research. The second, featured below, asks students to evaluate sources based on three evaluation criteria: authority, currency, and relevance. Students are given a research topic and are tasked with critically evaluating each article to determine which are appropriate for the given information need. Students justify their decisions through written discussions of each article.

“IT was useful to take time out of the usual day-to-day to focus on moving our assessment plans forward.”

May retreat goals

We plan to tackle the following during our May retreat:
1. Create an assessment plan for 100-level courses
2. Analyze assessment data for SLO 1
3. Analyze assessment data for SLO 3

Rachel Dineen, Assistant Professor
Stephanie Evers, Lecturer
Brianne Markowski, Assistant Professor
Lyda McCartin, Associate Professor
Stephanie Wiegand, Associate Professor