score

Student Core Outcomes and Readiness Evaluation

SCORE Overview

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

Link to FAQ

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

Enroll in UNIV 4AA0 – University Graduation
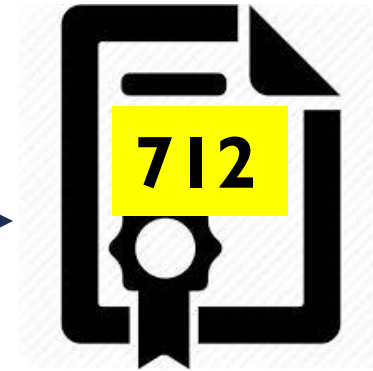
719

Semester begins →

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

Remove Hold

~520

WAIVER

~192

712

*AT Hold – Restricts access to the Diploma Application

Summer 2018 SCORE Summary

- **Compliance (712)**

712/719

99%

520/712 | 192/712
73% | **27%**
TEST | **Waiver**

- **Non-Compliance (7)**
  - 5 truly non-compliant
  - 2 eligible for a waiver

1%

Note- 18 students did not fill out the Diploma Application

What Data were Collected this Summer/Fall?

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 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 - HEIghten	ETS - HEIghten

Opportunities SCORE presents

Resource for better understanding student learning at Auburn

Spring 2019 – UNIV 4AA0

- Currently graduating seniors receive multiple messages about graduation

- Spring 2019