

University of Houston-Clear Lake
Office of Planning and Assessment
Report from the EQS Summer Workgroup

Goal: To test and determine effectiveness of core objective rubric for EQS

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Summer Work Activities

This reading team met in Spring 2017 and selected three courses (MATH 1314: College Algebra, MATH 2412: Pre-Calculus, and MATH 2413) to collect artifacts from to test the rubric. MATH 1314 had 3 artifacts (one each for outcome 1, 2, and 3). Each artifact was 8 math questions and the number correct corresponded to the level of student performance. MATH 2412 and 2413 each use a single artifact for 3 outcomes (2, 3, and 4). Each instructor developed an assessment standard for each level for each outcome. They collected artifacts in Spring 2017 and assessed them during the summer.

Conclusions and Recommendations

Overall, it was determined that the EQS rubric is clear and specific. It has great potential to be adaptable to many different artifacts from many different course types. It was determined that it may be useful to do a first reading of artifacts and develop a guide of common mistakes observed to increase consistency of assessments.

Applying these rubrics allowed the instructors to identify areas in which further explanation was likely needed. Additionally, it was discovered that students may need more information to understand the level of detail and explanation needed for these assignments. For MATH 1314, it was determined that the rubric may have resulted in assessment inflation, not accurately reflecting the students' knowledge.

Future Work:

The CCAC will need to discuss the proposed change in labels and finalize the rubric. Additionally, the feedback from the rubrics needs to be addressed. The CCAC will also need to use the feedback to develop the Interpretation Guides. The CCAC may need to determine what sorts of assignments may be valid for assessment of EQS outcomes.