Assessment Comparison

Instructor Assessment Work
When the time comes to actually implement the course, faculty members will be asked to select at least one assignment that addresses each learning goal (with the possibility that one assignment may address multiple goals). As part of (or parallel to) grading those assignments, the faculty member will complete a rubric approved by the Core Committee and provide the scores as well as some record of the student's actual work to the Core Committee. The Committee and the Director of Assessment strongly recommend the use of Canvas, the institution's learning management system, to complete this process. ⭐

At the end of the semester, faculty teaching in each category will also be asked to provide feedback for the Core Committee. The assessment process will be included in the topics queried.

Sub-Committee Assessment Work
Each semester, each sub-committee will invite those who have taught courses in that category to join them in their assessment work. Sub-committees (and any additional instructors) will then norm the rubric: using a small sample of student work from across courses, they will each score all of the assignments on the rubric. They will then meet to discuss their scores and resolve any differences, so that everyone is giving the same work a similar score. The sub-committees will then distribute a larger sample of assignments so that each assignment is scored by two evaluators. Any work on which the two evaluators disagree by more than a single rating category will be scored by a third evaluator.

Sub-Committee Assessment Meetings
During the afternoon following the Cross-Course Assessment work, the category directors During a designated half-day during the week between exams and commencement, the sub-committees will hold an assessment meeting (open to instructors who have taught in the category as well as other interested parties) to examine aggregated data from the instructors' and the cross-course assessment work and the feedback in order to make recommendations for improvements to the process and to the curriculum itself (learning goals, recommended pedagogy, faculty development, policies, etc.).

Each semester, all instructors will be invited to participate, but a randomly selected subset of instructors will be required to participate.

CATEGORY COURSES (QA, EGC, LINK, ISJ, and CAPA)
The following sampling procedure will be used: all instructors teaching in given category for the first time will be chosen, then additional instructors up to one-quarter (rounding down) of all sections offered in the category in the semester will be selected randomly. Once a particular instructor has been selected in a given semester, all of the instructor's other core courses in this set of categories are removed from the pool of possible courses for the current and next three semesters.

For any sections with twenty or more students enrolled, instructors completing this assessment work are allowed to provide data and work from a sample of fifteen students. The assessment office will provide the instructor with the names and IDs of the students for whom data are to be reported.

Cross-Course Assessment Work
CATEGORY COURSES (QA, EGC, LINK, ISJ, CAPA)
Each spring semester in each of these categories, six instructors will be chosen randomly from the ones required to participate in instructor assessment in the current semester or the previous fall semester. Each instructor chosen will be provided with a small sample of student work from the category for use in norming, which they will read and score on the rubric. Additionally, each instructor will receive two class sets of student work in such a way that each member receives the same sets as one other member. This work will typically be taken from courses offered over the most recent three semesters.

During a designated morning during the week between exams and commencement, the instructors will meet to norm the rubric. They will each compare their rubrics scores for all of the assignments in the norming set and discuss their scores to resolve any differences, so that everyone is giving the same work a similar score. Each member will then work with the group member with the same sets of student work to give each item rubric scores on which they agree.

		OFFERINGS		ACTUAL				MODEL			
				Instructor		Cross-Course		Instructor		Cross-Course	
		Students	Sections*	Students	Sections*	Students	Sections*	Students	Sections*	Students	Sections*
QA	Fall '15	370	17	129	11	45	4	57	4		
	Spring '16	542	20	145	11	11	2	81	5	90	6
	Fall '16	508	17	236	12	0	0	65	4		
	Spring '17	578	21	109	7	0	0	71	5	90	6
	Fall '17	489	20	0	0	0	0	77	5		
	total	*2487*	*95*	*619*	*41*	*56*	*6*	*274*	*18*	*180*	*12*
EGC	Fall '15	25	1	0	0	0	0	0	0		
	Spring '16	215	9	157	7	29	4	30	2	90	6
	Fall '16	363	15	363	15	12	1	41	3		
	Spring '17	535	25	378	21	0	0	88	6	90	6
	Fall '17	442	23	0	0	0	0	80	5		
	total	*1580*	*73*	*898*	*43*	*41*	*5*	*159*	*11*	*180*	*12*
LINK	Fall '15	10	1	0	0	4	1	0	0		
	Spring '16	130	10	113	12	10	2	22	2	90	6
	Fall '16	194	10	179	11	44	5	35	2		
	Spring '17	285	12	137	11	0	0	49	3	90	6
	Fall '17	294	14	0	0	0	0	45	3		
	total	*913*	*47*	*429*	*34*	*58*	*8*	*106*	*7*	*180*	*12*
ISJ	Fall '15	309	17	0	0	0	0	60	4		
	Spring '16	344	16	173	9	49	6	57	4	90	6
	Fall '16	742	32	383	20	4	1	129	8		
	Spring '17	681	29	310	16	0	0	106	7	90	6
	Fall '17	707	33	0	0	0	0	108	8		
	total	*2783*	*127*	*866*	*45*	*53*	*7*	*352*	*23*	*180*	*12*
	TOTAL	7763	342	2812	163	208	26	891	59	720	48

*"Sections" are actually linked pairs for LINK