SCORE

Student Core Outcomes and Readiness Evaluation

University Wide Learning Research Questions: Engaging the SCORE

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AUBURN UNIVERSITY

Session Overview

- History of General Education Assessment at Auburn
- SCORE – Operational Details
- Preliminary Data Interpretation
- Improvement Ideas
- Updates and Discussion

Introductions

- Name
- Area
- One thing you hope to learn about or inform related to the SCORE

General Education Assessment Evolution

SLO Rubric

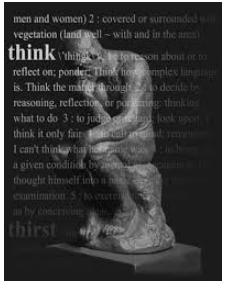
SLO 1: Students will be information literate.	Advanced	Intermediate	Basic	Little/No Ability
Determine the nature and extent of information needed Outcome assessed: Students will find appropriate scholarly sources	All citations within the bibliography are scholarly	The majority of citations within the bibliography are scholarly	The majority of citations within the bibliography are popular	All citations within the bibliography are popular
Access information effectively and efficiently Outcome assessed: (Databases) Students will find appropriate scholarly sources using library subject databases	The majority of citations within the bibliography have been located through subject/discipline specific databases	The bibliography contains citations located through both subject/discipline specific databases AND general databases	The majority of citations within the bibliography have been located through Opposing Viewpoints, CQ Researcher, newspaper databases or a single general database	The majority of citations within the bibliography have been located through web pages or internet search engines
Evaluate information critically Outcome assessed: (Relevancy) Students will find appropriate scholarly sources using library subject databases	All citations within the bibliography evidence relevant and timely sources	The majority of citations within the bibliography evidence relevant and timely sources	A minority of citations within the bibliography evidence relevant or timely sources	None of the citations within the bibliography evidence relevant or timely resources
Use information to accomplish a specific purpose. Outcome assessed: Students will integrate appropriate scholarly sources	The essay includes direct quotes, paraphrases, summaries and citations from scholarly sources, all of which support the main thesis	The essay includes direct quotes, paraphrases, summaries and/or citations from scholarly sources, most of which support the main thesis	The essay includes direct quotes, paraphrases, summaries and citations from scholarly or popular sources, some of which support the main thesis	The essay includes direct quotes, paraphrases, summaries or citations from popular sources, few of which support the main thesis
Understand the economic, legal, and social issues associated with using information. Outcome assessed: Students will document citations via a works cited or bibliography so that sources may be easily found	Multiple sources are cited without error	Multiple sources are cited with three or fewer errors	Multiple sources are cited with four or more errors	No sources are cited

ACT CAAP

cla+

ETS HElghten

2011-2015 → 2015-2016 Academic Year → Summer 2016 → Fall 2016 → Spring 2017 → Spring 2018



Decisions:

- Focus on seniors
- Centralize assessment

AUBURN UNIVERSITY

COLLEGE OF SCIENCES AND MATHEMATICS

What is the SCORE?

Student Core Outcomes and Readiness Evaluation

SCORE Overview

- One-hour test taken at Biggin Hall in Testing Services
- Test aligned with a Core Curriculum Student Learning Outcome
- A new "pre-graduation expectation"
- Product of the Core Curriculum General Education Committee (CCGEC)

Student Experience

Enroll in UNIV 4AA0 – University Graduation

Semester begins

Notification of SCORE and **AT Hold*** Placed on Account

Remove Hold

WAIVER

***AT Hold** – Restricts access to the Diploma Application

Summer 2018 (8.13.18)

Enroll in UNIV 4AA0 – University Graduation

746

Semester begins

Notification of SCORE and **AT Hold*** Placed on Account

Remove Hold

WAIVER

~192

735

***AT Hold** – Restricts access to the Diploma Application

Summer 2018 SCORE Summary

(as of 8.13.18)

Compliance (735)

735/746

98.5%

543/735	192/735
74%	26%
TEST	Waiver

Non-Compliance (11)

- 5 truly non-compliant
- 6 eligible for a waiver

1.5%

Opportunities SCORE presents

- **Process will**
  1. Allow Auburn to **tell a story** about student learning
  2. Allow Auburn to systematically **investigate learning research questions**
  3. Allow Auburn to **create improvement initiatives** where learning discrepancies are identified

Opportunities SCORE presents

Resource to faculty to learn more about student learning at Auburn

What Data were Collected this Summer?

Revised Core Student Learning Outcomes (10/17)

In order to become lifelong learners and use their education to solve practical problems, by the time of graduation, students will be able to effectively:

a. locate, evaluate, and use information.

b. read and think critically.

c. apply mathematical methods.

d. write and revise for a variety of purposes.

e. create and deliver oral presentations.

f. analyze their own society and its relationship to the larger global context.

g. interact in intercultural situations.

h. apply scientific principles.

i. analyze and value creative artistic endeavors.

Summer/Fall 2018

- A - Locate, evaluate, and use information
- B - Read and think critically
- D - Write and revise for a variety of purposes

Spring 2019

- F - Analyze their own society and its relationship to the larger global context
- G - Interact in intercultural situations
- I - Analyze and value creative endeavors

Summer/Fall 2019

- C - Apply mathematical methods
- E - Create and deliver oral presentations
- H - Apply scientific principles (*note, as this test is developed additional data may be collected across the 2018-19 academic year)

Spring 2020

- A - Locate, evaluate, and use information
- B - Read and think critically
- D - Write and revise for a variety of purposes

Summer/Fall 2020

- F - Analyze their own society and its relationship to the larger global context
- G - Interact in intercultural situations
- I - Analyze and value creative endeavors

Spring 2021

- C - Apply mathematical methods
- E - Create and deliver oral presentations
- H - Apply scientific principles (*note, as this test is developed additional data may be collected across the 2018-19 academic year)

Summer/Fall 2018

- A - Locate, evaluate, and use information
- B - Read and think critically
- D - Write and revise for a variety of purposes

	Information Literacy	Critical Thinking	Written Communication
Detailed Definition	1. **identify relevant sources for specific information needs and use appropriate search tools and search strategies to access the needed information.** 2. recognize research and inquiry as iterative processes and (b) recognize the contributions of scholarly communication and other information sharing networks to the creation of new knowledge. 3. apply their knowledge of the capabilities and constraints of information developed through various creation processes when assessing the alignment of information products and information needs and apply knowledge of the constructed and contextual nature of authority when evaluating the credibility of claims 4. recognize that information possesses value and that legal, social, and economic factors influence information production, dissemination, and access and deploy this understanding to make informed and ethical decisions about how they access and use information.	1. identify the genre of the text, make reasonable inferences about its central purpose or argument, define its key components, and show how the writer uses these to reach a conclusion or create meaning or impact. 2. engage the text dialogically, questioning its premises, identifying its limitations, or advancing alternative perspective. 3. construct a strong, well-reasoned argument by determining which conclusion is supported by the strongest evidence.	1. analyze contexts and audiences and then act on that analysis in comprehending and creating texts (Rhetorical Knowledge). 2. analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts (Critical Thinking). 3. recognize and use multiple strategies, to conceptualize, develop, and finalize projects (Writing Processes). 4. recognize formal rules and informal guidelines that define genres, and shape readers' and writers' perceptions of correctness or appropriateness (Knowledge of Conventions). 5. compose text using a range of media (from traditional pen and paper to digital technologies; Composing).
Test	TATIL – Carrick Enterprises	ETS - HElghten	ETS - HElghten

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Summer 2018
Preliminary
Overall Results

Discussion Items

- Strategy for sharing results across campus?
- Other?
- Questions?