

## Scoring Session Feedback

**Date:** 10.18.2019

**Scoring Participants:** Russell Baker, James Buchanan, Caleb Cain, Laurie Jensen, and Maureen Olguin

**Facilitators:** Todd DeKay and Shawn Powell

**Outcome Scored:** Communication – written/oral communication

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**Task:** The group was asked to assess student assignments submitted by faculty representing the Communication Institutional Learning Outcome. Each student sample had an assignment sheet from the instructor. Each scorer used the same AAC&U VALUE rubric to assess student assignments. At the debriefing the following findings were recorded.

### Assessment Findings

#### ❖ What was good about the student sample? What do our students do well?

Articulation  
Subject content knowledge was strong  
Answered prompts clearly  
Showed creativity  
Applied real life experiences/examples to their content work

#### • What do our students need to improve under this outcome? (Listed by priority)

Resource Citation/Referencing  
Grammar/Punctuation/Language Usage

## Faculty Scorers' Recommendations

- **What can we do to improve students' skills regarding the outcome at the: Faculty/Course Level**

Provide better instructions/ model correct grammar

APA issues versus MLA—most of our academic programs use APA writing style

Include grading rubrics/rationale with artifact submission

Include video/audio component when applicable to capture full assignment

### Division Level

Professional Development targeted at building assignments and clear course outcomes

Checks to ensure assignments are grammatically correct

Ensure assignment instructions/rubrics within programs are common/similar and clear

Students need to understand how they are being graded.

### Institutional Level

Potentially consider APA writing guide as the primary format for campus—The majority of our academic programs use the APA style writing.

Clear communication of Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes reflected in course syllabi.

Increase teaching methodology professional development opportunities for faculty, (i.e., faculty onboarding, pedagogy expectations)

Leadership ENMU-Roswell (i.e., formal mentoring and onboarding program) may need to be reinstated to increase understanding of campus initiatives

Writing center coordinator in the Success Center

Clearer writing expectations

Cross-discipline writing training/conversations

ESL student needs must be considered

**Assessment Feedback Plan:** All college departments will be asked to provide feedback on the above findings annually in Taskstream.