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Faculty Collaboration for Assessment Success

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Faculty Collaboration for Assessment Success

Why an assessment retreat?

The University Libraries Curriculum Committee meets monthly to discuss curriculum changes, pedagogy, and assessment. However, we struggle to fit any meaningful progress on developing good assessments into our one-hour meetings. Our solution was an off-campus retreat where we could work together to make significant progress on signature summative assessments for our 100-level courses. Our Assessment Mini-Grant funded two assessment retreats, one in December 2016 and one in May 2017.

“It’s always nice to have the opportunity and time to share and discuss with colleagues.”

December retreat goals

- Before we participated in the December retreat, we developed some goals:
1. Finalize 100-level student learning outcomes (SLOs)
 2. Develop signature summative assessments to align with the SLOs
 3. Develop an assessment plan for 100-level courses

“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.

SLO 3 Summative Assessment Applying Evaluation Criteria Updated December 19, 2016

Purpose:

The purpose of this assignment is to assess your ability to evaluate a source for inclusion in a paper or assignment. This skill is essential to your success in future Criminal Justice courses as well as your career.

Task:

You've been provided a set of six articles that discuss, in some way, GPS monitoring of sex offenders. Your task is to evaluate these sources, and select the top three sources that you would include in a paper that aims to answer the question: **Does GPS improve recidivism among sex offenders in California?** This question is important for assessing the effectiveness of the GPS requirement that is part of California's Proposition 83, passed in 2006, that requires sex offenders in that state to be monitored with GPS during probation and parole.

- 1) Read each source to determine which three sources you will include in a paper on this topic.
- 2) Provide a justification for each of the three sources you selected and be sure to discuss all three criteria.
- 3) In a final paragraph, discuss the specific reason(s) why you excluded the other three articles.

Assessment Criteria:

For the purposes of summative assessment, we are focused on which evaluation criteria the students correctly use. The assignment rubric is used for grading. For the collection of summative assessment data, we will use the table below. To collect the data simply review the students' justifications, and indicate a mark for correct, incorrect, or no justification for each criterion. Present the total for each criterion when you report the data by marking the whole number in the table.

The student must use each criterion correctly in all 3 justifications to get marked as "addresses correctly"

	Addresses Correctly	Addresses with Errors	Does Not Address
Currency			
Relevance			
Authority			

“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

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