

Kennesaw State University

[*Division Name*]

[*Unit or College Name*]

[*Subunit or Educational Program Name*]

1: Student Learning Outcome

Student Learning Outcome

Students will define the problem from a case scenario and formulate a solution.

Providing Department: Program Quality and Accreditation

Is this outcome related to a federal grant awarded to the department or unit?: No



Grant Source and Title (If Applicable):

Measure 1: Rubric

Is Measure 1 direct or indirect?: Direct

Measure 1 Description and Documents

Case scenario assignments are assessed for students' ability to define the problem, using Item #2 on the instructors' grading rubric (attached).

-  [Case Scenario Project](#)
-  [Case Scenario Rubric](#)

Measure 2: Rubric

Is Measure 2 direct or indirect?: Direct

Measure 2 Description and Documents

Case scenario assignments are assessed for students' ability to formulate a solution, using Item #5 on the instructors' grading rubric (attached).

-  [Case Scenario Project](#)
-  [Case Scenario Rubric](#)

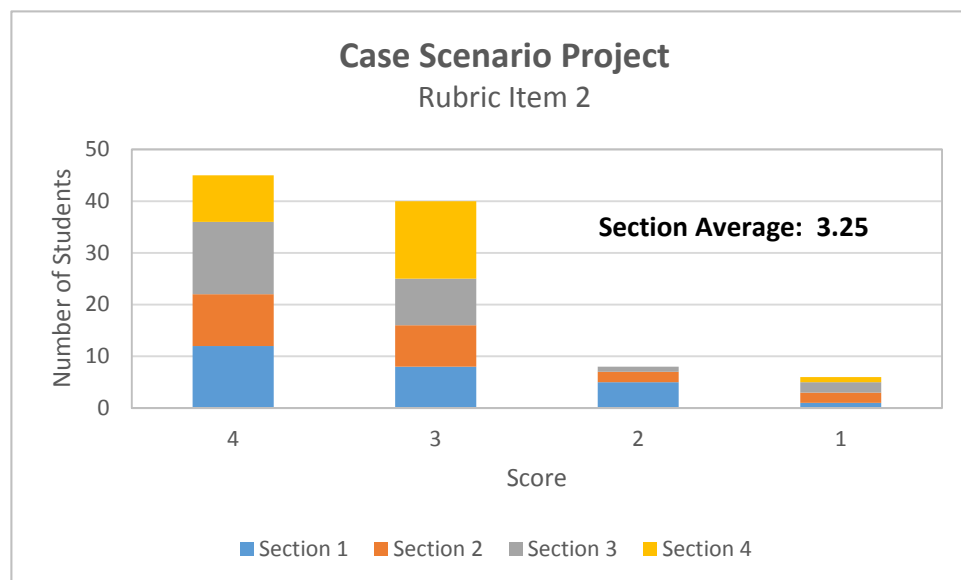
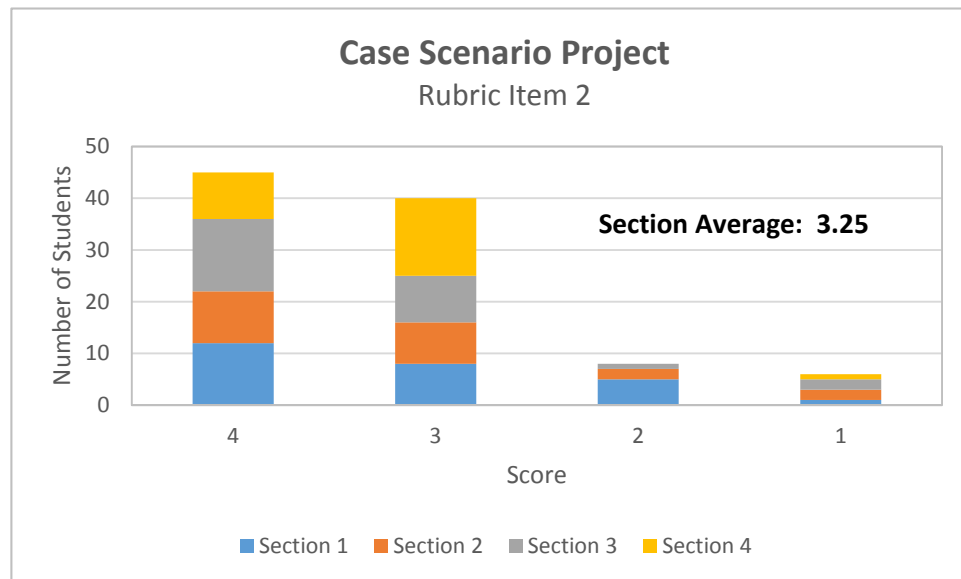
Assessment Plan Status: Completed

Results and Findings

The case scenario project was added to the capstone course in Spring 2013. In Fall 2013, program faculty developed a grading rubric for the project with the goal of increasing efficiency and

section-to-section consistency of project scoring. The rubric was implemented for all capstone course sections in Spring 2014. Instructor and student instructions, and rubric items were improved in Fall 2014 with implementation in Spring 2015. To foster reliability, course instructors shared examples of graded work from Spring 2014, specifically one project scored highly and one that scored poorly. Course instructors met in late Fall 2014 to discuss their ratings.

For Spring 2015, students scored well on rubric item 2, defining the problem, but lower on item 5, formulating a solution, as shown in the charts below.



During post assessment discussions, course instructors identified lack of creativity as the most significant contributor to lower scores on formulating a solution.

Potential Areas of Improvement that Follow from the Analyses

Since course instructors identified creativity of proposed solutions as the area most in need of improvement, that is where intervention will be focused. Course instructors proposed adding creative thinking assignments, providing more examples of creative solutions, and devoting class discussion time to team break-out sessions focused on formulating creative solutions.

Verified Improvements to Performance and/or Assessment(s) that Relate to the Outcome (Complete only for an outcome that was measured more than once)

Plans for the Next Reporting Cycle (Include any changes to the assessment plan)

For Spring 2016, this outcome and the associated measures will not change. Course instructors will devote three class meetings to team break-out sessions focused on formulating creative solutions.

Improvement Report Progress: Completed

Related Items



2.1.7: Identify Best Practice Teaching

Identify, implement, and reward best practice teaching strategies for student-centered learning.