

## Using Assessment Results to Improve Teaching and Learning: Scenarios for Discussion

For each of these scenarios, assume that the university is operating on a “flat” budget, limiting resource availability.

1. One of the goals of the Business Administration program is for students to be able to “write clearly and effectively.” Although all Business Administration undergraduates are asked to write term papers in at least four department courses, their writing quality is nonetheless generally still inadequate by the time they’re seniors. Faculty are quick to point to the woefully poor writing skills of entering first-year students and equally quick to blame the English department for not bringing their writing skills up to par in first-year composition classes. What, if anything, might be done to improve students’ writing skills by the time they graduate? Are there any budget and/or planning implications for your ideas?
2. In “blind” reviews by trained writing experts, 85% of Brandywine University students’ General Education capstone papers were scored “outstanding” in terms of clarity, organization, the comprehensiveness of their review of appropriate resources, and the soundness of their analysis and conclusions. Five percent were scored “very good,” 5% “adequate,” and 5% “inadequate.” What might the faculty do with this information? Be specific about exactly what action steps they should take. Are there any budget and/or planning implications for your ideas?
3. Faculty at Mountaintop University agree that graduating seniors should be able to think critically (which they define as analyzing and evaluating information), but they are not satisfied with the critical thinking skills of their graduating seniors.
  - a. Scenario A: What specific steps might the faculty take to improve students’ critical thinking skills? Give them very practical, concrete advice! Are there any budget and/or planning implications for your ideas?
  - b. Scenario B: Unfortunately, the faculty can’t find a place in the curriculum for students to practice critical thinking skills. All the faculty agree that they have so much content to cover in their courses that they don’t have time to teach students how to think critically and then grade critical thinking assignments. How might the faculty reconcile the need for content coverage with the need to help students learn critical thinking skills? Give them very practical, concrete advice! Are there any budget and/or planning implications for your ideas?
  - c. Scenario C: Many of the faculty teach large classes, and they don’t see how they can help students develop critical thinking skills in a large-class setting. Brainstorm some practical suggestions on how they might do so. Are there any budget and/or planning implications for your ideas?
  - d. Scenario D: Many classes at Mountaintop have students with a broad range of backgrounds and abilities. How might faculty teaching these classes help those students who struggle with assignments that require critical thinking skills without holding up the more capable students? Give them very practical, concrete advice! Are there any budget and/or planning implications for your ideas?

*Developed by Linda Suskie*

**Developmental Rubric Template**

Essential Traits of Program Learning Outcome	Does Not Yet Meet Foundation Standard	Meets Foundation Standard (end of Foundation courses)	Meets Cornerstone Standard (if applicable)	Meets Capstone Standard (end of program capstone)	Exceeds Capstone Standard

*Developed by Linda Suskie*

**Rubric Template for Foundation Courses**

<i>Essential Traits of Think more critically.</i>	Does Not Yet Approach Foundation Standard	Approaches Foundation Standard	Meets Foundation Standard (end of foundation courses)	Exceeds Foundation Standard

*Developed by Linda Suskie*

## CRS 455: Critique Rubric

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Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
<b>Paper Focus: Purpose/ Position Statement</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	/20
	Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout.	Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. Focal point is not consistently maintained throughout the paper.	Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking, The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	
<b>Analysis</b>	<b>0-22 points</b>	<b>21-23 points</b>	<b>24-26 points</b>	<b>27-30 points</b>	/30
	Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis.	Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions.	Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications.	
<b>Evidence (Sources)</b>	<b>0-22 points</b>	<b>21-23 points</b>	<b>24-26 points</b>	<b>27-30 points</b>	/30
	Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper.	Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.	Provides essential, accurate evidence to support the central position with the required research (if relevant), and reliable. Sources are referenced and cited appropriately throughout the paper for the most part.	Provides compelling and accurate evidence to support in-depth the central position beyond the required research (if relevant). Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper.	

## Critique Rubric (continued)

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
<b>Organization</b>	<b>0-6 points</b>	<b>7 points</b>	<b>8 points</b>	<b>9-10 points</b>	/10
	Paper lacks logical organization and impedes readers' comprehension of ideas. Central position is rarely evident from paragraph to paragraph and/or the paper is missing multiple required components.	Paper is somewhat organized, although occasionally ideas from paragraph to paragraph may not flow well and/or connect to the central position or be clear as a whole. May be missing a required component and/or components may be less than complete.	Paper is adequately organized. Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position. Includes required components (introduction, body, conclusion, Reference List, etc.) for the most part.	Paper is effectively organized. Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position. Includes all required components (introduction, body, conclusion, Reference List, etc.).	
<b>Writing Quality &amp; Adherence to Format Guidelines</b>	<b>0-6 points</b>	<b>7 points</b>	<b>8 points</b>	<b>9-10 points</b>	/10
	Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper APA guidelines. Frequent errors in spelling, grammar, punctuation, spelling, usage, and/or formatting.	Paper shows an average and/or casual writing style using standard English and following APA guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting.	Paper shows above average writing style and clarity in writing using standard English and following APA guidelines. Minor errors in grammar, punctuation, spelling, usage, and/or formatting.	Paper is well written and clear using APA/MLA guidelines and standard English characterized by elements of a strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors.	
<b>Timeliness* and Length of Paper</b>  (* unexcused late)	<b>Deduct 11 points-overall failing</b>	<b>Deduct 6-10 points</b>	<b>Deduct 1-5 points</b>	<b>0 points deducted</b>	/---
	Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length	Paper is submitted 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (6-8 pages for the body).	Paper is submitted by the deadline and meets the required length (6-8 pages for the body).	
<b>TOTAL POINTS (sum of 6 Criteria)</b>					<b>/100</b>